

REPORT OF THE TASK FORCE ON MILITARY ENGAGEMENT

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Submitted to the University Senate
for Review and Commentary



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1 Executive Summary

In the wake of the repeal of “Don’t Ask, Don’t Tell”, the Task Force on Military Engagement was constituted with a mandate to inform the Columbia community and facilitate a debate, with a view toward providing the University Senate with adequate information to revisit policy regarding Columbia’s relationship with the U.S. military, with a particular focus on the question of the Reserve Officers Training Corps. To that end, the Task Force conducted a broad three-pronged process involving public hearings, the receipt and publication of written statements, and a targeted survey. Out of 11,629 eligible students, 2,252 completed the survey. Transcripts of the hearings and the e-mail record can be found in Appendices III-VIII. The hearings and statements frequently touched on issues of discrimination, perceptions of the military, opportunity and diversity, financial considerations, and intellectual diversity and academic freedom. A synopsis of these may be found in Major Findings: Issue Summaries of Hearings and Statements.

The opinion survey was administered to students of Columbia College, the undergraduate population in SEAS, the School of General Studies, Barnard College, and the School of International and Public Affairs—schools that have had any level of ROTC participation in the last five years. The survey revealed that 60% of students who responded approved of “a return of ROTC to Columbia’s campuses,” and 79% approved of “Columbia allowing the participation of Columbia students in ROTC, whether on- or off-campus.” Further analysis and full details may be found in Major Findings: Summary of Student Survey.

Following deliberations on the findings of the survey and of the statements made during the hearings and received via e-mail, as well as additional study on Columbia’s pre-existing military engagement and ROTC’s implementation at our peer schools, the Task Force unanimously formulated findings and recommendations for the University Senate:

- Our current relationships with the military enrich the Columbia community.
- Columbia’s relationship with ROTC is an issue of concern and the matter should be addressed formally by the University Senate at present.
- Columbia should actively support the endeavors of individual students to participate in ROTC programs, whether on- or off-campus.
- If ROTC is to return to Columbia, the faculty and Deans must retain full jurisdiction over questions of academic credit, appointments, and governance.
- The Task Force believes Columbia’s non-discrimination policy is deeply important to Columbia’s identity and expresses shared values of fostering a tolerant and open community.

2 Introduction

2.1 Mandate

The repeal of “Don’t Ask, Don’t Tell” by the United States Congress in December 2010 reopened the question of ROTC’s place at Columbia.

The historical debate surrounding this issue and its impact on the University was foundation for the University Senate to organize the Task Force on Military Engagement on December 20, 2010, with the mandate to:

- Provide a report to the University Senate on campus opinion regarding ROTC.
- Inform the University community about the basic facts and history surrounding ROTC at Columbia.
- Facilitate debate and discussion about ROTC at Columbia.

2.2 Description of the Reserve Officers Training Corps

The Reserve Officers Training Corps grew out of the Morrill Act of 1862, which provided for land grant colleges and the establishment of military training at these colleges. Students may participate in either a one-, two-, three-, or four-year ROTC program, which leads to a commission in one of the three branches of the Armed Forces. Approximately 40% of newly commissioned officers in the United States Armed Forces are graduates of ROTC programs.

As students, participants take one “military science” and one lab class per semester, and participate in daily physical training. Descriptions of the classes are as follows:

- Lower division military science: History, structure, mission, and traditions of the branch of service in which students participate.
- Upper division military science: Leadership theory, organizational structures, and managerial procedures used by the military.
- Lab classes: Reinforce military science classes and provide more specific instruction on practical issues such as drill and ceremony.

Depending on the branch of service, a student may receive:

- Scholarships ranging from in-state rate to full tuition.
- Coverage of most, if not all, educational fees and a stipend for books.
- An additional stipend of \$250-\$500 per month depending on program and year.

Students may also participate in specialized summer programs including:

- Summer cruise on a naval vessel (NROTC).

- Programs in parachuting, mountain tactics, and leadership.
- Programs in engineering, law, medicine, and international exchange.

Following graduation and commissioning as an officer, the participant incurs either a four-year active duty commitment, or an eight-year National Guard/Reserve duty commitment. Certain specialties, such as military pilots, incur a longer commitment.

2.3 History of ROTC at Columbia

2.3.1 Pre-1968

Columbia University's history of educating America's service members dates back to the French and Indian War (1756-1763). Three of the fifteen enrolled students in the first class of King's College in 1754 served in that conflict. In 1775, King's College students, including Alexander Hamilton, organized and served with distinction during the American Revolution (1775-1783).

Throughout the 19th century, Columbia continued to educate military leaders. Philip Kearny, CC 1833, became a Union general during the Civil War. In the Civil War specifically, five Columbia graduates became major generals, ten became colonels, thirteen became lieutenant colonels, thirteen became majors, and twenty-nine became captains. Forty-five percent of the Class of 1861 enlisted for service.

More than 2,600 Columbians served in World War I (1914-18). Most of these were students or alumni, but more than 350 were faculty members or administrators. Nearly a third of the graduates of the Class of 1918 missed Commencement due to military service.

While Columbia was heavily involved in training officers after World War I, the formal inauguration of Columbia's NROTC program did not take place until September 22, 1945, shortly after World War II (1941-45). More than 15,000 Columbia students served in that war, and 450 are reported to have died. In addition, the Navy utilized twelve Columbia buildings, including Furnald and John Jay Halls, to house a midshipmen's school that trained more than 20,000 naval officers. At one point, Columbia University's Midshipmen's School rivaled the United States Naval Academy in size.

ROTC was never established as a mandatory activity on Columbia's campus, as it was at many other American universities, but it did witness high levels of participation. ROTC would continue to be an on-campus option to Columbia students until the events of 1968, which spurred the faculty to create conditions that the Navy found unacceptable, at which time they withdrew from the University.

2.3.2 1969 Mansfield Committee (a.k.a. The Joint Committee on NROTC)

The Joint Committee on NROTC, popularly known as the Mansfield Committee, was chaired by Harvey Mansfield, Professor of Government. It was established on October 26, 1968, by the Executive Committee of the Faculty, and comprised ten faculty and five students. Peter Sordillo (CC) and Stephen Wang (SEAS) represented the undergraduate populations, while Richard Bates (Science), Norman Mandelbaum (Science), and Sylvana Foa (Journalism) were graduate students. The Committee submitted its report to the faculties of Columbia College, SEAS, and General Studies on March 14, 1969.

The Mansfield Committee was not unanimous in its recommendations. Thirteen of the fifteen committee members recommended a termination of Columbia's NROTC program as it then stood, so that the program could be restructured to incorporate a number of recommendations. The specific recommendations were that:

- NROTC courses should only carry credit towards degree requirements if also listed in the offerings of a regular academic department.
- Personnel assigned to the training program were not to be *ex officio* members of any faculty of the university and would not hold academic rank unless appointed under regular procedures.
- The university might provide office and administrative space for NROTC but should not allocate free space for drill or instructional purposes, whether or not for academic credit.
- The contract between Navy and NROTC students regarding service time should be modified to resemble a National Defense Education Act loan—whereby a student would be allowed to withdraw from the program, subject to the repayment of those funds provided to the student by the Navy.

1969 University Council Resolution

Following the submission of the Mansfield Committee report, the University Council of Columbia University (a predecessor of the University Senate) passed a resolution terminating Columbia's relationship with the Navy and adopting the majority recommendations of the Committee with regard to implementing a future NROTC program. The resolution is excerpted below:

- After this academic year, any course offered as part of the naval training program shall carry credit toward the satisfaction of degree requirements only if it is also listed in the offerings of a regular academic department.

- Personnel assigned to the training program as instructors shall not be ex officio members of any faculty of the University, and shall not hold academic rank unless appointed according to regular procedures.
- The University may furnish office space and related facilities to the Navy for the administration of a counseling service to students in connection with an NROTC program, but shall not allocate free space on campus to the Navy for drill or for instructional purposes, whether or not for academic credit.
- The contract between the Navy and a student enrolled in an NROTC program should, like an NDEA loan, permit him to withdraw upon repayment (or provision for repayment within a reasonable period) of sums the Navy has laid out for his education, without the punitive service liabilities now contingently applicable; nor should the contract require the student to forgo the exercise of ordinary civil rights, like marriage.¹

2.3.3 1974-1976 Tien Special Committee

The Special Committee to Study ROTC was established by the University Senate in 1974 to review university policy with regard to ROTC. Led by Associate Professor John K. Tien, the committee submitted its report to the University Senate on November 21, 1975. In addition to a review of Department of Defense policy concerning ROTC and a study of ROTC programs at “peer” institutions, the report reaffirmed the conclusions of the Mansfield Committee and endorsed previous University conduct with regard to ROTC.

The Tien report also quoted a July 7, 1969, report from University President Andrew Cordier on his attempt to negotiate a new relationship between the University and the Navy:

The Navy was invited to continue its NROTC program exactly as at present with the exception that the Department of Naval Science would be transferred to an extracurricular status. We were informed by the Navy that it would be impossible for them to do so within the framework of the presently applicable laws.

¹It is no longer the case that an ROTC/NROTC candidate without a prior service contract could be compelled to serve as an enlisted soldier upon withdrawal. Candidates who withdraw may be compelled to repay any funds received, but do not incur a service requirement. This is not true, however, for those candidates who had previously served as enlisted soldiers and received an early termination conditioned upon completing College/ROTC—in such cases, candidates may be required to satisfy the remainder of their unfulfilled prior contract. Additionally, no restrictions are placed on a candidate’s ability to marry.

1976 University Senate Action

On January 23, 1976, the University Senate adopted a resolution approving the findings of the Tien Special Committee report, and resolved that:

Any arrangement between the Armed Services and the University is subject to the approval of the University Senate and shall meet the following conditions:

- Academic credit may be awarded to a program only after the program and contents meet the criteria and standards of the faculty which recognizes such credit.
- Service nominees may be charged with instruction and accorded faculty rank only in accordance with the usual appointment procedures.
- No degree may be withheld for reasons not within the control of the University.
- There shall be adequate safeguards for the academic freedom of the participants.
- The contract between the Armed Services and a student enrolled in an ROTC program shall permit him or her to withdraw upon repayment, or provision for repayment within a reasonable period, of sums which the service has expended for his or her education without the punitive service liabilities now contingently applicable; nor may the contract require the student to forego the exercise of ordinary civil rights.

2.3.4 2003 Survey

In April 2003 the Columbia College Student Council presented a survey alongside the CCSC elections to gauge student opinion on the potential return of ROTC to Columbia. The results: 973 students (65%) favored restoring ROTC while 530 students (35%) opposed the idea.

Polling questions were reviewed and approved by an impartial Columbia administrator, David Cheng, Assistant Dean for Research and Planning in the Student Affairs office. As this survey was not conducted by the University Senate and was not concurrent with any University Senate discussion of the issue, no action was taken.

2.3.5 2004-2005 Senate Task Force

During the 2004-2005 academic year, the University Senate revisited the issue of on-campus ROTC in response to the 2003 survey. Established on March 26, 2004, the Task Force on ROTC ultimately comprised five students, four faculty, and one alumnus.

The Task Force submitted its report on May 6, 2005. The following is an excerpt from their report:

Recommendations

- The ROTC Task Force was split (5-5-0) on whether or not ROTC should return to Columbia University in the 2006-07 academic year.
- The Task Force unanimously agrees that the military's discrimination against homosexuals, as seen in the federal law DADT, is inconsistent with the values of the community as expressed in the University's non-discrimination policy. However, the Task Force is evenly split on whether or not DADT should prevent the immediate return of ROTC to campus.
- The Task Force was split on whether or not the return of ROTC would have a negative or positive impact on the campus climate.
- Almost unanimously (9-0-1) the Task Force favored returning ROTC if there is no longer discrimination against LGBT servicemembers in the military.
- A majority of the Task Force agrees that there are significant benefits in returning ROTC, such as financing students' education and Columbia's participation in training military leaders.
- No one agreed (0-6-4) with the following statement: Under no circumstance should ROTC return to Columbia University.
- A majority (7-1-2) voted in favor of strengthening the relationship with the current ROTC programs at Fordham and Manhattan College by securing more positions to accommodate more CU students.
- Almost unanimously (9-0-1) the Task Force recommended that the University Trustees establish a financial contingency plan to protect LGBT students who may be victims of "Don't Ask, Don't Tell."
- It was unanimous (10-0-0) that if ROTC returns then Columbia University should maintain full and independent control over questions such as academic credit for ROTC courses, titles for ROTC instructors, and the use of Columbia's classroom, office, and training space for ROTC functions.
- A majority of the committee believed that the use of University resources such as classroom, office, and training space could be a reason why ROTC should not return.

2005 University Senate Action

The Executive Committee submitted a resolution to the Senate floor seeking to "establish an ROTC program as soon as is practicable" so long as control over course credit, academic appointments, and space and other usage would be retained by Columbia. The resolution failed 53-10.

2.3.6 2008 Referendum

The four undergraduate student governments together offered a “referendum” to the undergraduate student body regarding a potential return of NROTC to campus. As with the 2003 student survey, the referendum was not connected to the University Senate or any policy initiative. The results of the survey were contested due to potential multiple votes cast by the same person and the results were not originally divided by school.

- Overall 49% of students surveyed (after eliminating multiple votes) were in support of NROTC returning to campus.
- Columbia College voted 46.8% in favor with 53% opposed and 0.2% abstaining.
- SEAS voted 53.6% in favor with 46.4% opposed and 0% abstaining.
- General Studies voted 55.1% in favor with 44.4% opposed and 0.5% abstaining.
- Overall, including Barnard, results were 49.2% in favor, 50.6% opposed and 0.2% abstaining.

2.4 Description of Process

2.4.1 Task Force Formation

The Task Force on Military Engagement was formed December 20, 2010, as a joint initiative of the University Senate Executive and Student Affairs Committees. The student co-chair was appointed at that time, and the remaining student membership was finalized early January 2011. The faculty co-chair and members joined in late January and early February, with membership finalized by February 2, 2011.

Task Force members were chosen by the Task Force co-chairs with the input of the chairs of the commissioning committees, and were selected based on their ability to focus on fostering discussion, participate in event organization, synthesize information from disparate sources and uphold the principles of open dialogue and full consideration of all views held in the community.

The Task Force membership included:

- Ron Mazor, CC '09, Law '12, Co-Chair
- Roosevelt Montas, Associate Dean, Center for the Core Curriculum, Co-Chair
- James H. Applegate, Professor of Astronomy
- Peter J. Awn, Dean of the School of General Studies
- Mollie A. Finkel, Nursing '12
- Alexander C. Frouman, CC '12
- Julia B. Hirschberg, Professor of Computer Science

- K. Scott Saverance, SIPA '11
- Tim T. Qin, Engineering '13

To engender informed dialogue within the community, the Task Force established a reference collection of factual information on issues of military engagement at Columbia. Emphasis was placed on presenting foundational material in an unbiased fashion. Information was centralized on the Task Force's website², which also served as the primary medium for ongoing communications to the Columbia community. Key information included an overview of the history of military engagement and ROTC programs at Columbia, summaries of previous Senate committee actions as well as those committees' full reports, and reference information on Columbia's current relationships with the military.

The Task Force drew heavily from the work of previous Senate reports, leveraging in particular the background material collected in 2004-2005. The Task Force's compendium was not intended to be comprehensive or exhaustive representation of all information relevant to the discussion of military engagement at Columbia and was not represented as such. The Task Force's overriding goal was to centralize basic information that would inform further conversation within the community and allow for discussion of the merits of various arguments.

The Task Force focused on three main avenues for opinion-gathering and engaging the community. Process details for each method are presented here; the outcomes of each avenue are discussed elsewhere in this report.

2.4.2 Hearings

Three hearings were held that provided opportunities for individuals to discuss the issues in an open and constructive manner. The hearings were open to all Columbia University ID holders, and were designed to address specific communities within the university.

Each hearing was hosted by a major University leader and moderated by the Task Force, and the duration of each was roughly two hours in length. The hearings were staggered by week and day in an effort to optimize attendance. Attendees were invited to address the Task Force with concerns and opinions related to guiding questions composed by the Task Force.

In accordance with the Task Force's focus on transparency, audio recordings and transcripts of each hearing were made public and posted as soon as practicable to the Task Force's website.

² <http://www.columbia.edu/cu/senate/militaryengagement/>

Details of the hearings were as follows:

- Monday, February 7, 2011 – Focused on the general University community, with opening remarks by Sharyn O’Halloran, Chair of the Senate Executive Committee. 417 International Affairs Building (Altschul Auditorium), 8 PM – 10 PM
- Tuesday, February 15, 2011 – Focused on the undergraduate population with opening remarks by Michele M. Moody-Adams, Dean of Columbia College. 309 Havemeyer Hall, 7:30 PM – 9:30 PM
- Wednesday, February 23, 2011 – Focused on faculty and graduate students, with opening remarks by Claude M. Steele, Provost and Dean of Faculties. 417 International Affairs Building (Altschul Auditorium), 8 PM – 10 PM

2.4.3 Survey

The Task Force also distributed a survey to students of Columbia College, the undergraduate population of the Fu Foundation School of Engineering and Applied Science, the School of General Studies, Barnard College, and the School of International and Public Affairs—schools which have participated in ROTC within the last five years—to record opinions about Columbia University's engagement with the Armed Forces of the United States and the Reserve Officers Training Corps program.

The survey was conducted in cooperation with CUIT, utilized various security features (including Columbia’s UNI authentication system) to prevent voter fraud, and ran from 8 PM on Wednesday, February 16, to 11:59 PM on Thursday, February 24. Survey questions are included in Appendix I: Structure and Questions of the Student Survey.

2.4.4 Statements

Finally, the Task Force welcomed written statements by all Columbia affiliates, including alumni. Submissions were made primarily through the Task Force’s public email address (rotc-taskforce@columbia.edu) and consisted of opinions, arguments, feedback on the Task Force’s process and other reactions. Submitters were allowed to request their name be withheld upon publication or to submit their statement for private consideration by the Task Force. Statements were accepted up until 11:59 PM on Wednesday, March 2, 2011.

3 Major Findings

3.1 Summary of Student Survey

The survey ran from 8 PM on Wednesday, February 16, to 11:59 PM on Thursday, February 24. Survey structure and questions are available in Appendix I: Structure and Questions of the Student Survey. More detailed analysis, including a breakdown by school, is available in Appendix II: Detailed Results of the Student Survey.

A brief overview of the data is as follows:

- 60% of students surveyed are in favor, 33% are not in favor, and 7% don't know or have no opinion on the first question of "I _____ of a return of ROTC to Columbia's campuses."
 - Of the five academic programs surveyed, SIPA was 66% in favor, GS 71%, SEAS 70%, and CC 59%. Barnard voted 42% in favor, and 47% not in favor.
- 79% of students surveyed are in favor, 13% not in favor, and 7% don't know or have no opinion on the second question of "I _____ of Columbia allowing participation of Columbia students in ROTC, whether on- or off-campus."
- 39% of students surveyed believe a relationship between Columbia and the military supports or somewhat supports Columbia's identity, principles, and policies. 35% of students surveyed believe the relationship detracts or somewhat detracts. 24% believe it neither supports nor detracts, and 2% don't know or have no opinion.
- 42% of students surveyed believe military engagement will increase or somewhat increase academic freedom on campus. 28% believe it will decrease or somewhat decrease academic freedom. 27% believe it neither increases or decreases academic freedom, and 3% don't know or have no opinion.
- 37% of students surveyed are either supportive or somewhat supportive of the military's current practices with respect to Columbia University's non-discrimination policy. 39% are unsupportive or somewhat unsupportive of current practices. 13% are neither supportive nor unsupportive of current practices, and 11% don't know or have no opinion.
- 58% of students surveyed believe military engagement on campus will increase or somewhat increase intellectual diversity on campus. 18% believe it would reduce or somewhat reduce intellectual diversity. 22% believe it would neither increase nor reduce intellectual diversity, and 6% don't know or have no opinion.
- 66% of students surveyed believe that an ROTC program that leads to more Columbia-educated officers would be a positive development. 18% believe it would be a negative development. 11% are neutral, and 5% don't know or have no opinion.

- 2,252 students out of 11,629 eligible returned surveys (19%).
 - 152 students from SIPA returned surveys (11% turnout).
 - 307 from General Studies returned surveys (15% turnout).
 - 283 from SEAS undergraduate returned surveys (19% turnout).
 - 1,113 from Columbia College returned surveys (25% turnout).
 - 397 from Barnard College returned surveys (17% turnout).

Figure 1: Results of the Student Survey, Total Responses

(For breakdown by school, see Appendix II: Detailed Results of the Student Survey.)

		#	%
I _____ of a return of ROTC to Columbia's campuses.	Approve	1,345	60%
	Disapprove	751	33%
	Don't Know/No Opinion	156	7%
I _____ of Columbia allowing participation of Columbia students in ROTC, whether on- or off-	Approve	1,789	79%
	Disapprove	292	13%
	Don't Know/No Opinion	171	8%
I believe a relationship between Columbia and the military _____ Columbia's identity, principles, and policies.	Supports	646	29%
	Somewhat Supports	237	11%
	Neither Supports/Detracts	534	24%
	Somewhat Detracts	240	11%
	Detracts	551	24%
	Don't Know/No Opinion	44	2%
I believe military engagement will _____ academic freedom at Columbia.	Support	718	32%
	Somewhat Support	232	10%
	Neither Support/Detract	615	27%
	Somewhat Detract	186	8%
	Detract	441	20%
	Don't Know/No Opinion	60	3%
I am _____ current U.S. military practice in relation to Columbia's non-discrimination policy.	Supportive	538	24%
	Somewhat Supportive	302	13%
	Neither Supp./Unsupp.	290	13%
	Somewhat Unsupportive	257	11%
	Unsupportive	623	28%
	Don't Know/No Opinion	242	11%
I believe military engagement on campus would _____ intellectual diversity on campus.	Increase	938	42%
	Somewhat Increase	368	16%
	Neither Increase/Reduce	489	22%
	Somewhat Reduce	124	6%
	Reduce	276	12%
	Don't Know/No Opinion	57	3%
An ROTC program that leads to more Columbia-educated military officers would be a _____ development.	Positive	1,495	66%
	Negative	400	18%
	Neutral	254	11%
	Don't Know/No Opinion	103	5%

3.2 Issue Summaries of Hearings and Statements

The Task Force collected 113 statements between December 20, 2010 and March 2, 2011. Of these, 65 were from current students, 28 were from faculty and staff (including two Deans and one University Professor), and 20 were from alumni. 88 statements were in support of ROTC, and 25 were in opposition. The full statement record may be found in Appendices III-V.

Transcripts of the three public hearings may be found at Appendices VI-VIII. The Task Force estimates that 75 individuals attended the public hearing of February 7, 2011, over 200 individuals attended the public hearing of February 15, 2011, and up to 500 individuals attended the public hearing of February 23, 2011.

Brief summaries of the opinions expressed at the public hearings and statements may be found below, made by both supporters and opponents of ROTC.

3.2.1 Discrimination

In 2005, the persistence of “Don’t Ask, Don’t Tell” was a prominent reason why the Columbia community did not support a return of ROTC to campus. In particular, DADT was frequently interpreted as directly conflicting with Columbia’s non-discrimination policy, which prohibits unlawful discrimination on the basis of gender identity. With the recent repeal by Congress of DADT, the U.S. military has removed one of the primary obstacles preventing open service of gay, lesbian, and bisexual soldiers.

During the course of the Task Force’s deliberations, the point was repeatedly raised that the U.S. military remains in conflict with Columbia’s non-discrimination policy, both due to the fact that the repeal of DADT has not yet taken effect and because the repeal of DADT will not affect the ability of transgender individuals to serve. Proponents of this position argued that, at present, transgender individuals are precluded from service due to both a diagnosis of Gender Identity Disorder and because of the complications attendant with gender reassignment surgery. Points were frequently raised about the importance of preserving our non-discrimination policy, even if a behavior might only harm a small minority. For proponents of this stance, a U.S. military that does not allow for fully open service would be incongruous with Columbia’s policy on discrimination, thereby precluding a return of ROTC.

A number of counter-points were raised on this issue. These include arguments that U.S. military policy is not in violation of Columbia’s non-discrimination policy, that a return of ROTC would not be detrimental to the culture of tolerance and openness encouraged by

Columbia and protected by the non-discrimination policy, that aspects of Columbia's military engagement currently violate the non-discrimination policy with no ill effect, and that, on balance, the practical benefits of a return of ROTC outweigh potential harm.

3.2.2 Views of the Military

ROTC has been linked to general issues regarding Columbia's engagement with the military. Some members of the community see an ROTC program as an undesired endorsement of the U.S. military by Columbia. Elements of this argument included opposition to the notion of Columbia permitting and enabling the training of military officers, conceptions of the military as a tool of killing and destruction, oppositions to the concepts of armed conflict and militaries, critiques of the U.S. military's recruitment of low-income individuals and "predatory" recruitment, opposition to current U.S. military action, conceptions of the military as an arm of "U.S. imperialism," and arguments that a return of ROTC would be an endorsement of the relatively high level of sexual abuse of women in the military.

Contrasting opinions included general support for the military, arguments that Columbia-educated officers will provide the military with effective and nuanced leadership, conceptions of the military as an apolitical implementer of U.S. policy and an improper target of political critiques, observations regarding the role of the military in humanitarian efforts and non-combat operations, and the expression of the positive importance of the military in protecting the freedoms and democracy of the U.S. Another perspective suggested that a lack of on-campus ROTC creates an improper stigma of military service, and is an inappropriate rejection of a history and heritage of military service by members of the Columbia community. Regarding the flaws of the U.S. military, a common rebuttal was that the best way to create change was to advocate from within, including issues surrounding socioeconomic status of servicemembers, military attitudes towards open service, conscientious implementation of the laws of war, and the prevention of sexual violence.

3.2.3 Opportunity and Diversity

Proponents of ROTC voiced the argument that a military career is a valid option of which students should be able to avail themselves. They suggested that the University should not hamper students who wish to benefit from the advantages that an ROTC program offers or who wish to ease their entry into a military career. A corollary was raised that reinstating an on-campus program could help to attract more applicants to Columbia, particularly with regard to prospective students who might like to participate in the program or for whom the strength and quality of an ROTC program might be an important factor. Enabling these students to attend Columbia could increase the intellectual diversity of the student body and increase the pool of qualified applicants.

A rejoinder to this position was that benefits which might arise from an on-campus program do not outweigh concerns of non-discrimination or institutional identity.

3.2.4 Financial Considerations

A number of arguments in favor of returning ROTC to campus included the perspective that it would open up additional scholarship and funding opportunities to Columbia students. Proponents suggested that ROTC funds could enable more students to attend the University by freeing up a greater pool of financial aid, and would allow students who are only partially eligible for financial aid to defray some of the cost of attendance.

A rebuttal regarding ROTC funding and scholarships focused on the notion that financial incentives are coercive and lead students to commit to potentially life-risking employment after college to attain an education.

As a factual matter, students may withdraw from ROTC at any point, though withdrawal after the first two years often requires repayment of funds received. Failure to repay may result in financial consequences but will not result in any sort of a punitive service requirement or obligation.

3.2.5 Intellectual Diversity and Academic Freedom

Concern was expressed that a formal or institutionalized relationship with the military would be detrimental due to academic concerns. An argument was put forward that military culture promotes deference to authority and cannot be reconciled with the freedom of inquiry and thought enshrined by Columbia University. There was fear that such tension might hinder the academic freedom of those involved.

On the opposite end, an argument was put forward that a liberal arts education is an asset to potential military officers and leaders, and that a greater presence of ROTC cadets among the student body would help to increase diversity of thought and opinion and lead to positive academic interactions. Further arguments in support of a return of ROTC voiced the sentiment that an on-campus program would help to further understanding and interaction between members of the University who might have inaccurate conceptions of military service or of those who choose a military career.

3.3 Current Military Engagement at Columbia

Columbia University currently has limited engagement with the Armed Forces of the United States beyond the question of ROTC.

3.3.1 Yellow Ribbon Program (Veterans)

Seventeen of Columbia's schools and programs are participating in the Yellow Ribbon Program, an initiative authorized by the Veterans Educational Assistance Act of 2008 (the Post-9/11 GI Bill) in which educational institutions provide eligible student veterans with a tuition waiver or grant matched by the U.S. Department of Veteran Affairs. This program supplements the base educational benefits provided by the Post-9/11 GI Bill.

Currently, more than 300 veterans attend Columbia under the program's auspices, with more than 200 at the School of General Studies.

3.3.2 Military Recruiting

Columbia Law School

Due to the federal legislation known as the Solomon Amendment, Columbia Law School has allowed the military to recruit on its campus. The Solomon Amendment makes federal funding conditional upon allowing the U.S. military to recruit on campus.

In response to return of the military, 72 CLS faculty members signed a letter stating their commitment to non-discrimination and their disapproval of the military's presence on campus. The letter was written before the formal repeal of "Don't Ask, Don't Tell." In the aftermath of the repeal, Dean David Schizer of the Law School, acting in his personal capacity, has written to the Task Force in support of ROTC.

College of Physicians and Surgeons

The College of Physicians and Surgeons participates in the Armed Forces residency programs. The programs, expected of doctors, facilitate postgraduate training in general and specialized medicine, and comes with a commission as an officer.

In addition, several officers serving as military doctors are also current faculty members of the College of Physicians and Surgeons.

3.3.3 Academic Programs

Teachers College

The Eisenhower Leader Development Program is a joint program between the United States Military Academy at West Point and Teachers College of Columbia University. Current military officers selected as “Company Tactical Officers” undertake a joint program in Social-Organizational Psychology (Leadership Development) at Teachers College while concurrently serving as instructors at West Point.

A Tactical Officer (TAC) is the legal Company Commander of a Cadet Company and the primary developer of cadets at the United States Military Academy (USMA) at West Point, New York. He or she assists each cadet in balancing and integrating the requirements of the physical, military, academic, and moral-ethical programs.

A “TAC” trains and coaches the cadet chain of command to establish and sustain high unit standards and behavior essential to a cohesive company environment ... TACs inspire cadets to develop effective leadership styles through role-modeling, counseling, teaching, and training. A Tactical Officer also presents formal and informal instruction to the company, implements special development programs for individual cadets as needed, and is responsible for all company administration.³

Completion of the Eisenhower Leader Development Program leads to an MA from Teachers College and a three-year service obligation.

Graduate School of Arts and Sciences (Department of Political Science)

The United States Military Academy at West Point sends students into the PhD program of the Department of Political Science each year. Students must be admitted under the normal standards of review and the ordinary policies governing admission, administered by GSAS and the department.

West Point sponsors their tuition, fellowship, and living expenses, and the students (already commissioned officers) begin their active duty service obligation following the completion of their doctoral degrees.

³ Office of the Dean, United States Military Academy at West Point.

3.3.4 Military Research

While the cessation of classified military research was a major consequence of the legacy of 1968, Columbia University still participates in research funded by the Department of Defense.

Columbia has taken advantage of Department of Defense Basic Research funding, and has held town halls geared towards helping research compete effectively for such funding. Columbia has also released advisory material regarding the increase in DoD research funds newly available under the 2009 American Recovery and Reinvestment Act.

3.4 ROTC at Peer Schools

Portions of the following section are excerpted from the Report of the ROTC Task Force, dated May 6, 2005, as the facts reported remain unchanged.

3.4.1 Brown University

Brown does not have an active ROTC program on campus. Interested students may participate in Army ROTC through Providence College. No academic credit is awarded for participation, and no Navy or Air Force options are available to Brown students.

3.4.2 Cornell University

Cornell University formally and fully sponsors Army, Navy, and Air Force ROTC programs on campus. The programs are run by military officers with the titles of Professor of Military Science, Naval Science, and Aerospace Studies, respectively, and academic credit is given for classes.

3.4.3 Dartmouth College

Dartmouth's ROTC programs were forced off campus due to protests of the war in Vietnam in 1969. The program returned in 1985 with an army instructor from Norwich University, who visited Dartmouth several times a week to teach classes. Students participate in five-week paid camp between the junior and senior years. ROTC students are cross-registered between Norwich and Dartmouth and successful graduates are commissioned as second lieutenants in the U.S. Army. Naval and Air Force ROTC programs are not available at Dartmouth. Dartmouth does provide \$10,000 in funding for the ROTC program.

3.4.4 Harvard University / Massachusetts Institute of Technology

In 1969, Harvard University withdrew from the ROTC programs. Currently at Harvard, students who are interested in joining ROTC have the option of participating in either Air

Force ROTC, Army ROTC, or Navy ROTC programs at neighboring MIT. Harvard participates in an Army ROTC consortium that includes MIT, Wellesley, Tufts University, Lesley University, Gordon-Conwell Theological Seminary, Gordon College, Salem State University, and Endicott College. Naval ROTC was officially reinstated at Harvard on March 4, 2011.

3.4.5 Princeton University (excerpted)

Princeton retrenched its ROTC program in 1970, and since 1972 it was operated as part of a larger consortium with Rutgers University. At Princeton, it has the status of an extracurricular activity, without academic credit for its courses or professorial titles for its instructors. As an institution, Princeton does grant funding and logistical support to the program.

3.4.6 University of Pennsylvania

Penn has an active, longstanding on-campus ROTC program. The Penn NROTC program, founded in 1940, hosts a Philadelphia consortium of schools, including Drexel and Temple universities. This consortium is also part of a larger unit with Villanova. Penn's College of Liberal Arts does not credit NROTC courses toward the bachelor's degree, but other Penn divisions do, including the Wharton School.

3.4.7 Yale University

Yale University does not have on-campus ROTC program. Yale students may participate in Army ROTC through the University of New Haven, and an Air Force ROTC option is available through the University of Connecticut. Yale student do not have a Navy ROTC option available.

4 Statement of the Task Force

The Task Force on Military Engagement sought to solicit campus opinion via three avenues: public hearings, a targeted opinion survey, and the collection and publication of statements from members of the Columbia community. Based on the feedback received, the Task Force makes the following unanimous findings and recommendations.

First, Columbia has many existing relationships with the U.S. military, notwithstanding ROTC. The Task Force believes that Columbia's current relationships with the military enrich the Columbia community.

Second, the Task Force received a wide and complex range of views and feedback regarding Columbia's relationship with ROTC and the American military as a whole. The Task Force believes Columbia's relationship with ROTC is an issue of concern for the Columbia community and that this matter should be addressed formally by the University Senate. Furthermore, the Task Force believes the present is an appropriate time for the Senate to revisit its previous stances on ROTC.

Third, the Task Force believes that Columbia University should actively support the endeavors of individual students to participate in ROTC programs, whether on- or off-campus. The Task Force believes the Reserve Officers Training Corps is a voluntary activity based on individual choice.

Fourth, the Task Force believes that if ROTC is to return to Columbia, it must do so under the provisions that degree credit is determined by the deans, faculties, and appropriate Committees on Instruction, that faculty titles be appropriate by Columbia's criteria, and that Columbia retains control of its space and other resources.

Finally, notwithstanding the issue of ROTC, the Task Force believes Columbia's non-discrimination policy is deeply important to Columbia's identity and expresses shared values of fostering a tolerant and open community.

5 Acknowledgements

This substantial endeavor would not have been possible without the tireless efforts of many who have ably and selflessly assisted during the process. We begin by thanking **Professor Sharyn O'Halloran**, **Dean Michele Moody-Adams**, and **Provost Claude Steele** for hosting the three public hearings, and taking the time out of their very busy schedules to actively participate in stimulating University discussion of ROTC and military engagement.

We note with gratitude the efforts of the **Web & Collaboration Infrastructure Team** at Columbia University Information Technology, without which the secure survey would not have been possible.

We also note with gratitude the assistance of **David Hu, SEAS '13**, who designed our web presence. The web site played a critical role in our work, and David's assistance was greatly appreciated.

We thank the technical and audiovisual staff who assisted at our hearings, led by **Walter Chang**, who helped ensure smooth proceedings.

Finally, we acknowledge the heroic roles played by the Senate Secretariat, **Tom Mathewson**, **Jessica Raimi**, and **Justine Blau**, whose patience, wisdom, good humor, initiative, and passion for the processes of University governance allowed the University Senate to conduct proceeds of historic dimensions, resulting in the highest level of community engagement in the history of the University Senate.

Appendices

Appendix I: Structure and Questions of the Student Survey

For each question, please select the option that best fits your opinion. All questions are required.

- 1) I _____ of a return of ROTC to Columbia's campuses.
 - Approve
 - Disapprove
 - Don't know/No opinion

- 2) I _____ of Columbia allowing participation of Columbia students in ROTC, whether on- or off-campus.
 - Approve
 - Disapprove
 - Don't know/No opinion

- 3) I believe a relationship between Columbia and the military _____ Columbia's identity, principles, and policies.
 - Supports
 - Somewhat supports
 - Neither supports nor detracts from
 - Somewhat detracts from
 - Detracts from
 - Don't know

- 4) I believe military engagement will _____ academic freedom at Columbia.
 - Benefit
 - Somewhat benefit
 - Neither benefit nor detract from
 - Somewhat detract from
 - Detract from
 - Don't know

- 5) I am _____ current U.S. military practice in relation to Columbia's non-discrimination policy.
 - Supportive of
 - Somewhat supportive of

- Neither supportive of nor unsupportive of
- Somewhat unsupportive of
- Unsupportive of
- Don't know

6) I believe military engagement on campus would _____ intellectual diversity on campus.

- Increase
- Somewhat increase
- Neither increase nor reduce
- Somewhat reduce
- Reduce
- Don't know

7) An ROTC program that leads to more Columbia-educated military officers would be a _____ development.

- Positive
- Neutral
- Negative
- Don't know

8) What is your Columbia affiliation?

- Barnard College
- Columbia College
- Engineering
- General Studies
- SIPA

Appendix II: Detailed Results of the Student Survey

(Please note that round-off error may be present in aggregate percentages.)

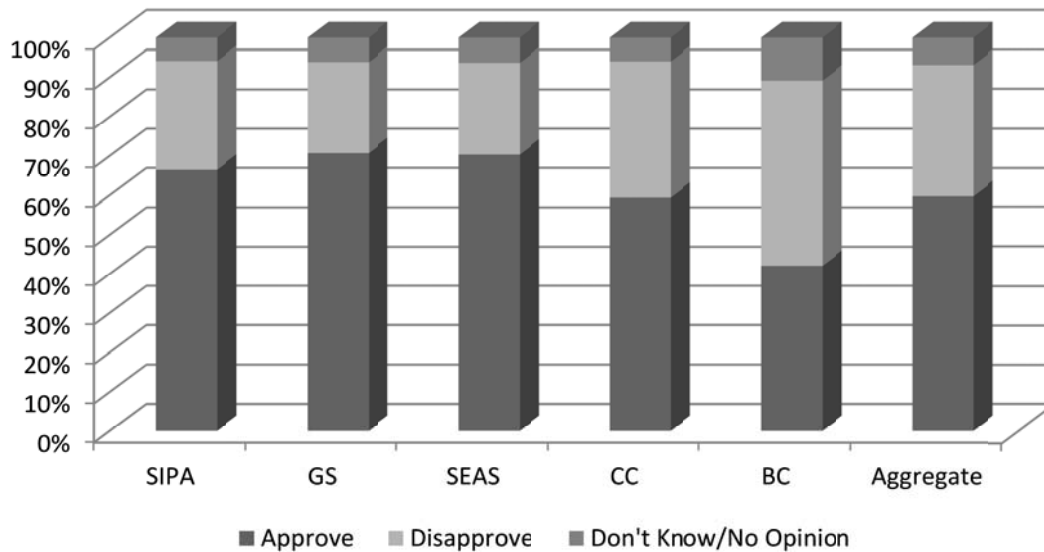
Figure 2: Survey Response

	SIPA	GS	SEAS	CC	Barnard	Aggregate
Total Eligible	1,354	2,000	1,459	4,475	2,341	11,629
Total Surveys Returned	152	307	283	1,113	397	2,252
Turnout	11%	15%	19%	25%	17%	19%

Figure 3: Survey Question 1

I _____ of a return of ROTC to Columbia's campuses.

- Approve
- Disapprove
- Don't know/No opinion

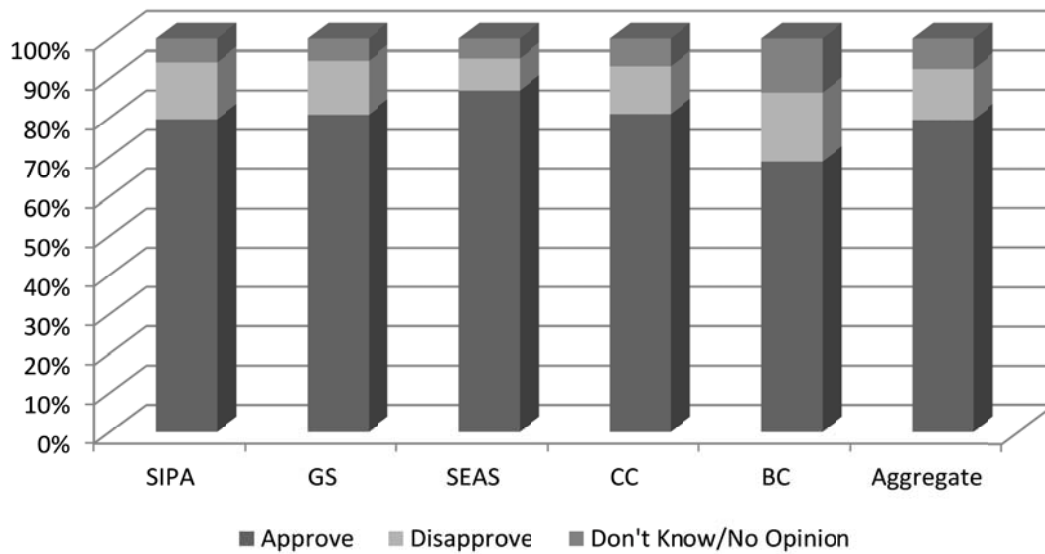


	SIPA		GS		SEAS		CC		Barnard		Aggregate		
	#	%	#	%	#	%	#	%	#	%	#	%	Σ%
Approve	101	66%	217	71%	199	70%	661	59%	167	42%	1,345	60%	60%
Disapprove	42	28%	71	23%	66	23%	385	35%	187	47%	751	33%	93%
Don't Know/No Opinion	9	6%	19	6%	18	6%	67	6%	43	11%	156	7%	100%

Figure 4: Survey Question 2

I _____ of Columbia allowing participation of Columbia students in ROTC, whether on- or off-campus.

- Approve
- Disapprove
- Don't know/No opinion

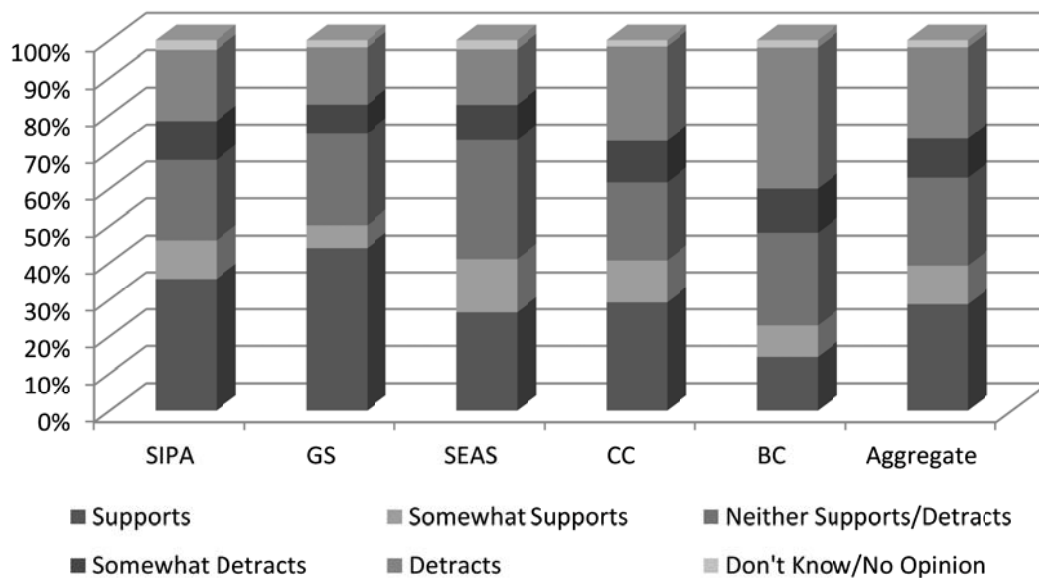


	SIPA		GS		SEAS		CC		Barnard		Aggregate		
	#	%	#	%	#	%	#	%	#	%	#	%	Σ%
Approve	121	80%	248	81%	246	87%	901	81%	273	69%	1,789	79%	79%
Disapprove	22	14%	42	14%	23	8%	135	12%	70	18%	292	13%	92%
Don't Know/No Opinion	9	6%	17	6%	14	5%	77	7%	54	14%	171	8%	100%

Figure 5: Survey Question 3

I believe a relationship between Columbia and the military _____ Columbia's identity, principles, and policies.

- Supports
- Somewhat supports
- Neither supports nor detracts from
- Somewhat detracts from
- Detracts from
- Don't know

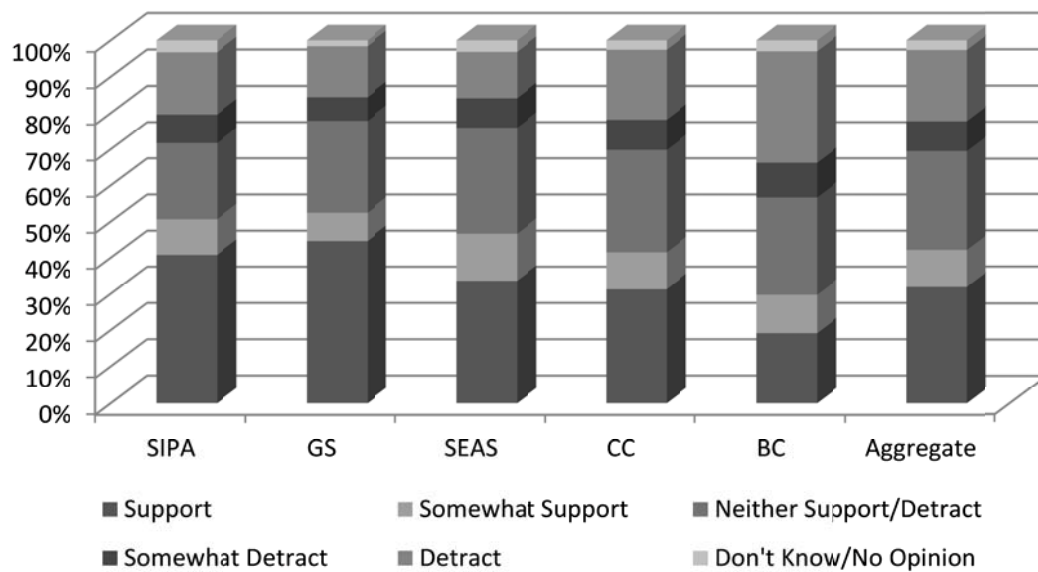


	SIPA		GS		SEAS		CC		Barnard		Aggregate		
	#	%	#	%	#	%	#	%	#	%	#	%	Σ%
Supports	54	36%	135	44%	75	27%	325	29%	57	14%	646	29%	29%
Somewhat Supports	16	11%	19	6%	41	14%	127	11%	34	9%	237	11%	39%
Neither Supports/Detracts	33	22%	76	25%	91	32%	234	21%	100	25%	534	24%	63%
Somewhat Detracts	16	11%	24	8%	27	10%	126	11%	47	12%	240	11%	74%
Detracts	29	19%	47	15%	42	15%	282	25%	151	38%	551	24%	98%
Don't Know/No Opinion	4	3%	6	2%	7	2%	19	2%	8	2%	44	2%	100%

Figure 6: Survey Question 4

I believe military engagement will _____ academic freedom at Columbia.

- Benefit
- Somewhat benefit
- Neither benefit nor detract from
- Somewhat detract from
- Detract from
- Don't know

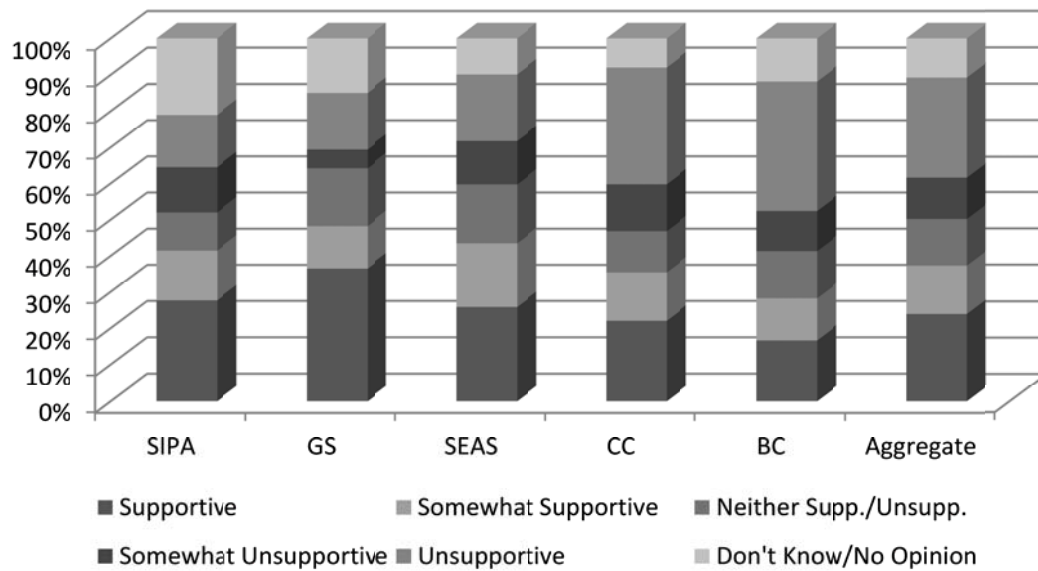


	SIPA		GS		SEAS		CC		Barnard		Aggregate		
	#	%	#	%	#	%	#	%	#	%	#	%	Σ%
Support	62	41%	137	45%	95	34%	348	31%	76	19%	718	32%	32%
Somewhat Support	15	10%	24	8%	37	13%	114	10%	42	11%	232	10%	42%
Neither Support/Detract	32	21%	78	25%	83	29%	315	28%	107	27%	615	27%	69%
Somewhat Detract	12	8%	20	7%	23	8%	93	8%	38	10%	186	8%	78%
Detract	26	17%	43	14%	36	13%	214	19%	122	31%	441	20%	97%
Don't Know/No Opinion	5	3%	5	2%	9	3%	29	3%	12	3%	60	3%	100%

Figure 7: Survey Question 5

I am _____ current U.S. military practice in relation to Columbia's non-discrimination policy.

- Supportive of
- Somewhat supportive of
- Neither supportive of nor unsupportive of
- Somewhat unsupportive of
- Unsupportive of
- Don't know

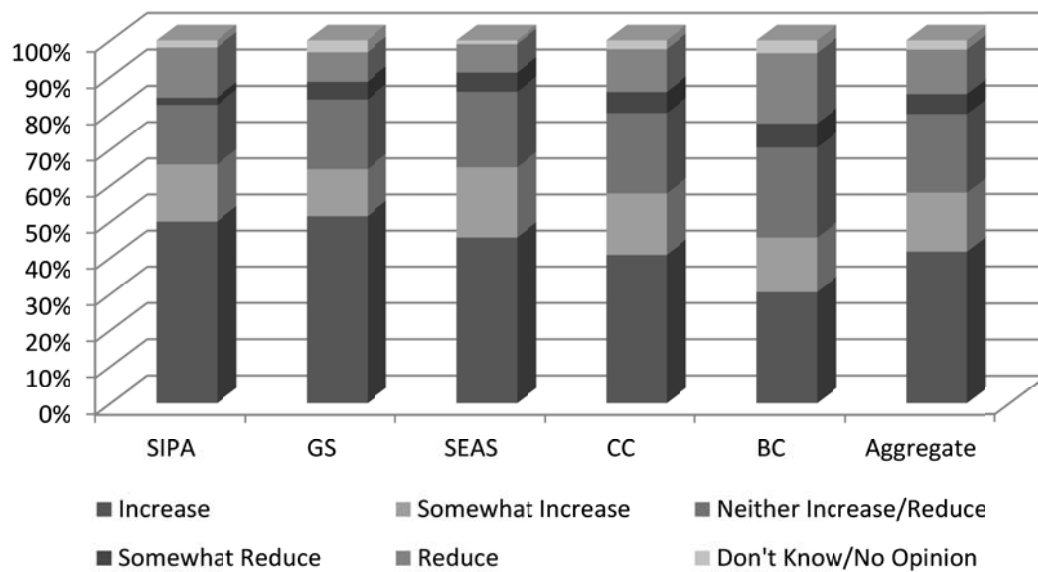


	SIPA		GS		SEAS		CC		Barnard		Aggregate		
	#	%	#	%	#	%	#	%	#	%	#	%	Σ%
Supportive	42	28%	112	36%	73	26%	245	22%	66	17%	538	24%	24%
Somewhat Supportive	21	14%	36	12%	50	18%	149	13%	46	12%	302	13%	37%
Neither Supp./Unsupp.	16	11%	49	16%	46	16%	127	11%	52	13%	290	13%	50%
Somewhat Unsupportive	19	13%	16	5%	34	12%	144	13%	44	11%	257	11%	62%
Unsupportive	22	14%	48	16%	52	18%	359	32%	142	36%	623	28%	89%
Don't Know/No Opinion	32	21%	46	15%	28	10%	89	8%	47	12%	242	11%	100%

Figure 8: Survey Question 6

I believe military engagement on campus would _____ intellectual diversity on campus.

- Increase
- Somewhat increase
- Neither increase nor reduce
- Somewhat reduce
- Reduce
- Don't know

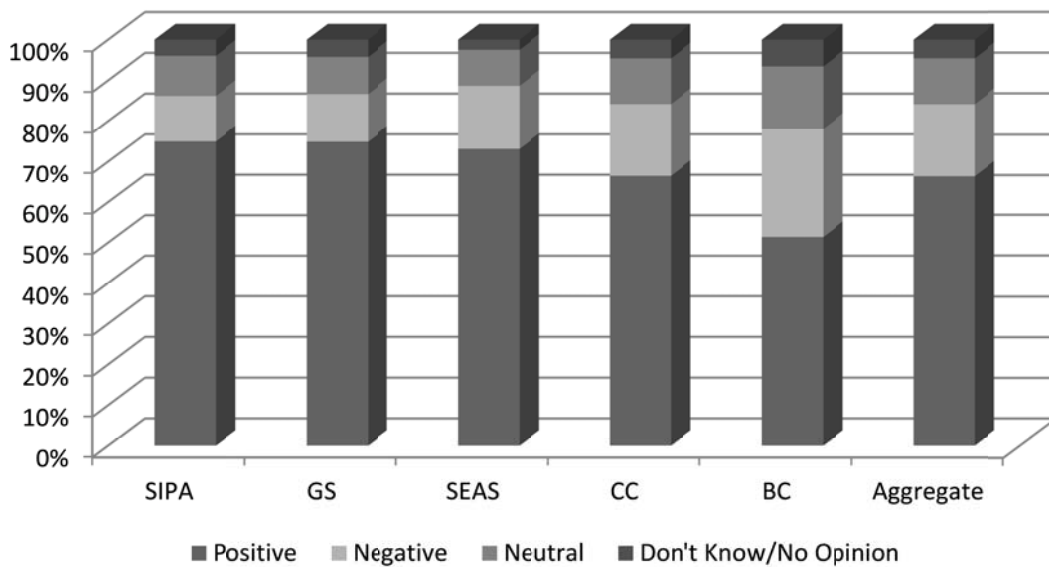


	SIPA		GS		SEAS		CC		Barnard		Aggregate		
	#	%	#	%	#	%	#	%	#	%	#	%	Σ%
Increase	76	50%	158	51%	129	46%	454	41%	121	30%	938	42%	42%
Somewhat Increase	24	16%	40	13%	55	19%	189	17%	60	15%	368	16%	58%
Neither Increase/Reduce	25	16%	59	19%	59	21%	247	22%	99	25%	489	22%	80%
Somewhat Reduce	3	2%	15	5%	15	5%	65	6%	26	7%	124	6%	85%
Reduce	21	14%	25	8%	22	8%	131	12%	77	19%	276	12%	97%
Don't Know/No Opinion	3	2%	10	3%	3	1%	27	2%	14	4%	57	3%	100%

Figure 9: Survey Question 7

An ROTC program that leads to more Columbia-educated military officers would be a _____ development.

- Positive
- Neutral
- Negative
- Don't know



	SIPA		GS		SEAS		CC		Barnard		Aggregate		
	#	%	#	%	#	%	#	%	#	%	#	%	Σ%
Positive	114	75%	230	75%	207	73%	740	66%	204	51%	1,495	66%	66%
Negative	17	11%	36	12%	44	16%	197	18%	106	27%	400	18%	84%
Neutral	15	10%	28	9%	25	9%	125	11%	61	15%	254	11%	95%
Don't Know/No Opinion	6	4%	13	4%	7	2%	51	5%	26	7%	103	5%	100%

Appendix III: Statements Received from Students

From: Jose Robledo
Sent: Wed 3/2/2011 11:54 PM
Subject: My ROTC

I want to start this conversation by saying that this debate is not about who is right and who is wrong. This conversation is about sacrifice. It is about the sacrifice of lives in the line of duty and service. It is about the sacrifice of students and faculty giving up their nights and weekends to fight for what they believe in. It is about the simple idea that every person from every party has the best intentions in mind and hopes that the outcome of the struggle is a better world.

Here, at Columbia University, we are not known for going quietly into the night. This is not Harvard or Stanford. Here, we embody sacrifice and hard work, struggle and dedication. Since Admiral Mullen's visit in April of last year, we have been the superheated melting pot at center stage for months, in terms of military engagement. If 1968 was the introductory clause of our conversation with the military, let today be the period. Let today show that the University community will stand for its principals and fight for what we believe to be right.

I firmly believe that ROTC, at Columbia University, is an extension of our ideals because the cadets will be our students. They already are. They are the students who with we share dorm rooms and classrooms.

They are in our student groups, our athletic teams and student government. More importantly, they will be our leaders in the world's most influential military. They will be our ground commanders overseas. They are an extension of our will into government. They carry the seed of what it means to be a Columbian, the bitter contest of the most divergent groups only city like New York could forge together, into their service. If we not only allow ROTC on campus, but open their classrooms to the rest of the community we can show what our military leaders learn and we can use that knowledge to better build relationships with those who will go into service.

--

Jose Robledo
Columbia University, Economics-Political Science

From: Barry Weinberg
Sent: Wed 3/2/2011 12:08 AM
Subject: ROTC

I would like to go on the record as opposed to inviting the Reserve Officer Training Corp to Columbia University. There have been many reasons for this decision, foremost among them being that the ROTC program would discriminate against students whose gender expression and identity the program and military find to be unacceptable. Columbia University, in its Equal Educational Opportunity and Student Nondiscrimination Policies has committed itself to not discriminating against any the

administration of any of its policies and programs “on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, national origin, disability, military status, or any other legally protected status.” This has been interpreted by some proponents of ROTC’s return that Columbia only prohibits illegal discrimination, but it is obvious that the University has committed itself to not discriminating against students based on categories in addition to those prohibited by law. Were Columbia to choose to violate its own policies in inviting the ROTC program to Columbia, it would not only compromise its core values to an academic community in which all participants are guaranteed to be judged solely by their ideas and abilities, and not by their identities, but it would maliciously devalue transgender students’ rights with regard to those of gay and lesbian students. This is because in 2004 and 2005, when the University Senate last took a vote on inviting ROTC, it chose to do so in no small part because, as President Bollinger said, “The university has an obligation, deeply rooted in the core values of an academic institution and in First Amendment principles, to protect its students from improper discrimination and humiliation.” To assume that this does hold true for some protected identities but not for other identities included in the same policy is illogical and unacceptable. There is a reason that gay and lesbian students often speak of themselves as members of an LGBTQ community, to suddenly imagine that gay and lesbian students are the only students in the LGBTQ community is absurd.

What’s more, while I find the proponents of ROTC talk a lot about economic diversity for the campus, I find that much more improvement in this regard could be made by improving financial aid. I do not actually believe that this is the reason that many support inviting ROTC. Rather, I think that the reason is, as one prominent proponent, Jose Robledo, said on NY1’s Inside City Hall, “It’s not a question of the hassel...it’s more of a symbolic engagement that would happen on campus.” Students who feel strongly about the military and who may be unhappy with the idea that some outside of Columbia view Columbia as somehow “anti-military” not only overlook the amazing job the School of General Studies does in welcoming veterans, but are ultimately asking those outside the Columbia community to make uninformed judgments about our attitudes and force us to respond to those judgments and accusations. Allowing discrimination against Columbia students just to “symbolize” engagement with the military is an atrocious suggestion that devalues transgender students at Columbia.

Finally, I would like to call into question the process and procedure by which this solicitation of student input has been conducted. The “Taskforce on Military Engagement” was explicitly told not to explore ways of military engagement at Columbia, but more narrowly to simply focus on the return of the ROTC program. Ron Mazor, one of the co-chairs, has said task force members were chosen in part for their ability to remain neutral on the issue, but one prominent member, Prof. Jim Applegate, has in the past and currently taken an active position in lobbying for ROTC to be invited back. These issues, as well as general confusion about the task force, its rushed timeline, the deliberate exclusion of many of the graduate students, and the format of the town halls, which discouraged dialogue and encouraged soundbytes, all call into question the real quality of debate and the level of information of the University community regarding the issue.

The past month’s proceedings have ultimately threatened Columbia’s commitment to nondiscrimination, a commitment deeply rooted in academic freedoms and First Amendment principles, all for the sake of some symbolic rapprochement with the military. I urge the University Senate and the Columbia community as a whole to reject such machinations designed to undermine our core principles, and oppose

the return of ROTC to Columbia.

Thank you,

Barry Weinberg
Columbia College 2012

From: Fatima Mojaddedi
Sent: Tue 3/1/2011 9:03 PM
Subject:

I am writing to communicate my opposition to the reinstatement of ROTC, a privatized contract awarded to Military Professional Resources Incorporated and an alarming example of how warfare is being privatized.

--

Fatima Mojaddedi
PhD Student
Department of Anthropology
Columbia University

From: Columbia GendeRevolution
Sent: Tue 3/1/2011 4:18 PM
Subject: GendeRevolution: Letter on the Reserve Officers Training Corps

Dear members of the task force,

As Columbia's undergraduate transgender and gender non-conforming rights organization, GendeRevolution is committed foremost to ensuring the safety and protection of all students on Columbia's campus, regardless of sex, gender identity, or gender expression. We are therefore profoundly troubled at the prospect of the return of the Reserve Officers Training Corps to this institution: the United States military continues to forbid the privilege of service to transgender citizens, even with the repeal of the notorious "Don't Ask, Don't Tell" law forbidding service to gay and lesbian persons. Not only is this provision against transgender servicepersons included in the Uniform Code of Military Justice; the petition/regaining your right to vote/ military's Anti-Harassment Plan also fails to cover attacks against a service member's perceived or real gender identity; and numerous medical procedures such as prostate exams, pap smears, and mammograms are routinely denied to transgender veterans.

This discrimination is no less pernicious than that carried out against gay and lesbian citizens before the repeal of "Don't Ask, Don't Tell," and violates to the letter the same non-discrimination policy, which could neither be clearer in its protections of persons on the basis of gender identity, nor on the unlimited extent of the policy's own applicability. As it reads,

[Columbia University] does not discriminate against or permit harassment of employees or applicants for employment on the basis of race, color, sex, gender (including gender identity and expression), pregnancy,

religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status. (Emphasis added.)

The statement furthermore reads,

All members of the University community are expected to adhere to the applicable policies and to cooperate with the procedures for responding to complaints of discrimination and harassment. ... Management and supervisory personnel in particular are responsible for taking reasonable and necessary action to prevent discrimination and harassment in the workplace and for responding promptly and thoroughly to any such claims.

The implications of the policy are unambiguous: the university cannot countenance discriminatory action taken on its behalf towards any person for reason of any identity or status that it has judged thoroughly non-salient for taking such action.

The University Senate's past decisions—most notably, that taken in 2005 on this very issue—reflect an understanding of the commitment that the non-discrimination policy carries, as then-Provost Alan Brinkley made clear in reporting his own thoughts on the possible return of ROTC to campus. But many recently seem to have suffered from a fit of amnesia, or else think the case of transgender students disanalogous to that of gay and lesbian students, for reasons as yet unclear. Some have contended that a relevant difference exists between categories because being transgender implies a medical condition on the basis of which the military may well be in the right to discriminate. Such people point in particular to the inclusion of Gender Identity Disorder (GID) in the Diagnostic and Statistical Manual (DSM), as well as to the heavy toll that transitional surgery can take on one undergoing it. These arguments are based in a flawed understanding of what it means to be transgender—one against which we as trans students and allies have constantly to militate—that at one and the same time puts itself forward as scientific and yet bears little relationship to scientific reality. First, to identify as transgender does not imply that one will undergo a surgical or hormonal transition. Second, and more importantly, the inclusion of Gender Identity Disorder in the DSM ought to be seen more as a symptom of the social stigma that surrounds being transgender rather than as scientific authority on the status and effect of being transgender on one's psychological health. Let us not forget that, until 1986, homosexuality was itself listed as a disorder in the very same document. Being transgender is a disorder in the trivial, unimportant, and question-begging sense that it is defined as such in the Diagnostic and Statistical Manual.

We are profoundly worried about what the University Senate's embrace of the return of the United States military in the form of the Reserve Officers Training Core will entail for the University's respect of its own non-discrimination policy and its treatment of its transgender students. We anticipate that, if an exception to the policy can be made in the case of one organization, there is no reason why such exceptions should not be made in the case of other organizations; moreover, if an exception can be made on the basis of one identity, there is no reason why such exceptions cannot be made on the basis of any other. It therefore becomes unclear in what sense the University will even have a policy if the institution permits such an arbitrary exception to its application; and, with one exception granted, no reason exists as to why others should not follow. We ask the University Senate to consider the power they hold over the students of this university; we hope that they keep similarly in mind who happens to be most vulnerable, most in need of protection in this debate; and we beg that they not dispatch with those very

protections to which transgender students are indebted and under whose auspices we conduct our lives and studies at this institution.

Yours,
The GendeRevolution Executive Board.

From: EAAH Archives
Sent: Tue 3/1/2011 1:33 PM
Subject: Everyone Allied Against Homophobia Official Statement on Efforts to Invite the Reserve Officers Training Corp to Establish a Program at Columbia

The below statement is EAAH's official position on the issue of inviting ROTC to Columbia, and has been approved by our executive board and our general body:

Everyone Allied Against Homophobia is strongly opposed to extending an invitation to the Reserve Officers Training Corp to Columbia University, as the ROTC currently discriminates against students based on gender identity and expression. This violates the Columbia University Equal Education Opportunity and Student Nondiscrimination Policy by barring transgender students from participation in a University program. There can be no debate about inviting the return of a program that is in violation of already established University policies against discrimination on the basis of identity, rather than solely on the basis of individual merit.

Particularly, EAAH objects to the notion that a public debate over Columbia's engagement with the military has among its possible outcomes the return of the Reserve Officers Training Corp. In 2005, the University Senate overwhelmingly rejected the suggestion to invite ROTC to return to campus, with many citing the fact that both ROTC and the military discriminated against Columbia's LGBT students. Even with Congressional repeal of the "Don't Ask, Don't Tell" policy, ROTC clearly violates the Columbia University Equal Education Opportunity and Student Nondiscrimination Policy by not allowing transgender individuals to serve in the military. Until ROTC changes its policy, any discussion on the military cannot result in the return of ROTC to campus, and to invite ROTC back to campus while they continue to discriminate against transgender students not only violates our nondiscrimination policy and principles, but also sends a message to transgender students that their rights are not worth defending while the rights of lesbian, gay, and bisexual students were and are worth defending.

EAAH acknowledges the need for dialogue about the relationship between higher education and the military, but that dialogue must not force Columbia to compromise on its nondiscrimination policy regarding gender identity and expression. Discussions of the military's contributions to society, sexual assault within the military, the military's recruitment among low-income and minority communities, and the relationship between the military and academic freedoms are important discussions, but these discussions do not require the presence of the ROTC or any other program that discriminates against Columbia students on grounds the University has already found to be invalid criteria for assessment, including sexual orientation and gender identity and expression. To allege that ROTC must be present in order to engage in these discussions is both disingenuous and a disservice to our commitment to an academic community consisting of members accorded equal dignity and respect and judged for their ideas,

rather than their identities.

Everyone Allied Against Homophobia is Columbia University's anti-homophobia and anti-transphobia queer and allied student group. EAAH is dedicated to fighting homophobia and transphobia through activism and education in our community and in the broader world.

From: Dan Morosani
Sent: Sun 2/27/2011 10:38 PM
Subject: ROTC

To the Task Force on Military Engagement,

We are writing to express our strong support for the return of ROTC to Columbia University. ROTC's return to campus would be beneficial for both America and the University, in that it would produce outstanding officers and would add to the campus's intellectual diversity.

Those who argue that the United States military is an agent of imperialism, greed, evil, sexism, racism, etc, have every right to their opinions. Indeed, we celebrate their freedom to publicly state their beliefs, however controversial or misguided, and members of the Military in Business Association have repeatedly risked their lives to defend that freedom. However, letting a small (albeit vocal) group of students and faculty dictate University policy would set a dangerous precedent and would send a terrible message to the city, the nation, and the world about what Columbia really stands for.

Banning the propagation of "offensive" ideas—e.g., that military force is the only solution to some problems and thus we should be ready to apply it effectively—would be antithetical to what this University stands for. So would be a bureaucratic decision to impede students from choosing any given career, which keeping ROTC off campus would effectively constitute. Rather than sanitizing the University of a community whose mere presence would irritate some people, the school should celebrate the diversity that cadets and ROTC professors would bring.

For centuries, Columbia has produced many of these nation's leaders, from Alexander Hamilton to Barack Obama. Sadly, since the departure of ROTC four decades ago, the University has produced far fewer military leaders than it could have. It is time to reverse this unfortunate trend by welcoming ROTC back to campus.

Respectfully,

Jason Kelley and Dan Morosani
Co-Chairs, Military in Business Association, Columbia Business School

From: Anonymous
Sent: Sun 2/27/2011 12:37 PM
Subject: Invite the ROTC back

Dear Task Force,

Please post this email anonymously.

I am a student at Columbia College.

Most arguments I've heard against the ROTC regard foreign engagements and policy--decisions made by elected government, not by military officers. One of the things which makes this country stable is that the military has always been civilian led. At best these opinions are misguided; at worst they stem from a general anti-military sentiment which will take any position to keep the ROTC off campus.

The most valid argument against the ROTC is this: before DADT's repeal, we kept ROTC off campus because it broke our rules on non-discrimination. After DADT's repeal, the ROTC would still break these rules, because it doesn't allow trans-gendered individuals to serve.

As for myself, I came to Columbia apathetic on gender issues and personally knowing only a two or three gay or lesbian students. I've been changed by Columbia. Exposed to GLBT students and becoming good friends with more than a handful through classes and clubs, I now call myself an ally.

That is why I believe that the ROTC should be allowed on campus. DADT fell by order of the elected civilian government, but at the recommendation of General Petraeus and others.

By exposing future officers to diverse groups in their Lit Hum classes, at school events and on campus, the seeds for change in the future will be sown. The second lieutenants which may graduate from Columbia in 2013 may be the generals of tomorrow.

Columbia's moral refusal of an ROTC program did not lead to DADT's repeal, but its acceptance of a program now will help bring about better policy in the future.

Columbia does not discourage its students from becoming politicians, and yet politicians put in place DADT. Columbia should not put obstructions--such as a vicious commute to Fordham--in the way of students who want to serve.

Sincerely,
Anonymous

From: Simon Gregory Jerome
Sent: Sat 2/26/2011 11:47 PM
Subject: Return of ROTC to campus

Dear ROTC Task Force:

First off, I would like to thank you for your hard work and dedication on this extremely important issue.

As a sophomore in Columbia College, I believe that it is extremely important for the undergraduate population to voice their opinions on this topic, and I am pleased that we have the outlet to do so.

I am writing to register again (I filled out the survey as well) my stance that the return of this program to Morningside Heights would be unacceptable. Besides the Core, one of the reasons I chose to attend here was the incredible diversity of opinions and of thought. The sanctioned presence of the military, I believe, would be starkly in contrast with the purported goals of the University, as well as in extreme opposition to the aforementioned diversity that is so attractive in an institution of higher education. The repeal of Don't Ask, Don't Tell was clearly a landmark victory, but the military has not done enough to be inclusive of other parts of society, notably transgender individuals.

Even more important than the continued discrimination towards certain populations is the direct targeting that ROTC uses on disadvantaged classes in this country. I am too pleased for words that there are methods for the underrepresented to gain higher education, however, the cost at which it comes for these student-soldiers is disgraceful. The price of learning should never be war, even for a country as great as ours.

I trust that you will deliver a sound report to the University Senate that comprises all of the beliefs here on campus. Again, I thank you tremendously for your dedication.

Regards,

--

Simon Gregory Jerome
Columbia College '13
Political Science, Russian, and Linguistics

From: Peter Lawrence
Sent: Fri 2/25/2011 6:17 PM
Subject: ROTC

I find it ironic that the school refuses students interested in protecting our freedom the freedom to explore that interest. Universities should be open places that are accepting of students' interests and passions and foster an awareness of the broader world. Those interests and that world include the military, whether the University chooses to acknowledge it or not. Selective openness is not openness at all and creates a dangerous precedent for a university that sincerely endeavors to provide opportunity to students of diverse interests and backgrounds. Denial of the freedom to pursue an interest in the military is not only an affront to a brave and selfless demographic that we all owe respect, but also a fundamental failure of our community to provide its constituents an undiscriminating environment in which to pursue their interests.

Peter B. Lawrence
Columbia Business School | MBA Class of 2011

From: Jonathan Guerra
Sent: Fri 2/25/2011 1:18 PM
Subject: Undersigned Letter In Support of ROTC

Dear University Senate Task Force on Military Engagement:

We, the undersigned members of the student body of Columbia Law School, in light of the imminent end of the military's "Don't Ask, Don't Tell" ("DADT") policy, write to express our support for the inclusion of a Reserve Officer Training Corps ("ROTC") program at Columbia University. Prior to the repeal of DADT, this university laudably stood against the inclusion of ROTC, as the recruitment policies of the military discriminated against gay and lesbian citizens who wished to serve their country in the armed forces. Now that DADT has been repealed, we believe it is fitting that the university take similar steps to allow the program to be reintroduced.

The reintroduction of ROTC at Columbia University would represent a renewed commitment to the intellectual diversity that lies at the core of the liberal arts education. Irrespective of one's political ideology or philosophical views, the opportunity for future military officers to be exposed to the diversity of thought offered by a liberal arts education is invaluable to creating engaged citizen-soldiers and civil servants. At the same time, the ROTC program would contribute to the intellectual diversity of the campus at large. The success of a modern liberal arts institution is largely marked by the degree to which its students learn from each other, and we believe this would only be enhanced by the unique experiences, viewpoints and voices that might be cultivated by an ROTC program on Columbia's campus.

Accordingly, we fail to see how the reintroduction of the ROTC program can do anything but add to the military and to the Columbia community. We therefore ask that you submit recommendations in favor of the reintroduction of ROTC at Columbia University.

Signed,

Jonathan Guerra
Matt Wisnieff
Nick Moscow
Kate Swearengen
Jake Honigman
Aaron Aragon
John Power Hely
David Morales
William King
Melissa-Victoria King
Gillian Horton
Brian P. Donnelly
Haryle Kaldis
Young Kim
Brian Mulhall
Roxana Mondragon

LaRue Robinson
Mike Hilton
Jessica Wentz
Reena Jain
Alex Uballez
Dan Boyle
Maggie Maurone
Nate Cross
Timur Eron
Adam Brunk
Tyson Patterson
Stosh Silivos
Sean Berens
Daniel Bregman
James Concannon
Maneesh Sharma
James Barton
Priscilla Orta-Wenner
Christodoulos Kaoutzanis
Andrew McCormick
Andrew Krause
Benjamin Grossman
Joseph Payne
Andrea Contreras
Mike Anderson
Jon Krois
David Korvin
Michael Miller
John Love
Thomas Rice
Laura Mergenthal
Franck Chintoya
Justin Purtle
Yaw Antwi Darkwa

From: Steven Hubina
Sent: Fri 2/25/2011 9:51 AM
Subject: ROTC

To Whom It May Concern,

I am a student at Columbia Business School with no military background. The military is not a perfect organization and there are certain inequalities that need to be rectified. However, I do not believe a “boycott” of the military solves any of these problems and it ignores the incredible service that the

military provides to this country. I believe that supplying the military with Ivy League educated officers will go a much longer way to fixing the issues with the military more than an outright ban on ROTC on campus.

Regards,

Steven Hubina
Columbia Business School Class of 2012

From: Lauren Schulz
Sent: Fri 2/25/2011 8:07 AM
Subject: ROTC at Columbia

Hi. My name is Lauren Schulz, I am a 1st year student at SIPA and I am also a Marine.

I have attended all three debates and I appreciate the efforts of the task force, however I too wish to continue this debate and have true conversations with students and faculty over the coming weeks. I am not sure why some people were unclear as to whom the task force is and how the process works. To me, the website is very clear and answers most questions. Particularly, it clearly states who the members of the task force are and their affiliations.

I am grateful for the opportunity to attend Columbia with alumni that includes General Dwight Eisenhower and President Barack Obama. I was drawn to this university because of its reputation and value system for:

- Open mindedness
- Diversity
- Tolerance for different points of view
- Commitment to excellence

I strongly support lifting the ban of ROTC on campus for these very same reasons.

I have served in the United States Marine Corps for almost 8 years and I fully understand that the military is by no means a perfect institution. We have had significant challenges and there are serious issues we must deal with.

With that said, I was drawn to the military for its reputation and value system of:

- Courage
- Sacrifice
- Commitment
- Loyalty
- Dedication

Just like many who have participated in these discussions, thousands of young men and women are drawn to the military because of these values and volunteer each and every day to serve our country. By keeping ROTC from our campus we are sending them a message that they are good enough to protect and defend the Constitution but not good enough to be present on our campus. This ban perpetuates the detachment between civilians and our military in a time when less than 1% of the population serves. The civil military gap is growing and this is dangerous and problematic in so many ways. We at Columbia pride ourselves for the advance knowledge and learning that occurs at the highest level and in our mission statement we say that we want to convey the products of our education efforts to the world.

Lets lead the way as we have so many times in the past and re-engage by having a formal relationship with our military. Our future graduates, which will include future military officers, will be better prepared to engage with diverse points of view and other cultures, home and abroad.

As a student, I urge the senate to vote in favor of ROTC at our university.

Thank you for your time and consideration,
Lauren Schulz

From: Marc A. Fitorre
Sent: Thu 2/24/2011 11:40 PM
Subject: In Relation to NROTC

To whom it may concern:

I have been a part of the Columbia Engineering community since 2006.

During that time, I was repeatedly reminded of the proud effort the University makes to provide their student body with numerous and diverse academic, extracurricular and professional opportunities as possible. Indeed, during the Fireside Chat held by President Bollinger in his living room during the fall of 2006, he identified that quality as one of the benchmarks of the Columbia experience.

That being said, I can say without reservation that I found my own opportunities limited through my status as a Columbia University student. Starting in the second half of my freshman year, I became interested in committing myself to a number of years of service to my country as a commissioned officer in the United States Marine Corps.

For individuals already not enrolled in U.S. Naval Academy, the United States Marine Corps provides three distinct methods of obtaining a commission: participation during college in a NROTC program, admittance into their Platoon Leaders Class (PLC) program, or direct commissioning post-graduation into their Officer Candidates Course (OCC). As Columbia did not provide an NROTC program, I was forced to either apply to the USMC's PLC program or wait until I graduated and attempt to commission as part of OCC. I ended up deciding to apply to their PLC program, to which I gained admittance into and participated in.

I am no longer a member of the USMC's Platoon Leaders Class program, nor am I a commissioned officer in the Marine Corps. Two years ago I became very ill and was forced to take a medical leave of absence from the university to recover. The medical leave postponed my expected date of graduation until May 2011, which resulted in the nullification of my contract with the Marine Corps. Although unfortunate, my passion for service endures and I continue to seek viable options within the Marine Corps and another branches of service through the Reserves or National Guard.

I was and still am disappointed with how difficult my decision to commit to serving in the Marine Corps became. Platoon Leaders Class became an acceptable option for me and I aggressively participated in the program, going downtown on a bi- to tri-weekly basis and attending Officer Candidate School in Quantico, Va. in the summer between my sophomore and junior years. However, the process could have been made more convenient had NROTC been an option for me. The PLC program requires an intense application process, and once accepted, officer candidates are forced to remain self-motivated and individually prepare to remain ready to attend OCS in the summer. In contrast, NROTC affords their Marine-Option Midshipmen a structured program specifically designed to prepare them for OCS and their duties as a commissioned 2nd Lieutenant. Courses such as ethics, management and history of warfare afford participants a spread-out process that allows them to report to OCS ahead of the curve. As a Officer Candidate as part of PLC, I was never offered such an advanced program to prepare me and I was forced to learn these lessons at an accelerated pace during my summer of training.

When I met with President Bollinger during the previously-mentioned Fireside Chat, I questioned him about his and the university's insistence on not allowing NROTC to return to campus. He informed me the the reasoning was two-fold: first, he and the University did not support the congressionally-mandated policy of "Don't ask, Don't tell," and until that policy was revoked the university would not support what some considered to be a "discriminatory organization;" secondly, he informed me that although Columbia did not fall in the range of other NROTC programs in the area, it was included in the radius of Army and Air Force ROTC programs, and so if a student felt eager to pursue participation in the military via ROTC, he or she could do so through those other universities.

I met President Bollinger's response with conflicting emotions - while I understood his and the university's stance regarding "Don't Ask, Don't Tell," I completely disagreed with and found offensive his implication that Columbia need not support an NROTC program because other ROTC programs in the area were available. The implication that ROTC participation is interchangeable across the branches of service is the same as the misguided suggestion that participation in any of the "ivy leagues" is the same as attending Columbia University. Just like with colleges, individuals decide to join the military for various reasons, and in many cases, specifically when pertaining to future officers, they join a particular branch of service for a very specific reason. Service as a member of the Army or Air Force, though similar in the sense of service to one's country, is not the same as service in the Marine Corps, and the university should recognize and respect this fact.

I am extremely proud of the time I spent as an Officer Candidate for the United States Marine Corps, and I am also extremely proud of my continued and lifelong status as a "Columbian." It is my deepest hope that the University will decide to respect and facilitate others who in the future may also bear great love for both these institutions, so that another student may never again have to make the same kind of compromises and sacrifices that I forced to do due to Columbia's refusal to cooperate with the United

States Marine Corps and build the great officers, patriots, and community leaders of the future.

Sincerely,

Marc A. Fitorre
Columbia Engineering
Class of 2010

From: Jeremiah Sharf
Sent: Thu 2/24/2011 10:20 AM
Subject: YES

on ROTC

From: Kevin Carey
Sent: Thu 2/24/2011 10:02 AM
Subject: Future of Columbia ROTC

I disagree with many, many, many policies of the US military and its government. However with the recent repeal of the 'dont ask, dont tell' policy I believe the ROTC program should be allowed to return to Columbia University. The merit of the past ban was founded discriminatory nature of the policy. By continuing to ban the ROTC program from the University, you would be eliminating a means for a student to finance their college tuition by imposing your own political views on them.

Furthermore it would be hypocritical of the University to celebrate its alumni who had military origins (Hamilton, Roosevelt, Eisenhower, etc...) while again preventing its future alumni from funding their tuition by establishing their own military roots.

-Kevin Carey
P&S 2013

From: Joel Ramirez
Sent: Thu 2/24/2011 1:46 AM
Subject: In Support of the Return of the Columbia ROTC Program

My 2 minutes and 30 seconds to the panel on 2/23 was drawn from this larger speech.

My name is Joel Ramirez, I am a second year at GS, I am double-majoring in philosophy and creative writing, and I am a United States Marine Corps veteran.

What brought me to Columbia has in large part been due to my experience in the military. I enlisted in the military while still in high school because I did not have an interest in going to college upon graduation and because where I'm from, there is no money and limited opportunity to do anything

significant without a college degree. The high school I graduated from is often ranked the number one high school in the country and the number of opportunities presented to me by many universities, including some elite ones, was plentiful. I didn't want to partake of those opportunities, but I did want out of my house and so I chose the Marine Corps because, if I was going to join the armed forces, I wanted to be one of the best. Incidentally, this is also why I chose Columbia. I never considered another branch of armed service and I did not apply to another school.

My occupational specialties were in the data systems and intelligence fields. This is to say that I am one of the hundreds of thousands of service members that did not service in combat, like those in food service or logistics or supply – any number of fields where no one dies. The argument these fields are in support of “a machine that wages war” or are in support of young people’s “training to kill and be killed” as was presented by the panel of the Anti-ROTC Coalition, is deceiving and purposefully generalizing. Their issues with war should be taken up with the Congress of the United States of America and the corporate culture of conquest. These types of fear, uncertainty, and doubt tactics are inflammatory and create resentment to anyone associated with the military, not all of which are combatants.

By now you've heard and read many a first hand account of what it means to be a member of our armed forces at a young age, what wartime adversity can do to a citizen's perspective, and why that is valuable to our society and our Columbia community. But let's talk about what ROTC stands to benefit from Columbia. Let's talk about how Columbia's heritage is more rooted in providing leaders to our battlefields and in garrison, than not. Let's talk about how Columbia accepts responsibility for grooming women and men of the highest intellectual and moral caliber to lead and contribute to industries and societies all over the world, and extend that responsibility to our own military of citizen soldiers. Please remember, although there are Columbians that participate in ROTC, this is not the same support that the university is willing to provide nearly every other organization its students are a part of. In fact, it's not support at all.

This support has been previously contingent upon the moral progress of the military. Despite the repeal of DADT, I'll concede there is still progress to be made on the bias and foreign policy fronts. But the nature of progress is that there is no end to it, and Columbia should participate in cultivating leaders in every area of our society, not abstain from contributing to particular ones. There is no doubt our university would contribute greatly, and if our institutional culture and history is any indication, we can accelerate said progress. I find it unbelievably self-defeating and cynical that students and faculty have said that influencing the military is a condescending notion. No one has said there is a lack of bright people in the military, but DADT didn't get overturned simply because the incumbents reversed their positions. We didn't elect our first black president because nothing could be changed. Progress is conventionally assumed to take time, some are convinced that it takes money or for a certain party to be in power, but one thing that it is never absent is leadership. This is something that Columbia knows how to cultivate, and those of us in support of the ROTC on campus submit that as what is most germane to the conversation. Why deny our part in providing an integral part of our society not just qualified leaders, but exceptional ones? We have officers that serve honorably and go on to contribute to our society in many and varied ways, but why not more of them? Columbia, it seems, has preferred to ask, why us and why bother?

If your issue is compromising the integrity of our academic program, then put it to the task force to

research and deliberate like Yale, Stanford, and MIT have done. If your issue is that we should keep separate academia and the government, Fu and Columbia Law will be operating on a new shoestring budget because their federal funding disappeared. If you are looking for your Vietnam moment, the draft's over. If you are looking at predatory recruiting with a suspicious eye, look at yourself. This is social stratification at its most apparent. When I was on my recruiting duty, none of my well-to-do friends would sign up even with a strong sense of duty. Their parents wouldn't let them. They had "options." Those with less options are often more receptive to serving in the military, and, based upon the numbers of the indignant, I expect to see a lot of NGO's springing up to offer alternatives for these youth who would take advantage of the ROTC program. Otherwise, it looks judgmental and arrogant to not offer support for the ROTC on campus.

The officers from our ROTC program will leverage their education in accomplishing their missions as much as we will in our professional endeavors. There are willing and qualified people who would benefit from an ROTC program, even in our midst, and many more in the surrounding communities. We are purposefully, and now without even the slimmest of moral veils, discriminating against these young people.

And I know first-hand, as do all student veterans on this campus, how greatly this caliber of education would contribute to a service member's career. Having leaders that feel this way, highly-educated and with the preparation of the ROTC, more directly benefits us all.

I implore those who would prefer that the ROTC remain unavailable to Columbia University proper, to reconsider. If this education is important enough to you, and you think that it may better you professionally and in life, consider extending that opportunity to our military. They will be the leaders of women and men on the ground in combat, they will participate in humanitarian missions throughout the world, they will develop and change domestic and foreign policy, they will advise the executive leadership of our country. We are only asking Columbia University to once again offer itself as a milestone, albeit an incredibly influential one, on this path.

Finally, I believe that ROTC cadets at Columbia would benefit from leveraging the student veteran population currently at Columbia. It is a population that continues not only to grow year over year, but to thrive and contribute. We completely integrate with the student body and, by all accounts, are as much appreciated as any other students contributing to the diverse landscape of the university. Perhaps you will see Columbia ROTC cadets benefitting from hearing about our experiences, from receiving non-biased insight into military culture, and perhaps see them go into active duty with an enhanced humanity because of the anecdotes of my peers.

Thank you.

From: Roisin Isner
Sent: Thu 2/24/2011 12:26 AM
Subject: No ROTC

Dear ROTC Task Force,

Please don't allow ROTC to come back to the Columbia Campus. I was appalled this evening at the Panel meeting about how many individuals spoke of the merits of ROTC for low-income students, and how many opportunities it afforded.

As a (very) low income student, from a (very) underprivileged background, let me speak for myself, and get this straight: ROTC, by no fault of its own, is necessarily exploitative of low income students. Until the University has seriously addressed the issue of properly allocating resources to aid students with financial need (particularly in GS), we cannot even consider allowing ROTC on campus. We, as low income students experience incredible anxiety over the cost of tuition, and fear all too frequently that we may have to leave the school. Indeed, huge numbers of the students I met during orientation didn't stay past 1 semester. I am the first student from my old community college in years to go to Columbia, even though at least one student is accepted every semester.

There are a number of reasons to join ROTC or enlist in the armed forces, but financial need alone is not a good enough reason. Please don't let them manipulate my anxiety, and dangle their scholarship in front of my face like a carrot on a string. Don't let them ask me to be killed, or kill.

ROTC does not help poor students, it takes advantage of us. We as a country have spent enough time supporting the U.S. on the backs of its most vulnerable citizens. ROTC at Columbia is a clear manifestation of this injustice. Moreover, I find their motives dubious. They must be aware of the financial aid crisis within the School of General Studies, and the huge drop out rate because of inability to pay. Vulture like.

Respectfully Yours,
Roisin Isner
GS 2013

From: James Barton
Sent: Wed 2/23/2011 7:16 PM
Subject: Bring ROTC Back

As a student at the law school, I've found it particularly detestable the way the Solomon Amendment has been used as a cudgel to violate our non-discrimination policies. DADT was a clear case of the politics of fear and division triumphing over both tolerance and military effectiveness. However, I consider it very important that we don't let that unfortunate legacy continue to poison the University's relationship with the military. It is the discipline of the armed forces that allow democracy to flourish in the US, protected both from external threats and internal tyranny. It is my belief that the majority of objections to the military stem not from the choices of the military itself, but from the choices made by politicians.

I believe that the increased ties represented by ROTC will strengthen both Columbia and the military. As such, I strongly support the return of ROTC to the Columbia community.

Yours sincerely,

James Barton

From: Joseph Musso
Sent: Wed 2/23/2011 6:30 PM
Subject: Revised Comments

Ladies and Gentleman,

I speak to you tonight to support the return of the Reserve Officer Training Corps to the Columbia community.

President Obama has called on all American colleges and universities rise to this challenge. To quote the President, "I call on all our college campuses to open their doors to our military recruiters and ROTC. It is time to leave behind the divisive battles of the past. It is time to move forward as one nation."

It is with this unity, this one nation, in mind, that I encourage the members of the Task Force on Military Engagement to recommend the reinstatement of ROTC.

Our military should reflect the makeup of the entire United States; all geographic areas, all incomes, all education levels, and certainly all races, genders, and sexual orientations. To ensure an even combination, we must recruit equally across all universities. Involving the Ivy League is particularly important to the overall development of our Armed Forces. A cohesive nation must work to minimize the gap between our elected leaders and those who command the military. ROTC fosters this cohesion through active involvement, but also through the sense of awareness when the military and civilian communities are intertwined.

It is important to note that simply allowing ROTC to locate on campus will not create an outpouring of students anxious to join the military. Those students who feel the call to duty will find a way to serve, even if ROTC does not exist on our campus. Instead, we should recognize that allowing ROTC on campus gives much-deserved recognition to those who serve our country in the Armed Forces.

Take a moment to consider the opportunities lost by not allowing ROTC to exist on our campus. Some students would lose a chance to pay for an education they otherwise could not afford. All students would be deprived of the personal choice to be involved. All students lose the opportunity to learn about the military and to understand the desires and experiences of those who serve.

Allowing ROTC to return to does not promote or celebrate war; it does not promote discrimination, engender violence, or create divide. Bringing the military together with the academic community can only create understanding, awareness, and a respect for each other that is sorely lacking in our already secluded community.

I would feel much better about my future leaders, the current students who may one day be in positions of power, if I knew they had been exposed to the true cost of war: Our friends, family, colleagues, and

classmates. Isolating ourselves from this knowledge does a disservice to those who protect our shores, both now and in the future.

I would also like to take a moment to address one of the recurring comments in opposition to ROTC: The issue of transgender acceptance into the military. The Department of Defense sets the physical standards for admission into the armed forces. These standards preclude anyone with a physical abnormality, whether it is genital or otherwise. Someone who has undergone surgery that structurally alters his or her body certainly fits this category.

Further, the Department of Defense issues standards for emotional stability. Certainly enduring an internal struggle with one's gender identity qualifies as temporary emotional instability, particularly given the low average age for enlistment in the armed forces. How can the Army expect young men and women to fully understand a topic that the entire nation still struggles to accept?

Thank you.

Joseph Musso
SIPA - MPA 2011

From: Brendan Smith
Sent: Wed 2/23/2011 6:16 PM
Subject: ROTC on campus

Shame on Columbia for prohibiting ROTC on campus for 42 year. If you don't support the certain wars that is one thing, but turning you back on the men and women that put their lives on the line for each one of us is disgraceful. Our liberty wouldn't last one minute without our citizen soldiers. the hippocrates that live here and enjoy the freedoms and rights of citizenship at the same time maligning those who sacrifice to defend us from our enemies should spend time in places like Lybia where people are dying in the streets for things we take for granted. We have a great educational institution here and we should encourage those in the armed services to take advantage of it.

--

Brendan Smith
Columbia University Orthodontics
Class 2011

From: David Koch
Sent: Wed 2/23/2011 5:53 PM
Subject: In support of ROTC

The last sentence of Columbia University's mission statement reads, "It expects all areas of the university to advance knowledge and learning at the highest level and to convey the products of its efforts to the world." To advance knowledge and learning for the benefit of society is an incredibly noble and worthy cause and provides the basis of my support for welcoming ROTC back on campus. In order to promote

knowledge and learning, I believe it is important to foster an environment that welcomes individuals with different backgrounds and perspectives. With this in mind, I believe the benefits derived from engaging the military by allowing ROTC back on campus outweigh any perceived drawbacks; the opportunity to work with the military's future leaders provides the best means for addressing the issues currently leveled against the military.

As a citizen and a student, I am hesitant to approach any problem by simply turning my back to it. Never has a solution to a problem arisen by merely isolating ourselves from it and hoping for the best. As such, I struggle in understanding the opposition to allowing ROTC back on campus here at Columbia University as I do not believe the solution to the problems raised by the opposition lay in just closing our doors to the military. The core arguments against allowing ROTC return to campus that I have heard concern three things: 1.) That the military exploits the poor by offering tuition in return for service commitments 2.) The military still discriminates against individuals who are transgendered and 3.) The military engages in unjust wars. I have difficulty understanding the first argument as I believe this policy offers both educational and service opportunities to the benefit of our country and should be available to all. As for the second two arguments, I would better understand them if the military was in fact responsible for them, but it is important to remember that the military does not create the policies that underlie these complaints. Disagreements over who is allowed into the military or what wars our military fights are issues of policy set by authorities outside of the military, that is, by congress. As such, I do not believe it is fair, nor productive, to hold an organization accountable for measures it is subjected to by outside authorities. There are also other arguments I have heard against ROTC that range from sincere but misguided, such as the military mistreats women as evidenced by cases of sexual abuse, to purely conspiratorial, such as the military is an imperialist entity. As with any organization, I understand there are problems that need to be addressed, but I disagree that barring ROTC from campus will in anyway address them. If you are a concerned student or professor worried about the nature of our military, you should welcome the opportunity to engage its future leaders in an educational setting of mutual respect and interaction. I believe exposure to the educational values that Columbia instills can only leave a positive impact. As such, I believe Columbia University should welcome ROTC back on its campus.

Sincerely,
David Koch
Candidate for Master of International Affairs degree, 2011
School of International and Public Affairs
Columbia University

From: Matthew Marko
Sent: Wed 2/23/2011 5:38 PM
Subject: My Support of ROTC at Columbia University

To the ROTC Task Force, GSAS Senators, and the Office of the President at Columbia University:

My name is Matthew Marko, a first year PhD candidate of mechanical engineering. While I am not currently active duty, I am a civilian government employee of the US Navy, having been with the federal

service since 2006. I am currently here at Columbia full-time, financially supported by the Navy. I am emailing to express my support of allowing on-campus ROTC programs, as well as on-campus recruiting, and ending the drought of military involvement that has existed since 1968.

The primary argument against ROTC on campus is the military policy of banning open homosexuals from serving. This was initially established as part of the Uniform Code of Military Justice, which was signed by Congress and President Truman in 1950. From the start, this ban was enacted by Congress and the President, not the military. In addition, the more recent policy of Don't Ask Don't Tell (DADT) has been repealed, not by a consortium of general/flag officers, but by Congress and President Obama. I most certainly agree that this policy was blanketed discriminatory and contradictory to the university policies against discrimination. However, a simple fact remains that these policies against homosexuals were established and repealed by CONGRESS. The military itself is apolitical, the civilian members of Congress are the ones responsible for this discriminatory piece of legislature, and to deny the military the ability to offer ROTC, or even to have recruiters attend career fairs, is unfairly penalizing an apolitical organization.

Why am I bringing this up, especially now that it appears that homosexuals will soon be able to serve openly in the US military? I wanted to stress the point that, while a large segment of this university has strong opinions regarding the military and its recent activities (ex discrimination against homosexuals, the war in Iraq, etc), these strong opinions should be directed at those responsible, notably Congress and the President. The men and women in uniform simply follow the orders of their commanders, who eventually follow orders from the commander-in-chief. To penalize an apolitical organization for the decisions of civilian politicians is unfair, unjust, and not message we should send at our university.

The US military is an integral part of America, just like our academic and university system. In America, we all have the right to disagree with the decisions of our elected officials, a right championed by this university, and protected by the US military. Most people in the world do not have this right, and without the US military to protect us, we might not be having this debate on campus. While we may have very different political opinions, we must all respect and cherish our rights to free expression granted to us by this country, which we are all enjoying today at this university. While a great patriot can have strong opposition to the President and Congress, a patriot cannot be opposed to this country or this country's apolitical military.

To conclude, I want to stress a point we can all agree with, and that point is that Columbia University is a non-sectarian, apolitical organization. We are this way so that differing views can be expressed by students and faculty. To penalize the US military, also an apolitical organization just like us, simply because we are opposed to the actions of Congress and the President is contradictory to the principles of this university. For this reason, I advocate bringing back ROTC and military recruitment on to the campus of Columbia University.

Very Respectfully,
~ Matthew Marko

Ph.D Candidate, Department of Mechanical Engineering

Mechanical Engineer, Navy Air Warfare Center Aircraft Division (Lakehurst Navy Air Station)

From: Lauren C. von Eckartsberg

Sent: Wed 2/23/2011 4:17 PM

Subject: ROTC at Columbia

Dear Task Force members,

I can't attend the meeting tonight geared towards graduate students, but my younger brother is an ROTC student at his university (Miami University of Ohio in the Xavier University program) and I think it is a very important program that should be available for students who wish to pursue a career in the military. Not only is it a great way for students who wish to go into the military to receive a well-rounded education, but also it allows them to receive training and prepare themselves for life after graduation. I understand that the ROTC program is not for everyone; it is definitely not for me, but I think that the option to receive both an elite education and military training should be available for anyone that may be interested. Thank you for your dedication to the issue at hand.

Best,

--

Lauren C. von Eckartsberg

Master of Arts Candidate '11

Latin American and Caribbean Regional Studies

Columbia University

From: Scott Gleason

Sent: Wed 2/23/2011 3:52 PM

Subject: ROTC opinion

Greetings,

I am a PhD student in music at Columbia, and write to tell you that despite the ban on DADT I still strongly disapprove of the notion of having Columbia engage with the military in any manner.

Our mission is research and teaching. The military's mission is war. The two do not coincide, and can have only a negative impact when made to.

Thank you,

Scott Gleason

PhD candidate, Columbia University

From: Asher J. Levine
Sent: Wed 2/23/2011 3:48 PM
Subject: Please vote in favor of ROTC

Often, as New Yorkers, we forget that military service is a strong tradition in many parts of the country. We should give talented prospective students the ability to pursue their military interests. They will undoubtedly present a valuable new addition to the intellectual makeup of our campus.

Many thanks for your support,
Asher Levine
GSAS 11

From: Learned Foote
Sent: Wed 2/23/2011 3:45 PM
Subject: Statement of support for ROTC

To the task force on military engagement:

Thank you for your efforts in collecting opinions from the Community. I filled out the survey indicating support for ROTC, and I would like to express my views in more detail.

The civil-military gap

Many students of our generation have little contact with those who serve in the armed forces, as only 1% of the U.S. population serves. This contributes to a regrettable national disengagement with American foreign policy. However, the American military is subject to civilian control, and it is essential to the health of our democracy that its citizens exercise their vote and elect representatives who will use the military wisely. It is essential that we maintain and strive for relationships with those who serve in order to grasp and engage their various perspectives.

Columbia and its veterans

Columbia has a significant veteran population that surpasses other Ivy League schools, and this presence undoubtedly enriches the entire student body. As has been demonstrated through a series of town halls, these service-members are not brainwashed pawns, bereft of thoughts and opinions, but often have nuanced and intelligent views on foreign policy and America's place in the world. Speaking from experience, my most essential knowledge of Iraq and Afghanistan comes from those who served on the ground, and they are scarcely uncritical of America. Nor do they fail to recognize our critical role in maintaining the global distribution of power, nor the benefits of humanitarian missions. The ROTC program will provide a huge benefit to campus by training future military leaders, who will gain the critical perspective engendered by a Columbia education, and share their experiences with civilian classmates.

Columbia's leadership in the world

To suggest that Columbia could benefit the military is not an elitist argument, as it has been unfairly characterized. Advocates for ROTC do not devalue the service of men and women who did not attend Columbia. I do not believe that Columbia will bring some enlightened perspective previously unknown to

the military. However, I recognize that Columbia students go on to become global leaders in many fields, from law and business to public service and the arts. They should have better opportunities to lead in military service as well, and I have no doubt they could make important contributions here as they have in other fields.

Imperialism and the United States

Furthermore, I do not believe that interpretations of the United States military as an imperialist entity have any place in the specific question of whether ROTC should return to Columbia. I respect people's right to voice their views, even if I disagree with them. These are important questions, and should be vigorously debated on campus. But debate does not mean exclusion. No faculty member or student should close off opportunities to students based on their own opinions. We are a campus of political diversity, and students should be allowed to decide for themselves whether they want to participate in ROTC. This argument is also inconsistent because it unrealistically severs the actions of the US military from the US government as a whole. Columbia partners with the government in various ways, and accepts a massive amount of taxpayer funds. Why is ROTC excluded because of America's purported evils, even as Columbia benefits from other dollars for research?

Discrimination policies

Nor do I believe that the discrimination argument prevents compelling reasons to ban ROTC. I believed this even before Don't Ask Don't Tell was repealed, and the narrowed focus from LGBT students to transgendered individuals has not changed my mind. Other schools, such as Berkeley and Princeton, allow ROTC even though they too have non-discrimination policies. Although we interpret our policy to mean that we can't allow ROTC on campus, I don't think our stance on discrimination is more morally righteous than Berkeley's only because we don't allow an ROTC program on campus. In fact, I doubt these arguments would exist if Columbia hadn't kicked off ROTC to begin with (back when it was discriminating against women and LGBT people), and I do not hear arguments that student participation on off-campus programs is inherently discriminatory. Furthermore, the military's discrimination policy will never match Columbia's. In some cases, this is unjust (as with LGBT service-members), but in other ways it makes sense (age, disability, nationality, etc). If we refuse to engage with an institution until it matches some ideal that even Columbia doesn't even hold to consistently, then we will never bring back ROTC. A writer for the Huffington Post recently argued that ROTC shouldn't return to Columbia until gay marriage is legalized, because the benefits to spouses would be unequal. Are reduced benefits discriminatory? Certainly. But refusing to engage with the military until the enactment of gay marriage is merely a smokescreen for refusing to engage with the military in any imaginable future.

Institutional concerns

Some have argued that the question of ROTC should not be raised because we do not know what the program would look like. This argument puts the cart before the horse. Until we begin an institutional dialogue with the military, we will not know exactly what an ROTC program would entail. That does not mean we should stop doing the research to determine what it would look like. We know that other schools such as MIT support ROTC programs without relinquishing course control or academic credit.

ROTC at Columbia

I envision a program where any Columbia student would be able to take military science classes through ROTC, regardless of whether they are eligible for being commissioned after graduation based on

nationality, gender identity, etc. Such a program is a feasible possibility. It would live up to the ideals of the university, support our mission of open dialogue and public service, and should be actively explored by the University Senate.

Sincerely,
Learned Foote
Columbia College Class of 2011

From: Malena Arnaud

Sent: Wed 2/23/2011 10:07 AM
Subject:

As a Barnard student I am strongly against the return of ROTC to my campus as I do not think that a military belongs in an academic institution. Bringing ROTC back to campus is not a way of starting conversations on the U.S. military, but instead a way of suppressing inquiry and dissent nor is it the education many of us are looking for and decided on.

ALL students and faculty affected by a uniformed military presence should be considered in the polling and decision process.

Thank you,
Malena Arnaud

From: Sara Bjerg Moller
Sent: Wed 2/23/2011 9:10 AM
Subject: Support for ROTC

I support ROTC's return to Columbia and believe it will enrich university life tremendously.

Sara Bjerg Moller
Ph.D. Candidate
Political Science
Columbia University

From: Alexis Schustrom
Sent: Wed 2/23/2011 7:50 AM
Subject: ROTC

To whom it may concern,

I am a freshman here at Columbia College. I come from a military family, my dad served a year in Afghanistan and my grandfather served in Vietnam. I fully support the introduction of ROTC on

Columbia's campus. I believe that Columbia educated officers in the United States Army would do nothing but benefit our armed forces and our country.

I've seen plenty of signs around campus declaring that they are against ROTC because they are against the wars in Iraq and Afghanistan. I might not agree with the reasons we are fighting there either but that doesn't mean that I don't STRONGLY support the United States Army and those that are putting there lives on the line repeatedly for us. Putting ROTC at Columbia won't have any effect on the wars in Iraq and Afghanistan. If anything Columbia educated officers can advocate the feelings and ideals they observed at Columbia in the future.

I think that ROTC is a great program. Columbia treasures it's diversity, it's a school known for it's plethora of unique students. ROTC would only add to this diversity. If I was looking to go to a school that was only open to certain types of uniqueness I'm sure I could have gone to any number of other schools.

Sincerely,
Alexis Kay Schustrom

From: Victor Diz
Sent: Wed 2/23/2011 7:40 AM
Subject: PRO-ROTC @ COLUMBIA UNIVERSITY

Greetings to All,

In my being a veteran of the U.S. Army (R.O.T.C. Commissioned Officer), former N.Y.P.D. Police Officer and F.D.N.Y. Firefighter, W.T.C. 09/11/2001 Veteran and Retired F.D.N.Y. Fire Marshal/Arson-Homicide Investigator, and currently a graduate student at Columbia University, let it be known that I am in favor of the return of R.O.T.C. to the Manhattan Campus of Columbia University in the City of New York.

Respectfully Submitted for Your Compliance,

Victor R. Diz, M.A.

From: Erin Olson
Sent: Wed 2/23/2011 6:38 AM
Subject: I say "no"

To Whom It May Concern:

After reading several other emails regarding this debate, I felt compelled to write to you. I am a recent graduate of your nursing school. I should say that I am 3rd generation Navy brat & have had a brother, father, and grandfather who have served our country on the shores of another. I can also say that I am whole heartedly against ROTC coming to this campus, or any campus for that matter. It pains me to

say this, because I also have a strong feeling that it is not up to the poor of this country to maintain military enrollment, and universities not allowing ROTC seems elitist. In the same breath, I cannot condone ROTC on the Columbia campus just to not seem elitist.

This is a campus that thrives on discussions of ideas & noble causes.

I do believe that the goals of ROTC are not in line with the ideals of the university.

Thank you,

Erin Olson, RN, FNP '11

From: David Fridson

Sent: Wed 2/23/2011 12:29 AM

Subject: ROTC policy at Columbia University

Dear Fellow Members of the Columbia Community,

Over the past few weeks, I have heard many of you voice concerns about a RoTC presence on campus. Most of these concerns center on ethical issues with the army at large and I consider many of them to be valid. Yet I think that extending the ban on RoTC's presence is the wrong way to go about addressing these concerns.

Most of my fellow students have strong reservations about the electoral process, but they vote. They recognize that participation in the political process is a necessary precondition of changing it. And I think that restoring RoTC will provide an opportunity for greater participation by Columbia students in the armed forces, which in turn will lead to greater opportunity to bring about the change we desire.

The army is a vital institution in this country and in many ways can only be changed from within. Military culture is insular and shaped by loyalty and duty to peers as well as superiors. Since the Vietnam War and more significantly the end of the draft, there has been a growing disconnect between the intellectual establishment and the military. Both have been seemingly content to wash their collective hands of each other. Yet I think this development is bad for the military, bad for the academy, and bad for the nation as a whole. Many of the best, brightest and bravest in our nation go to schools like ours and to discourage them from military service, while noble in its intent to create a more peaceful society, will ultimately prevent many who could make significant and positive change within the armed forces from doing so.

One need only read Pulitzer Prize winning author Tom Ricks' "The Gamble" to see how much one man can change the culture of the army, to make it not only more effective, but more responsible to civilians, more ethical and more humane. That one man, General David Petraeus, was an Ivy League graduate as each of us are or will be, and by continuing to ban RoTC we are all but eliminating the chance that the next Petraeus will be drawn from our ranks. A soldier is undyingly loyal to his or her commanding officer, and only when a commanding officer shares the concerns urgently voiced by my fellow students will they be shared at large by the men and women in uniform who represent us around the world.

- Daniel Fridson, Columbia College '11

From: John Kenney
Sent: Tue 2/22/2011 10:43 PM
Subject: Opinion on ROTC

I just wanted to say that I'm glad that an online survey is being conducted. I feel like the open forum events are likely to bring the people most staunchly in favor of/in opposition to allowing ROTC back on campus, which doesn't adequately represent the views of the majority of students on campus, a view this mainly the following: that though the student would likely not have participated in an ROTC program here (and thus is unlikely to attend an open forum,) he or she does not believe that other students should be prevented from enjoying the benefits of allowing an ROTC program to be run on campus, and also believes that the education Columbia provides through the Core Curriculum could only serve to make those potential officers who attend Columbia some of the best-educated and most thoughtful officers in our entire military.

John Kenney

From: Amy Offner
Sent: Tue 2/22/2011 9:35 PM
Subject: ROTC should not return to Columbia

To the University Senate Task Force on Military Engagement:

I oppose bringing ROTC back to Columbia on two grounds:

1. The military's policy of rejecting transgender people violates Columbia's anti-discrimination policy.
2. Allowing the armed forces to use Columbia as a training ground would make the university an active supporter of the current use of US military power. The wars in Iraq and Afghanistan deserve no such support. For nearly a decade they have brought injustice to the Middle East, Asia, and the United States itself: death, torture, mental illness, violations of civil liberties, and the cultivation of racism and nationalism. They exemplify scandalous practices of US foreign policymakers: their willingness to lie to the public, their disregard for the well-being of foreign civilians and US soldiers, and their refusal to put an end to wars that serve no useful purpose. These wars remind us of the very reasons that Columbia and other universities rightly expelled ROTC during the 1960s.

Those who propose bringing ROTC back to Columbia make two flawed arguments:

1. They argue that Columbia graduates will rationalize and humanize decision-making within the military. The uses of US military power, however, are determined by civilian political figures. The armed forces, furthermore, are internally hierarchical organizations in which recent

college graduates have no real influence. Finally, I know of no evidence that Columbia graduates are any more rational or humane than other people in the United States, nor that a Columbia education insulates a person from the dehumanizing effects of military training and war.

2. ROTC advocates argue that the program will bring more working-class students and students of color to Columbia. I agree that the university should make itself much more accessible to these groups of students. It should do so by working to defend and expand federal Pell Grants, which for nearly fifty years have offered low-income students access to higher education. Pell Grants suffered terrible cuts under the Bush administration and face ongoing attacks in Congress. Working-class students and students of color deserve reasonable financial aid; they should not have to enlist in the military to get an education.

Sincerely,

Amy C. Offner
Ph.D. Candidate
Department of History
Graduate School of Arts and Sciences
Columbia University

From: Erin Meyer
Sent: Tue 2/22/2011 8:54 PM
Subject: Support for upholding policy prohibiting discrimination on the basis of gender identity

Dear Senate Taskforce on ROTC,

I write as a student of Columbia College and Columbia Law School to underscore the concerns already set forth in previous email you have received regarding the military's continued discrimination against transgender and gender-variant persons wishing to serve in the military and/or the ROTC. I respect the contributions of the military and the ROTC to the United States and applaud the repeal of "Don't Ask Don't Tell," but I still believe Columbia should uphold its policy which prohibits discrimination on the basis of gender identity and gender expression by not permitting the ROTC to return to campus until it is in compliance with this non-discrimination policy.

Respectfully,
Erin

Erin M. Meyer

Columbia Law School class of 2011
Columbia College class of 2011
(Accelerated Interdisciplinary Legal Education Program)

From: Ryan Eckles
Sent: Tue 2/22/2011 5:46 PM
Subject: Opinion

Hello,

I am fairly neutral on this issue as I am not politically affiliated with either party and have no personal connection to the military other than a couple high school friends in Afghanistan. After listening to both sides though, I think that there is a much stronger case FOR the Reserve Officer Training Corps at Columbia.

To my knowledge, the University-level argument against ROTC has historically been that the Don't Ask-Don't Tell policy conflicted with established university nondiscrimination policies. Since the repeal, this isn't a problem. Current arguments I have heard are hugely varied in both scope and reasonableness. One is that, by allowing ROTC in, since the military is supported largely by Republicans, that the university would be taking a political stance. While the supporters are usually red, the military itself is run by whichever government holds the Oval Office, so this does not make much sense to me. If I'm wrong there though, denying a group access to the university because it has ties to one party seems like an ad hoc support of the opposite party. In other words, if a group or club that has a liberal bias is allowed, then so should a conservative group. Another contention is that the military discriminates against race. It's true that the percentage of white officers is much higher than the percentage of white enlisted personnel, but starting a ROTC program at a school as diverse as Columbia could actually help combat this. If any discrimination did occur on the school level though, it would be handled promptly as Columbia does not put up with that kind of behavior. I've also heard that people are against the entire program because the government spends more money on the military than on education. This is comparing apples to oranges and does not hold any water. Moreso, of the \$663 billion dollars spent on the military, \$9.5 billion goes towards paying for university tuition through the GI Bill. The total Department of Education spending may only be \$47 billion, but that means that about one fifth of all the educational spending in the US comes from the military. Adjusted for the percentage of military to civilian attendees (the amount of people not in the labor force is a good estimate: 10.3 million/83.9 million) makes the military twice as strong of a supporter of education and thus more worthy of incorporation into Columbia.

As far as the argument for ROTC, the underlying theme is that it would help bring highly educated officers into the military, while helping to fund their education. A high percentage of ROTC graduates do go on to serve and as long as the colleges here do not allow a free pass to these students, they will go on to be highly educated. Columbia College, SEAS, Barnard, and General Studies are all very supportive to new students financially, and while it may bring some hassles and an increase in paperwork to the financial aid office, the military grants to students are in line with the fundamental university principles.

My personal argument for the Corps is that any student who has worked hard enough to gain entry into Columbia legitimately deserves to be supported in whatever career they choose to pursue. The point of our liberal arts university is to educate students both broadly enough and deeply enough to be successful in both their chosen career and in their personal life as well. Why should those who choose to go into the military, an incredibly large group, be denied the education to succeed because of political bias or fear of a change from the status quo? Thanks for your time and have a great day.

Sincerely,
Aldred Eckles

From: Jessica Lovelace-Chandler
Sent: Tue 2/22/2011 11:38 AM
Subject: written statement of opinion on ROTC at Columbia

Members of the task-force,

I'd like to speak on behalf of my fellow LGBTQ peers and allies at Columbia. It is my understanding that the ROTC would be noninclusive of "out" Lesbian, Gay, Bi, Trans, and Queer individuals despite the recent legislation against Don't Ask Don't Tell. If this information is incorrect, then I can think of no reason not to include ROTC at our school. However, if in fact the ROTC plans to be noninclusive of a certain group of people based solely on those people's gender and sexuality, then I believe the ROTC has no place at Columbia. The university wouldn't even consider adding a group that disallowed people of a specific race, and I believe that is no different. Official university groups should be open to all people regardless of inherent qualities like race, gender, or sexual orientation. Please consider this as you make your decision.

From: Dennis Bogusz
Sent: Tue 2/22/2011 11:35 AM
Subject: For University Senate deliberations on ROTC

As a graduate student in Arts & Sciences who is unable to attend the February 23rd hearing, I kindly request you consider my comments below.

The government's recent repeal of "Don't Ask, Don't Tell" (DADT) provides an encouraging step in the direction of civil rights, specifically by removing a discriminatory policy in the US military. Reinstatement of a formal ROTC program at Columbia, however, should not be automatic.

DADT's repeal does not necessarily entail immediate or complete removal of discrimination against the LGBT community in the military. Historically the military has had a mixed record of discrimination against women and other minorities. Certainly Columbia's potential to provide the military with educated and enlightened soldiers could be a part of ending such discrimination, but the University cannot meet this end alone. It needs to know exactly how the military will end the discrimination that accompanied DADT. The University also needs to evaluate the measures the military is taking to uphold Columbia's anti-discrimination principles more broadly, as well as those to specifically protect Columbia affiliates implicated by ROTC.

Should the University reinstate ROTC on campus, there must be a contingency in case of recurring discrimination that goes against Columbia's principles or specific members of the Columbia community. The University must be able to hold ROTC accountable and to not simply defer resolution of such problems to the military.

Reinstatement should also be considered in the broader context of ROTC's absence on Columbia's campus, which predates DADT by decades. We must also recall the many opportunities Columbia already provides current and former members of the military such as the General Studies program, preferential admission and funding for veterans, leaves of absence for military duty, etc. Moreover, Columbia might not host ROTC on campus, but it hardly prevents students from participating in ROTC programs off campus.

The politicization of ROTC did not suddenly evaporate with DADT's repeal: future administrations could still threaten to withhold Federal funding for research at Columbia as previous ones have done. DADT's repeal could potentially deepen University-military relations, but I doubt that goal is one we share as a Columbia community.

Dennis Bogusz
SIPA (MIA) '02
PhD Candidate
Department of Sociology
Columbia University

From: Daro Behroozi
Sent: Mon 2/21/2011 6:40 PM
Subject: No to ROTC at Columbia

I would like to express my opposition to the return of ROTC to Columbia. The U.S. is currently involved in wars of occupation in Afghanistan and Iraq. Providing academic credit for ROTC programs at Columbia would do absolutely nothing to change this situation. In fact, it would be providing academic credit for training people to act as members of an occupying force. The role of a civilian institution of higher learning is not to train members of the military to kill people in wars that have nothing to do with the safety of the American people. It is to cultivate critical minds, many of which will be put to use developing peaceful solutions to the world's problems.

Daro Behroozi
CC 2012

From: Jeremy Newman
Sent: Mon 2/21/2011 6:27 PM
Subject: Task Force on Military Engagement

Dear Task Force Members,

While there are many things that must be taken into account when deciding whether to reestablish a ROTC program at Columbia, there is one question that rises above the rest: What type of military officer do you want acting in your name? Do you want someone that has proven to be highly intelligent? Do you

want someone that has been exposed to a variety of opinions? Someone that has studied at one of the premier universities in the world? Someone that understands the various cultural and political conditions that they will be operating in? You obviously value the education and experiences that you are receiving at Columbia. But do you think this education and similar experiences would help develop a better military leader? As a Veteran of Operation Iraqi Freedom I can tell you I believe they will.

Our men and women in uniform are now asked to do more than simply defeat the enemy. One time they are the first on the scene to offer humanitarian aid during disasters and the next they are sitting with tribal elders helping with economic development. They build schools and medical clinics. They train foreign militaries to be professional, disciplined and respectful of civilian rule. They act as arbitrators in conflicts. Some are required to become experts on boosting agricultural productivity. To accomplish all these competing priorities you need a well rounded education and a strong support system, both of which Columbia provides.

While studying at SIPA another classmate was asked for help in drafting an economic development plan for an area in southwest Baghdad by a friend of his that was in charge of reconstruction. This officer wasn't trained to develop such a plan. My classmate rounded up a group of us that set about accomplishing this task. We completed our document and sent it along hoping for the best. What we did not learn until much later is before implementing our plan attacks in the area were between 3 and 5 a day, after they were less than one per month. Now imagine this officer had the same education we did. How many attacks could have been avoided? How many lives could have been saved? How many lives would it need to be for it to be worth it to you for that officer to have that educational opportunity? One life is enough for me.

Before closing let me say that in my experience there is only one group of people that is allowed to be discriminated against at Columbia. That group is our military service members and veterans. It is this group that has had to stand by while an assistant professor called for "a million Mogadishus." (A reference to a battle where 19 US service members were killed, 73 wounded and 1 captured.) What other group on campus would this professor be allowed to advocate killing without the slightest disciplinary action taking place? Where in 2006 a student was called a "baby killer" for having served in the Marine Corps. I needn't remind you of the despicable behavior by members of the student body this past week during this panel's town hall. Maybe if the university was more inclusive of this underrepresented group some of this discrimination would disappear. A ROTC program would go a long way in accomplishing this task.

I hope you choose to strengthen the Columbia community by reestablishing a ROTC.

Kind Regards,

Jeremy Newman
SIPA '08
US Army 2003-2006

From: Kate Woods
Sent: Mon 2/21/2011 3:03 PM
Subject: Columbia ROTC

Dear Members of Columbia University Community:

Let not 2011 be the year that Columbia University failed to live up to our espoused ideals of tolerance, respect and open-mindedness. Let not 2011 be the year we were so short sighted as to cast aside the valuable intellect and esteemed perseverance of numerous current and prospective students simply because they, our fellow intellectually curious and academically inclined compatriots have answered their call to serve our country in a way that others of us have not. We must consider carefully not only the injustice to the individual but also the detriment to our beloved University.

The current ban on ROTC activities has no doubt cost us something. Not least of which is a lack of diversity in life and political perspectives that help foment rigorous intellectual discourse. Moreover, we run the risk of losing stellar academic candidates both in the short and long term; leaving a generic pool of "group think" candidates from which to cull subsequent incoming first years.

My father grew up in the projects of Philadelphia. At 18 he volunteered to serve in the US Army and went to Vietnam. He was smart; he went through Officer Training and became a Commissioned Officer. During his tour, as a First Lieutenant he was responsible for the men, or more accurately boys, under his command. His ability to think on his feet and to understand not only immediate needs but long term strategy allowed him to save the lives of his soldiers though he left his tour wounded and weighing 115 pounds at 6'4" inches. He came home. He attended a state college and law school at night, paid for through the GI bill. He married. The marriage produced five children. He divorced, remarried and helped raise three step-children. He raised his children to seek to learn and to understand and to question authority. He asked for excellence; not mindless adherence to his ideological, political or religious views. This open-mindedness in concert with hard work produced the following:

- Seven of his children obtained a college degree
- Four of his children obtained graduate degrees at the Master or Doctorate level
- Two of his children attended Ivy League schools simultaneously with the child of a US President
- Two of his children are openly gay; three have married or entered into committed relationships with partners outside their racial, ethnic and religious groups of origination
- All of his children fall somewhere along the political spectrum ranging from fiscal conservative to ultimate liberal

This is just one family, and in the world we live in today, perhaps not all that unusual. It is offered here as an example of the type of intellectually capable, tolerant and interesting students we risk losing forever if we continue to deny access to our University and all it has to offer to our fellow academic travelers due to participation in ROTC. A student denied access to this institution is not likely to have progeny interested in attending at a later date, no matter the latter's ideological perspective. The argument that

Columbia students may participate in ROTC activities off campus is a weak one at best. Would we ask our students participating in other extracurricular groups to assemble elsewhere? In denying ROTC activity on campus, we lose not only the immediate benefits ROTC candidates have to offer our institution, we lose the opportunity to obtain some of the best and brightest minds our society has to offer in later years.

Setting aside the personal, if we continue to disallow ROTC activity on campus under the premise that the US military is not open to the transgendered community and/or is abusive to women then in order to avoid hypocrisy, we must now disallow any and all teaching and academic faculty positions to be filled by anyone openly practicing the Islamic and Catholic religions as well as some sects of Judaism. Further, all visiting lectures from countries that amongst other human rights violations forbid women the right to vote, to drive and to walk about in public absent total veiling (even in unendurable and death-inducing temperatures) must be prohibited. And, in so doing we will destroy the very climate we seek to sustain here. Columbia University will cease to be an academic institution where rigorous intellectual discourse occurs and where the ideal of tolerance is truly alive.

Respectfully,

Kate Woods
EMPH 2011

This communication may be shared I ask simply that I be notified of its posting and that it be posted in its entirety.

From: Margaret Ricks
Sent: Mon 2/21/2011 1:31 PM
Subject: In favor of ROTC

I graduated from Barnard in 1974, and did plenty of anti-war demonstrating in my time. However, I do think that Columbia should welcome ROTC back on its campus. One can be anti-war without being against those who serve in country's military. No one thinks that war is a good thing. I wonder why those of us who graduated and continue to support Columbia were not invited to vote?

Best wishes, in any case,

Margaret Ricks, BA in Middle Eastern languages and cultures, Barnard class of 1974

From: Fritz Herrick
Sent: Sun 2/20/2011 7:38 PM
Subject: comment for task force

I grant permission for you to publish the following statement, including my name.

Columbia University is world-renowned for its great economic thinkers such as Jeffrey Sachs (who has been a special adviser to two U.N. Secretaries General) and Joseph Stiglitz (who was awarded a Nobel

Prize in economics). The works of these two great Columbia professors are largely reflective of global public opinion. The presence of ROTC on campus conflicts with their views and will hurt Columbia's reputation in the international community.

Stiglitz and Sachs have been very critical of the military expenditures of the United States. Sachs argued in his 2008 student address that the U.S. could solve the problem of malaria in Africa (one of the Millennium Development Goals) by diverting the amount needed to fund the military for one single day. Yet the U.S. has not chosen to win Africa's hearts and minds; it funds the Pentagon instead.

Stiglitz is critical of the expenditure switching the Iraq war will cause in his book The Three Trillion Dollar War. The cost of the Iraq war will crowd out public investment expenditures, possibly even cutting funding for institutions of higher education.

International public opinion is sharply critical of the war-related economic choices of the United States, as are two of our most outspoken and accomplished economists. The decision of the U.S. to expand its military has impeded progress on the Millennium Development Goals, has damaged the global economy, and has damaged the reputation of the United States as a global leader. Yet Columbia University is still highly regarded internationally due to the voices of its high-profile economists who are critical of America's military missteps. If Columbia brings ROTC onto campus, the university's reputation internationally may suffer because the goals of the military and the goals of the international community are in conflict.

Kofi Annan recently praised our university for its intellectual contributions to the international community. We should not risk damaging this reputation by seeking further ties with the U.S. Military's programs such as ROTC.

Fritz Herrick
Continuing Education

From: Ben Maher
Sent: Sun 2/20/2011 9:57 AM
Subject: i believe we should participate in an rotc program - the freedoms we have are not without sacrifice and some of our greatest alums have made this great sacrifice

Ben Maher
EMBA Global Asia 2012

From: Stacey Van Vleet
Sent: Sat 2/19/2011 2:20 AM
Subject: ROTC would be good for Columbia

Dear Task Force,

I am a 5th year PhD student in the East Asian Languages and Cultures department. This is just a brief note to express my support of ROTC on campus. There is no longer any compelling reason to exclude the program, which provides many qualified and extremely motivated young people with a chance to attend a university they would otherwise not be able to afford. ROTC students serve as leaders not only in the armed forces but also in many other economic, political and community arenas after their military service. It can only be beneficial to Columbia, to the U.S., and to the world to encourage these young leaders to attend one of the country's most elite institutions, engaging with them in conversations about intractable problems (military and civilian) and giving them the chance to develop their ideas and strategic thinking among top peers and experts. In turn, I believe that having ROTC as part of our campus community would encourage greater reflection and engagement with the meanings of service and leadership among the student body at large.

There is an additional reason why welcoming ROTC to Columbia University could create beneficial impact beyond campus. Today, Ivy League institutions including Columbia, once widely respected and aspired to, find themselves at the center of the U.S. culture wars. Our university is stereotyped as a closed environment of closed minds, increasingly diverse by race and national origin but less diverse by class, in short a bastion of "blue state" elitism, while the opposite characterization lumps ROTC together into a homogenous bloc of "red state" war enthusiasts, uneducated in cultural nuance and uninterested in serving anything but a narrow conception of U.S. interests. While neither characterization is fair or true, they resonate in media portrayals and point to mutual distrust bred from a real and widening class division both in U.S. society and at our university. Opening our doors - and our minds - to ROTC would be a step towards bridging this division, this refusal to speak across opposite sides of a polarized debate, in order to work strategically towards planning for our mutual future.

Thank you for your work on this issue and for opening this conversation at Columbia.

best,

Stacey Van Vleet
PhD candidate, Modern Tibetan Studies
Department of East Asian Languages and Cultures Columbia University

From: Thomas Meaney
Sent: Sat 2/19/2011 12:39 AM
Subject: Grad Student Response

For the record, I want ROTC back on campus.
Thomas Meaney

From: Ramona Bajema
Sent: Fri 2/18/2011 9:21 PM
Subject: ROTC

I deplore the idea that the ROTC might return to the Columbia University campus.

I am shocked that after 6 years as a GSAS student, I have been excluded from the voting process.

Targeting the undergraduates while excluding graduate students was clearly a strategic decision to push the decision through with limited debate.

I hope you will reconsider bringing the ROTC here - and, at the very least, include GSAS voices in the referendum.

If I am unable to vote, I want it on record that I think that an ROTC presence at Columbia is unjustifiable and loathsome.

Thank you.

Ramona Bajema
PhD Candidate - EALAC
Class of 2011

From: Sheryar Bawany
Sent: Fri 2/18/2011 4:06 PM
Subject: ROTC

ROTC should not be allowed back on campus. A repeat of 1968 can happen once their presense in back on campus. Columbia is an institution where high standards of education and intellectual capacity should be the basis for admissions. In breeding the leaders of tomorrow in an increasingly competitive world. any crowding out of the best minds is detrimental. Wars are won by brain, not brawn.

From: Benjamin Ilany
Sent: Fri 2/18/2011 2:31 AM
Subject: bring back ROTC

I believe that those who oppose ROTC's return on the grounds that the military is not in line with Columbia's non-discrimination policies have a solid argument on their side. You simply cannot argue with the veracity of their position. You may choose to say that Columbia's non-discrimination policies should not be given precedence over school affiliations like ROTC, but so long as you understand that you are making a conscious choice to eschew one for the other. You can't rationalize your position on the grounds that no transgender people want to join Army (in the words of Buster) – because you don't and can't know how this would effect each and every individual (be they transgender or a slew of others who may not fit into a "traditional" category).

For my part, I've decided to prioritize the well-being of the military over the well-being of the Columbia community. I think we, transgender students and gay students and straight students alike (or what have you), can afford to make some small sacrifices in the interests of making our armed forces more plural,

more educated, and more liberal (with a small L).

I know what it's like to be a part of an unwelcome minority in the military. I had to clench my teeth and keep quiet while people around me voiced some pretty awful and ignorant opinions about homosexuals. I made a sacrifice (a short-lived one, albeit), I chose to prioritize service over my own personal life. We, as citizens and as Americans, can take small measures to throw our own hats in with the men and women who put themselves in dangerous positions for us. This is a small measure – would it be violating some of our principles? Yes. I think there is little doubt that the military does not adhere to Columbia's policies. Is it worth it? Is it important to do it anyway? Yes.

I love it here at Columbia, and I've met some incredibly intelligent people. I would be thrilled to serve under some of you as officers, I think many of you would make excellent ones. Yes, even better than many who attend other schools. This is Manhattan, and Columbia University, a bastion of liberalism and non-conformity. You can't understand how important it is in this modern age for military units to have open and acceptable diversity. I had superior officers and non-commissioned officers who attempted to foster safe and comfortable work environments for me, even though they had no idea I was gay. Then I had those who were utterly clueless – they had never met anyone different than themselves, and they couldn't imagine what kind of needs those people might have. Let's get involved in that. Let's be a part of giving our officers that imagination and life experience. The military is a very closed environment, we don't get a lot of interaction with the broader civilian population. We spend most of our time on bases, in military-oriented towns, or deployed. Somebody made the point at the meeting that there is no data available to prove whether or not changing the military from the inside has been or can be an effective strategy. I can tell you without pause that it does make a difference. I've seen it first hand, I've felt what difference it can make, and I hope that the positive trend I witnessed is broadened and made more robust by introducing the population of our school to the future population of the officer corps.

Want the military to start thinking outside of its own gates? Let's lead the way.

v/r
-Ben Ilany

From: Paco Martin del Campo
Sent: Thu 2/17/2011 10:42 PM
Subject: ROTC at Columbia

I am opposed to ROTC at Columbia.
Paco Martin del Campo, CC'11

From: John Morgan
Sent: Thu 2/17/2011 3:38 PM
Subject: I Support the Return of ROTC

To the Columbia University Senate Task Force on Military Engagement,

As a member of the Columbia University student body, I support and encourage action by the University Senate to restore relations with the U.S. Armed Forces that would facilitate the return of the ROTC to Columbia's campus.

Columbia itself being an institution that prides itself on its openness toward different - and often controversial - beliefs, opinions, and attitudes, I find it necessary that the University reverse its policies that would allow the ROTC to return. In light of the U.S. Armed Forces recent efforts to embody these same attributes, I would find it particularly hypocritical should the University Senate decided otherwise.

Sincerely,

John Morgan
Columbia University
SEAS '12

From: David Broyles
Sent: Thu 2/17/2011 3:18 PM
Subject: Re: Submissions to the Task Force on Military Engagement

Dear Students and Staff,

While I deeply respect and honor the beliefs and opinions of my classmates and faculty concerning the upcoming ROTC deliberations, as a student and a veteran, I feel it is important to offer an alternate viewpoint to the idea that military service and higher education is somehow incompatible.

I think it's important to remember that the US military is made up of volunteers. That it's made up of citizens. Of immigrants. Students. Teachers. Factory Workers. Businesspeople. Presidents. Artists. *Us*. We don't have a military class that is excluded from the general population.

Nor should it be. To ignore it is to ignore a part of ourselves. And forcibly barring ROTC from the university -- a university that encourages free speech, dialogue, and debate -- because it offends our sensibilities is akin to squashing dissent, and is, in my opinion, a dangerous, discriminatory, and even hypocritical idea; an idea that is in direct opposition to those noble principles to which the university aspires.

Choosing military service, like choosing education, is the right of every American. And speaking from personal experience, my time serving was an invaluable learning experience. I learned about duty, honor, and selflessness. Contrary to what some may believe, I learned to not only think critically and questioningly, but to do so under extremely difficult and ambiguous circumstances -- in a real-world classroom. And whereas in school I often focused on myself, in the military I learned to focus on others, meeting and working with incredible people I wouldn't necessarily have met on campus: a vast cross-section of individuals who represented America at its diverse best -- from all its backgrounds, with all its unique and varied viewpoints, viewpoints that informed, shaped, and challenged my own.

My time in the military was, in fact, a truly essential component of my higher education, making me not

only a better student, but a better person.

With that in mind, it is my sincere belief that reinstating ROTC to give others the opportunity to explore and pursue the same path -- if they so desire -- is the right thing to do, and very much in line with the principals of Columbia University.

Is ROTC and the military perfect? Absolutely not. Is it for everyone?

Without a doubt, no. Is war terrible? Yes, and I wouldn't wish it upon anyone. But is ROTC incompatible with higher education university learning and a democratic society that allows freedom of choice and an opportunity to come to our own conclusions about ideas and organizations with which we may not agree?

Well. That's the point. I can express my opinion, but I shouldn't make that decision for you. And neither should someone else.

Respectfully,

David Broyles
USAF PJ, 2001-2005
Columbia SOA, 2007-2011

From: Amanda Tien
Sent: Thu 2/17/2011 2:54 PM
Subject: Personal opinion

To whom it may concern,

I know that you are taking student submissions and opinions to put online. I am fine with my name being released with this statement, if you are interested:

I know that many students are conflicted about allowing ROTC back on campus because they do not agree with some of the military's current policies, particularly those concerning non-discrimination. However, I would like to remind these students that ROTC trains students to be military leaders and officers. ROTC students that would be attending Columbia are much more likely to have their views aligned with those of the rest of the Columbia student body - therefore, when the ROTC students join the military and become leaders in the military, they could and would change the very policies that current Columbia students disagree with. As Columbia alumni, ROTC graduates would have a real and significant impact in the military. ROTC students from Columbia would actually be a plus in changing the future of the military's non-discrimination policies.

-Amanda Tien
CC'2014

From: James Cabot
Sent: Tue 2/15/2011 11:06 PM
Subject: Letter

February 15, 2011

To the Members of the University Senate Task Force on Military Engagement:

I am writing to express my support for the reinstitution of the Reserve Officers' Training Corps (ROTC) at Columbia University. I am a second year student in the business school, pursuing my MBA in combination with a public administration degree at the Harvard Kennedy School of Government. I do not have a military background. Given that fact, I thought that it might be useful to share why a nonmilitary student would support reinstituting ROTC on the Columbia university campus. Since I am at the Kennedy School this semester I cannot attend the Senate hearings in person. Therefore, I would like to share my thoughts in the form of a letter.

I believe that reinstituting ROTC at Columbia will be good for the military, good for Columbia and – most importantly – good for the university's students. The military is an important institution in American life. It should have access to the most intelligent, mature, courageous and selfless young men and women in America - young men and women of integrity and capable of leadership and high achievement. The Columbia community is filled with students who match this description. It is because they match this description that they have been selected to attend Columbia. The military will undoubtedly benefit from a reinstatement of ROTC at Columbia and on other Ivy League campuses through access to a new pool of high quality officer candidates.

Reinstating ROTC will also be good for Columbia University. ROTC teaches essential and timeless values such as loyalty, duty, respect, service, honor, integrity and personal courage. These same values are vital to the Columbia community. The community will benefit from the presence of more students who are exposed to these values through ROTC training. ROTC cadets will bring their experiences and their learning to the classroom, to Columbia's athletic teams, to student clubs, to residences, to the campus as a whole and to their communities at home.

Finally, reinstating ROTC will be of tremendous benefit to Columbia students who have an interest in serving in the military. Many students across the United States choose to join the military after college. They do this to serve our country, to challenge themselves and to gain some of the best leadership training in the world. It is clear that America's top graduate schools recognize the value of military service – the business, law, government and other schools at Columbia, at Harvard, and at top universities across the country are filled with military veterans. These graduate schools recruit veterans because they recognize and value the leadership development, the discipline, the ethics and the achievement that come with military service. By permitting ROTC to return to the Columbia University campus, the University will enable students interested in joining the military post-graduation to access top leadership training, to receive tuition assistance and to advance within the military training process while still completing their undergraduate education.

There are some who would oppose the military because they associate it with the possibility of armed conflict - with all of the horrors that armed conflict entails. These are understandable sentiments. By way of offering a different perspective, however, I would like to share a story. Prior to enrolling in graduate school, I spent three years working for an international development-focused nonprofit in Eastern Europe. One of my responsibilities in that job was to manage an economic development project in Bosnia and so I spent some time in Sarajevo. During one visit to Sarajevo I stayed with a local family.

Over dinner, members of the family described the horrors that they had witnessed during the siege of Sarajevo in the early 1990s. Their neighbor had been killed. They had shell craters in their front yard. Later, during that same trip, I went to Kosovo. On a main street in Pristina I saw photographs of locals who had been killed during armed conflict there in the late 1990s. The United States and its allies were able to bring bloody conflicts in Bosnia and Kosovo to negotiated and peaceful conclusions partly because they were able to project credible military power.

Across the world today American soldiers, sailors, airmen and marines contribute to the maintenance of peace on the Korean Peninsula, across the South China Sea, in the Middle East and elsewhere. They have delivered humanitarian assistance in response to natural disasters across southeast Asia (after the 2004 tsunami) and in Haiti. These are difficult missions requiring sensitivity, diplomacy and massive leadership capacity. If one hates armed conflict, then one should support a strong American military, led by the highest caliber officer corps – including officer graduates of Columbia University.

In conclusion, I would like to add my support to those within the Columbia University community who are calling for the reinstatement of ROTC at Columbia. This is a worthy goal and one that I believe the university should pursue.

Please do not hesitate to contact me if I can elaborate on this letter in any way.

Yours sincerely,

James Cabot
Columbia Business School, MBA '11

From: Noah Baron
Sent: Tue 2/15/2011 1:39 PM
Subject: On brining discrimination to campus
To the CU Senate Task Force on ROTC:

I would like to amend my previous comments so that I may bring to your attention to 10 USC Chapter 103, ROTC Vitalization Act of 1964 [\[link\]](#). I have excepted the relevant portions of the legislation, as follows (all emphasis mine):

- (b) No unit may be established or maintained at an institution unless -
 - (1) the senior commissioned officer of the armed force

concerned who is assigned to the program at that institution is given the academic rank of professor;

(2) the institution fulfills the terms of its agreement with the Secretary of the military department concerned; and

(3) the institution adopts, as a part of its curriculum, a four-year course of military instruction or a two-year course of advanced training of military instruction, or both, which the Secretary of the military department concerned prescribes and conducts.

The effect of this passage is that: (1) no transgender person or student would be able to teach or participate in these courses; (2) persons without a PhD would be accorded the title of Professor at Columbia University in the City of New York; (3) Columbia University would be creating and funding a department whose operations and content would be dictated entirely by the military, and as such would constitute an entire department in which, as of now, no gay, lesbian, bisexual, or transgender person could participate. Some have claimed that other institutions have worked out special deals with the military such that no title of professor would be granted to military officers (i.e. individuals who do not have a PhD). However, no such deal has been reached or appears even likely at this point in time; moreover, such a deal would not resolve the other pressing issues that remain.

Moreover, as a result of Article 125 of the Uniform Code of Military Justice, sodomy is banned in the military, thereby making all same-sex sexual conduct punishable by court martial. This is an issue entirely separate from the Don't Ask, Don't Tell policy, and it remains in place to this day. Contrary to popular belief, this [ban applies without regard to](#) whether an individual is serving in a battle situation or not, whether an individual is on duty or not -- and as such, it applies to any individual enrolled in the ROTC program. As such, You may find Article 125 of the UCMJ here [\[link\]](#).

Respectfully,
Noah Baron
Columbia College 2011

From: Noah Baron
Sent: Tue 2/15/2011 1:14 PM
Subject: DADT is repealed, but nothing has changed

To the Columbia University Community and the University Senate ROTC Task Force:

As I am sure you are aware, the Columbia University Senate is once again eager to push for inviting the Reserve Officers Training Corps to Columbia (or what has more colloquially been termed the "return of ROTC") in light of the recent vote to repeal the "Don't Ask, Don't Tell" policy. A [recent discussion](#) featured in the Columbia Spectator's magazine, The Eye, though it featured many well-spoken and intelligent individuals, failed to provide a voice for the lesbian, gay, bisexual, and, especially, transgender community. In fact, given that the major reason for keeping ROTC off-campus has been its discriminatory practices against LGBT individuals (in particular, the "Don't Ask, Don't Tell" policy was cited), I was surprised to find that there was no representative of the Columbia LGBT community invited

to speak. In fact, not once did the acronym "LGBT" or the words "gay," "lesbian," "bisexual," or "transgender" appear in the transcript. This, sadly, has been the norm of almost every discussion regarding the possible return of the ROTC program to Columbia's campus.

Given this deficiency, and the general rush to invite the ROTC program back (which began, in fact, long before the repeal had taken place or was even assured), I would like to take this opportunity to address a couple of misconceptions about the status of LGBT individuals in the military.

First, the "Don't Ask, Don't Tell" policy remains in effect, and its timely end is not assured. Though Congress did pass legislation to repeal it, and even though President Obama signed it, the legislation requires the President, Secretary of Defense, and the Chairman of the Joint Chiefs to ["certify that changing the law to allow homosexual and bisexual men and women to serve openly in all branches of the military will not harm readiness."](#) This cannot take place immediately: it must follow a sixty-day waiting period. In addition, a Republican Congressman is planning to introduce a bill that would delay the implementation of end of "Don't Ask, Don't Tell" to the Republican-controlled House of Representatives. Its fate is uncertain. Until the waiting period ends and the necessary officials certify that allowing lesbian, gay, and bisexual individuals to serve openly (which may, in fact, be never), the United States military will be continuing the same exact policy to which our University objected the last time this matter came up.

Second, while the policy of "Don't Ask, Don't Tell" has been repealed by Congress and lesbian, gay, and bisexual servicemembers may soon be able to serve openly after years of being forced to hide, we have yet to achieve full equality in the military even for LGB people. Under [Article 125 of the Uniform Code of Military Justice](#), "sodomy" is still considered a crime and punishable by court-martial. Though some would argue that the 2003 Supreme Court case [Lawrence v. Texas](#) rendered the issue moot, this is untrue. Because the Constitution applies differently to members of the Armed Forces (especially with regard to the right to privacy, which was the driving constitutional right behind the 2003 decision) the ruling in Lawrence does not strike down the sodomy ban in the military. Thus while sexual conduct for heterosexuals remains a possibility, the same cannot be said for gay and lesbian servicemembers -- the discrimination continues.

Gay, lesbian, and bisexual individuals will continue to face [discrimination in military institutions in other ways](#). As of now, for example, the Air Force Academy does not permit cadets to take a same-sex date to their dances. I think that it would be safe to assume that the other military academies have similar bigoted policies. LGBT chaplains are, thus far, also a no-go at the Academy. (Though this shouldn't come as much surprise, given the Academy's shameful history when it comes to diversity and tolerance: it has been plagued with sexual harassment, sexual assault, and gender bias scandals; it has also allowed its Christian Evangelical chaplains, paid by the academy, to run loose on its campus as they attempted to convert cadets.)

Third, transgendered individuals are [not permitted to serve](#) in the United States military. This is problematic on a number of levels. It bears noting that the reason that Columbia kept ROTC off campus for the last few decades has been the military's explicit and then implicit discrimination against lesbian, gay, and bisexual individuals. The reason, then, was not simply the policy of DADT, but rather the institution's failure to adhere to Columbia's antidiscrimination policies. Even more shamefully, transgender veterans are made unable to access the benefits that cisgender individuals have access to -- as

a direct result of the military's discriminatory policies. The military also refuses to recognize any legal changes to one's sex. These are people who fought and died on behalf of our nation; do they not also deserve even the pitiful benefits we give to our veterans? I put it to you that denying any veteran, regardless of gender identity or presentation, free access to such basic procedures as mammograms, pap smears, or prostate exams is an embarrassment to this nation as a whole.

Finally, the US Military does not include gender identity, gender expression, or, despite the repeal of "Don't Ask, Don't Tell," sexual orientation in its Anti-Harassment Action Plan. This is important because, even if our military wishes to discriminate against transgender individuals -- already bad enough -- it ought to at least provide protections against harassment for those who may not present themselves within the bounds of "traditional" gender expression, regardless of whether or not those people are in fact transgender. Additionally, the failure to include sexual orientation in the Anti-Harassment Action Plan will leave lesbian and gay servicemembers vulnerable even after they are technically allowed to serve openly in the military.

Let me be clear: when I first heard of the repeal of "Don't Ask Don't Tell," I was thrilled -- not only because I saw it as yet another step toward equality for lesbian, gay, and bisexual Americans, and because gay and lesbian servicemembers may now serve openly and with dignity (albeit only once they graduate from the military academies) but because I hoped the end of that policy would allow Columbia, in good conscience, to invite the return of the ROTC program and thereby make the life of one of my friends currently in the ROTC program easier. It was with deep sadness that I discovered that our nation's armed forces continue to discriminate not only against gay and lesbian individuals, but against transgender individuals as well.

With regret and disappointment,
Noah Baron
Columbia University
Class of 2011
[originally published on [The Huffington Post](#)]

From: Ryan Alexander Artze-de Toledo
Sent: Sat 2/12/2011 11:09 PM
Subject: ROTC on campus

Dear taskforce,

I am very pleased to hear that Columbia has started to revise its decision on not allowing ROTC recruiters on campus. This policy was originally put in place to appease student protesters during the Vietnam War. But the war is over now and yet the policy still exists.

There is no reason why it should remain in place, especially now that DADT has been repealed. I for one am glad that it has been repealed and so does the vast majority of the students here at Columbia. To continue this practice of not allowing recruiters to come to campus will only tarnish Columbia's image.

PS: I have no problem with this email being posted publicly.

From: Chad Kaschube
Sent: Sat 2/12/2011 12:47 PM
Subject: Consideration

Team,

Rather than deciding whether or not to let ROTC on the campus of Columbia University, we should ask ourselves if there is a reason not to. The ROTC program has no malicious intent. Participants in the program are honorable people that would give their life to keep us free. Excluding them will deprive some of the bravest men and women in the world of a first class education at one of the best universities in the world. Columbia University has a long history of dedication to diversity and inclusion. This should be no exception.

Chad Kaschube

From: Stephen Snowden
Sent: Fri 2/11/2011 10:41 PM
Subject: ROTC Task Force

Hello,

As a Columbia student-veteran in the school of General Studies, I am extremely concerned about the makeup of your task force. Why is there not a single GS student on the task force? As you may know, the overwhelming majority of veterans at Columbia are in the school of General Studies. We are folks who actually have some experience with the military and would no doubt have a lot to contribute to your exploration of this issue. I urge you to consider adding a GS student - hopefully a veteran - to your task force.

Cordially,

Stephen Snowden

From: Jon Demiglio
Sent: Fri 2/11/2011 8:42 PM
Subject: Concern

I oppose any and all Columbia University involvement with the Armed Forces and ROTC. Any place of learning and growth that allows itself to be tied to a machine that kills in the name of freedom reveals itself to be lacking in the critical thinking skills it attempts to teach its students.

Jon Demiglio

From: Daniel Sims
Sent: Wed 2/9/2011 3:35 PM
Subject: A point you are missing

To Whom It May Concern:

From what I've read on Bwog, both sides are making great points, however I think those points are mute when you consider this: Columbia has a chance to direct the course of the military. By fully embracing the army, we can have people who have been exposed to the core curriculum in leadership positions. As a student taking CC, I feel it would be very hard for anyone to discriminate after reading those texts. We should ignore the past of the military and look at the change we can make, we can have cadets trained in gender-studies, moral philosophy and other skills that will help them make reasoned arguments should the run into any unmoral actions in the army. This is especially import as the army begins to move to reject DADT for, while the law can be changed over night, the culture still remains. We, together with ROTC, can build up people strong enough to make those changes.

Thank you for allowing me to comment,
Daniel Sims
SEAS Sophomore MechE

From: Katharine Seidl
Sent: Sat 2/5/2011 11:40 AM
Subject: My Concerns

Dear Task Force:

First, I would like to thank the Task Force for the opportunity to share my opinion on the ROTC issue, and for considering the take of the entire community of CU.

Unfortunately, I am not able to attend any of the scheduled talks, nor will I be able to vote. Therefore, I want to express my concern through e-mail.

I recently listened to a program on NPR that debated whether or not ROTC belongs on college campuses. While I understand why some people argue for it, I am, simply stated, opposed it. I do not think Columbia University should have such a program. A military presence has no place in the educational setting and I would be very uncomfortable if CU decides to host a ROTC program. In fact, Columbia was appealing to me as a student because it did not have an ROTC program and I would not have selected the university if it did.

Again, thank you for inquiring and listening. I look forward to reading the report when it comes out.

Sincerely,
Katharine Seidl

From: William Bain
Sent: Thu 2/3/2011 10:20 PM
Subject: support for ROTC

Dear Task Force:

I am a veteran of the Iraq war and currently a member of the Columbia University College of Physicians & Surgeons Class of 2012. I am writing to express my strong support for full recognition of the U.S. military by Columbia and for Columbia's participation in ROTC.

I support ROTC on campus because I believe that a major role of universities, especially a world leader like Columbia, is to shape and develop students not only as scholars, but also as citizens. I can think of few programs to better prepare future citizen-leaders than the training of military officers. Furthermore, in the interest of academic freedom (particularly in the setting of the recent repeal of DADT), I think we should embrace a more intimate understanding of the military, which touches every aspect of human knowledge from engineering to philosophy to medicine to religion to anthropology to history.

I think that opposition to ROTC on campus because it supports a "war machine" or a "war agenda" is intellectually dishonest. Our national defense policy is not formed by the junior military officers educated in programs such as ROTC that serve around the world in support of our nation's strategic goals, be they humanitarian or violent. Rather, that policy is formed by business, political, media, and academic elites, many of whom graduated from or are employed by Columbia.

Given the levity with which our nation wages war and violence, I think it is in our best interest that our future leaders have personal experience waging our wars so they may more judiciously and appropriately bring that force to bear.

Therefore, I support ROTC at Columbia because I believe it will improve Columbia and because I believe it will improve our military and our future leadership. Thanks very much for your consideration.

Best regards,

William Bain

From: Matthew Davidson
Sent: Wed 2/2/2011 5:13 PM
Subject: NO to ROTC

In the final analysis, it doesn't matter if the military is more open to gay people. Underneath everything the military does is conditioning human beings to kill each other. Who cares if a gay or straight finger pulls the trigger on unarmed civilians? Columbia should not support ROTC or the military at all!

Matthew

From: Matthew Shurtleff
Sent: Wed 2/2/2011 12:41 PM
Subject: Re: University Senate Spring Deliberations on ROTC

I fully support a yes vote for Columbia's formal participation in ROTC. A ROTC program enriches the Columbia community by including a broader cross section of students. Also it makes the University more accessible to students who might not otherwise be able to attend.

Thank you, Matt Shurtleff
Master's Candidate
Sustainability Management

From: Britton Ward
Sent: Wed 2/2/2011 11:55 AM
Subject: I am in favor of the ROTC returning to campus

I am in favor of the ROTC returning to campus. I am both a GSAS student and an employee of Columbia University. My feeling is that our students should have the right to pursue all career avenues while attending CU. Included in this is the right to pursue a military career.

If you have any questions, please feel free to contact me through the information below.

Sincerely,
Britton Ward

From: Anonymous
Sent: Wed 2/2/2011 11:48 AM
Subject: Re: University Senate Spring Deliberations on ROTC

ROTC should be reinstated immediately. It's an affront and an embarrassment to do otherwise. With the repeal of "Don't Ask, Don't Tell," and as mentioned in the State of the Union address, all Americans can serve in the military without discrimination. Any reason not to have ROTC on campus has now been eliminated, and not having it reinstated immediately leaves Columbia University in the divisive and political-minded past, in effect supporting its own form of discrimination.

Beyond that, I'm a firm believer that serving in the military is one of the highest forms of selfless service to our country that anyone, anywhere, can do. It should be supported, encouraged, and celebrated.

There should be no debate here. Reinstating ROTC at Columbia is the right thing to do.

From: Gail Golden
Sent: Wed 2/2/2011 1:02 AM
Subject: Yes to ROTC at Columbia

With the reversal of DADT, there seems no legitimate reason to prevent ROTC from returning to Columbia. It would be disgrace to formulate another excuse to keep it off the campus, in my opinion.

Gail Golden

ISMA

Sent from my iPad

From: Travis Bunt
Sent: Tue 2/1/2011 10:49 PM
Subject: ROTC Deliberations Should Not Be A Referendum on the Military

To Tom Mathewson and the ROTC-Taskforce,

I must admit to being taking aback when learning of the debate regarding ROTC, and more than a little puzzled after taking the time to peruse the history of the tenuous relationship as detailed on the task force website.

I find the extended morality play at work here quite overwrought, particularly the summaries of opinions questioning whether or not the ideals of the US Military are compatible with the ideals of the University. Who is asking these sorts of questions of other University programs? Should we not, given current events, hold open debate on whether or not Columbia's Business School deserves a place on our hallowed campus? How ethical is it train those who would head to Wall Street in blind pursuit of personal gain? Are such endeavors compatible with the educated liberalism Columbia is reputed to endow?

But of course, it is not Columbia's position to judge the merit of its graduates' careers, but to give them the tools to to practice a craft and to make their own decisions. In this instance, however, Columbia's deliberate lack of a ROTC program explicitly communicates that an Officer's career is not a valid aspiration for a Columbia student. Such a statement should not continue to be made. If a student is free to choose a career path as an investment banker, he or she should also be free to choose to serve others--and get the best education he can to do so. If there are truly academic and logistic issues that preclude that, these issues are where the focus should be, not on opinion polls and the like.

By allowing this to become some sort of referendum on the military, Columbia and it's task force have erred greatly. No other program is subject to such subjective scrutiny, and none should be.

As a veteran, and a former Naval Officer, I cannot help but take this charade personally. Because in making such a show, Columbia has made what should be an objective academic consideration into a free-for-all of opinion, which ultimately renders judgment on me, those who have served, those who still serve, and those who desire to serve.

|||||

Travis J. M. Bunt
MSAUD 2010
MSRED 2011

From: Ben Parker
Sent: Tue 2/1/2011 10:34 PM
Subject: thoughts on ROTC

To whom it may concern:

As a current graduate student and former undergraduate, I have also been a longtime opponent of ROTC on Columbia's campus. However, the basis for this opposition was the US military's "Don't Ask Don't Tell Policy," a policy since repealed by Congress.

Now that this exclusionary and discriminating policy has been removed, it is the only principled and righteous thing to do to now withdraw opposition to ROTC.

While many opponents of ROTC for those reasons will not be enthusiastic about now allowing the ROTC on campus, this *has* to be our good faith follow-up to our correct and praiseworthy opposition to the don't-ask-don't-tell policy. Now that our "demands" have been met, as it were, ROTC (however reluctantly I say this) should be allowed on campus.

thank you for your time.

Ben Parker
CC '05
PhD candidate, GSAS

From: Christopher Linscome
Sent: Tue 2/1/2011 10:09 PM
Subject: ROTC at Columbia

Regarding ROTC at Columbia:

I have never personally been involved with ROTC or the military. Columbia is touted as one of the best schools for military veterans. In fact, was not the General Studies program created and designed specifically for military veterans coming home from World War II? Columbia University offers a first-class education to military veterans. It makes perfect sense to inculcate an ROTC program into Columbia's undergraduate school.

On another note, if one of the reasons for resistance to an ROTC presence on campus has something to do with the general political leanings or milieu of the school then can Columbia fairly be called a "university?" Is it not a mark of any university to offer a place for dialogue, even including viewpoints that may or may not be particularly popular? That is an aside.

As a GS student at Columbia, I would simply like to offer my support of having an ROTC program offered ON CAMPUS.

Christopher Linscome

From: David Weltman
Sent: Tue 2/1/2011 9:57 PM
Subject: Opinion on ROTC on Campus

Dear Task Force,

As a student at Columbia, I think it is our prerogative, after the decision passed in our legislative branch to repeal the DADT policy of the US military, to support our troops and show our respect for this great country by having an ROTC presence on campus. It is our duty to support this country, and I would be proud to be in a university that would do such.

Thank you for hearing out my opinions,
-David

--

David Weltman
Columbia University Class of '12
List College of Jewish Studies (JTS) Class of '12

From: Anonymous
Sent: Tue 2/1/2011 9:21 PM
Subject: it comes down to patriotism

Dear members of the Columbia school community,

Voluntary service in the military is an honor for every American that experiences it. Although "Don't ask, don't tell" has in the past provided a reasonable, fair rationale for excluding ROTC from the Columbia campus, that law is now overturned. To continue to exclude ROTC from campus would be perceived as elitist and un-American--which, in truth, it would be.

ROTC should be available to all college students, because as American citizens, it is their right to volunteer in the military without having to sacrifice their college educations. Are Columbia students less willing than their compatriots at state colleges to serve their country, or less interested in honoring classmates who volunteer for military service? I hope not. In fact, I expect not.

From: Melissa Boone
Sent: Tue 2/1/2011 9:00 PM
Subject: Opinion on ROTC at Columbia

Hello,

I am a third-year graduate student at Columbia, in the Mailman School of Public Health. I believe that Columbia should bring ROTC back to campus, now that DADT has been repealed. I fully and wholeheartedly agreed with Columbia's policy to keep any discriminatory employers - including the military - off campus, and admired the university's resolve and commitment to inclusiveness. Considering that the official policy has been repealed, though I think that ROTC can bring a lot to the campus. It has the possibility of opening Columbia to a lot of students who receive ROTC scholarships and want to attend college here, as well as bringing students who wish to participate in the program and become officers in the military to the university. Our current students who want to participate won't have to travel all the way to the Bronx on Fridays to participate as a cross-town school.

Sincerely,

Melissa Boone
Doctoral Student
Department of Sociomedical Sciences
Mailman School of Public Health

From: Daniel Fein
Sent: Tue 2/1/2011 8:14 PM
Subject: ROTC

I wholeheartedly endorse the reinstatement of ROTC on campus. It should never have been terminated.

Thanks,

Danny

Daniel M. Fein
Columbia Business School
MBA Class of 2012

From: Sean Manning Udell
Sent: Mon 1/24/2011 8:41 PM
Subject: Re: Concerns about the return of ROTC to Columbia

Dear Senate Taskforce on ROTC:

My name is Sean Udell, and I am the president of the senior class of Columbia College and the president of the Columbia Queer Alliance (CQA). I am emailing you tonight merely as a concerned student, and my opinion neither reflects the opinion of Columbia College class of 2011 or CQA.

I am interested in adding a voice to the many that I am sure you are hearing. Specifically, I have been concerned by the rhetoric that says that because DADT has been repealed, somehow the military is in conformance with the University's non-discrimination policy. Though the DADT repeal has made it

possible for people of some sexual identities to join military ranks, the military still bars those who are transgender or have any other non-normative gender identities from enlisting in the military. Considering that the University, specifically President Lee C. Bollinger, publicly stated that its current policy on ROTC was a result of the military's non-compliance with the University's non-discrimination policy for gay and lesbian people, it would be disappointing to see the University back down from its moral position in favor of selective discrimination against trans people or people with gender identities outside of the normative, male-female binary.

In the debate over ROTC, both sides seem to have forgotten about transgender students, who will still face explicitly discriminatory policies in the military, and by extension, in ROTC. Transgender status or a Gender Identity Disorder (GID) diagnosis alone can disqualify a person from open military service. The Uniform Code of Military Justice does not allow transgender individuals to serve openly, even with the DADT repeal in place. The military's Anti-Harassment Plan also fails to protect individuals against harassment targeted toward a person's gender identity. Various military bureaucratic entities including DD-214 forms in the military, the Defense Enrollment Eligibility Reporting System, and the Defense Finance and Accounting Service, do not contain provisions to alter gender (from male to female or vice versa). Furthermore, numerous Veterans Affairs medical services including prostate exams, pap smears, and mammograms are routinely denied to transgender veterans.

Currently the ROTC program is not an affirming, or even open, option for transgender students. A re-introduction of ROTC, therefore, constitutes a violation of Columbia University's non-discrimination clause and the statutes of any other universities that protect against discrimination on the basis of gender identity.

Best,
Sean

--

Sean Manning Udell
Columbia College | Class of 2011
Columbia University in the City of New York

Appendix IV: Statements Received from Faculty and Staff

From: Michael Thaddeus
Sent: Wed 3/2/2011 10:22 PM
Subject: Against the return of ROTC

To the ROTC Task Force:

The re-establishment of ROTC on campus should be opposed by all Columbians, regardless of politics, as an unacceptable encroachment on our independence as an academic institution. If you are inclined to disagree, try a thought experiment. Suppose that officials of the Catholic Church, or the Sierra Club, or Goldman Sachs -- or indeed any institution outside of academia -- approach President Bollinger and offer to endow a generous system of scholarships for Columbia undergraduates. "But," they tell him, "we insist on a few conditions: we expect to appoint our own people to Columbia professorships, and we expect them to teach Columbia classes following a curriculum that we design and approve." President Bollinger would, of course, quickly show them the door. As a university, we prize our independence, our freedom of critical speech, and we will not be co-opted by another organization to advance its agenda.

But that is exactly the deal we would make with the military under ROTC.

Why is the military any different?

There is one salient difference. Namely, many of us seem to feel that criticism of the military is inherently unpatriotic, that it is wrong to call the probity of the military into question. The main reason for this feeling is, I think, not hard to discern. For unlike other organizations, the military relies on the willingness of ordinary people to make extraordinary sacrifices: literally to lay down their lives. To criticize the military, many feel, risks damaging service members' morale.

Yet that is exactly why Columbia should remain institutionally separate from the military. In a climate that discourages criticism of the military, such criticism is especially necessary. We are committed to free inquiry and free debate. We seek freedom to criticize all social institutions, including the military. A healthy society encourages and benefits from such discussion. We aim to criticize, not in a destructive or corrosive spirit, but in the most positive sense. We cannot do this if the military is embedded within our structure. We intend no rancor toward service members, and they understand this. We welcome their presence and their perspectives on military matters.

But we want no entanglement with the institutions of the military. We value our independence, and we insist on our independence.

Sincerely yours,

Michael Thaddeus
Associate Professor of Mathematics

From: Katherine M. Franke
Sent: Wed 3/2/2011 7:26 PM
Subject: Letter to the Taskforce

To The Task Force and the Columbia
Community:

I write to express my strong objections to the reinstatement of ROTC at Columbia University. While I applaud Congress, President Obama, and the Department of Defense's recent efforts to undertake the repeal of the Don't Ask Don't Tell policy, the specter of this discriminatory policy's repeal does not, alone, justify the suspension of Columbia's objections to the on-campus integration of civilian and military education. The University resolved in 1969 to terminate its campus-based relationship with ROTC for reasons independent of the military's overt policy of sexual orientation-based discrimination. The concerns about an academic relationship with the military raised 42 years ago have not been eliminated. Indeed, as I will explain below, they are compounded by additional grounds for rejecting the return of ROTC to the Morningside Heights campus.

The ideal of the civilian university is premised upon inquiry and critical analysis that values, for its own sake, a kind of curiosity that can be anarchic, disorderly, chaotic, blasphemous, anti-authoritarian and even treasonous. Military training, on the other hand, privileges linear, rational, disciplined, authority-respecting and strategic modes of reasoning. In theory, a university could accommodate both of these modes of learning, thinking and judgment, but in practice I worry about what it means to diversify the academic environment through a military presence. What concerns me about re-instituting an official pedagogical relationship to the military through ROTC is the degree to which universities such as Columbia remain one of the last domains of civil society that is not influenced directly by and conscripted into the investments and values of the military industrial complex, to borrow a term from one of Columbia University's most illustrious past-Presidents Dwight Eisenhower. This is an important value for its own sake and justifies maintaining Columbia's now long-standing commitment to the values of a civilian education.

In conversation about these issues with other colleagues at the Law School, some have argued in support of the reinstatement of ROTC on the ground that modern military training is more supple and sophisticated than how it is often portrayed by its critics. "The relationship between the chain of command and an individual officer's own judgment is a topic of deep study and reflection among military scholars and at military education institutions like West Point," one member of the law faculty put it to me. While it may be true that in principle the military chain of command is more nimble and reflective than the picture painted by some of the opponents to ROTC, these advancements in military training and judgment are just that, principles or ideals. In practice, the realization of this ideal for, among others, gay people and women in the armed forces has been a profound disappointment. The frequency of homophobic and gender-based violence against women and men in the armed services has not decreased as a consequence of the purported modernization of the command structure. Instead, the Pentagon's own studies documented a double-digit increase in reported sexual assault last year. Rather than rendering the chain of command more responsive to these incidents of violence, the state of the art officer corps training seems to result in a structure that is increasingly less sensitive or responsive to complaints of sexual violence.

Just last week a federal court action was filed in Virginia against the Department of Defense and Secretary Robert Gates alleging numerous, ongoing incidents of sexual discrimination, sexual harassment and sexual violence against women and men in the military. One of the plaintiffs stated: "The policies that are put in place are extremely ineffectual. There was severe maltreatment in these cases, and there was no accountability whatsoever. And soldiers in general who make any type of complaint in the military are subject to retaliation and have no means of defending themselves." The suit claims that the plaintiffs pursued proper channels within the chain of command to address documented incidents of sexual violence, including rape. The complainants were punished for doing so, and the alleged perpetrators were protected by the command structure. These actions took place after the Department of Defense failed to implement congressionally mandated procedures for preventing and addressing sexual harassment and violence.

Similar incidents of violence against members of the armed forces who were thought to be gay or lesbian have received equally negligent, if not intentionally hostile, response from the chain of military command for years.

With or without DADT, the military and its attendant culture of violence has been a brutal "employer" for women and gay people, as have the service academies been a brutal "place of learning" according to their own internal studies. Any other institution that routinely acquiesced in, if not condoned, such sexual violence and harassment by peers, supervisors, and educators would be barred from recruiting and training our students on campus - or at least I would hope so.

Beyond my doubts about the degree to which military training and its emphasis on the chain of command actually encourages the exercise of good, critical judgment, I have larger reservations about the increased militarization of the University through the full presence of ROTC on campus. The present conversation about allowing ROTC back on campus is not simply for me a question of gay rights, it involves a much older and deeper concern about the relationship of the military to the civilian university that has a particular history at Columbia. Now, as a generation ago, I would object to the conferral of Columbia University credit for ROTC courses taught by instructors who have not received an academic appointment. Now, as a generation ago, I would object to the furnishing of space and related facilities to the military for the administration of the ROTC program. Now, as a generation ago, I would object to the integration of military training and values into the fabric of civilian teaching, learning and research at Columbia.

Sincerely,

Katherine M. Franke
Professor of Law
Director, Center for Gender & Sexuality Law
Columbia Law School

From: R. Glenn Hubbard
Sent: Mon 2/28/2011 1:27 PM

Subject: ROTC at Columbia

Dear Members of the Task Force on Military Engagement:

It is my sincere hope that Columbia University will quickly and unconditionally invite ROTC back to campus.

Veterans of the armed services bring invaluable experience to the classroom, and their ability to apply leadership, management, and decision-making skills, as well as the discipline and flexibility they learn as soldiers, position them superbly for success as business leaders, policy makers, or members of any number of other professions. The Business School has supported a number of military-focused initiatives, including the Yellow Ribbon Fund and customized recruiting for our MBA programs within the military community. The School's student-led Military In Business Association has been a powerful component in making Columbia Business School a welcoming community for current and past members of the armed services.

Since becoming dean in 2004, I have made it a priority to increase the enrollment of veterans at Columbia Business School and to more closely engage our military alumni. I see no reason why Columbia should not similarly strive to provide the highest-quality education to *future* military leaders, as well. I hope that the University community will make the right decision in its current debate: To welcome ROTC back to campus after its 42-year hiatus.

With regards,

Glenn Hubbard

Dean and Russell L. Carson Professor of Finance and Economics, Columbia Business School
Professor of Economics, Faculty of Arts and Sciences

From: Steven Goldstein

Sent: Sat 2/26/2011 10:55 AM

Subject: Debate on ROTC

To whom it may concern,

The following is my statement in favor of returning ROTC to Columbia at the Feb. 23 public hearing (in any case a cleaned up version of it). I am sending it as an email so that it may be part of the public record.

Where I'm coming from. I am not a vet. I was 18 in 1971 and received a high number in the draft lottery. Therefore I did not have to worry about the draft. I was active in opposing the Vietnam war. I have no regrets and would do so again. I received my degree from Columbia after transferring as a junior.

Much of the discussion from those opposed to ROTC has reflected misconceptions about the military.

My experience with the armed forces comes from the fact that my ex-wife has worked for Army social services for 26 years. Through my experience as a spouse I got to know many aspects of Army life, and many, many members of the enlisted and officer corps.

Among the things I learned is that the armed forces have been ahead of the rest of society on many social issues. Including non-discrimination on the basis of race or ethnic background or religion, integration of living quarters, integration of the workplace, respect for others outside of the workplace.

The armed forces do not make policy, our civilian government makes the policies. Their mission is to fulfill the tasks set by the decisions made by civilians. If you don't like what they do, blame the civilian government.

The officer corps: My experience is that the officer corps is a highly professional group of individuals. Overall they come from a lower socio-economic background than the typical Columbia student. I attended two public universities before transferring to Columbia with good experiences at both, but given that perspective I particularly value the education I received here and Columbia's core curriculum. I think if there were more officers with a Columbia education, it would be beneficial to the officer corps. Moreover, it would benefit Columbia's student body if there were more students from the segment of the population that feeds the officer corps.

There are good reasons why the military is an attractive career alternative. The military has been accused of "preying" on lower income individuals. For someone with a lower income background, the military offers a job that is attractive compared to the marketplace. There are good housing, medical, social, educational and retirement benefits, as well as opportunities for career advancement and social mobility.

Bottom line: The military is an important institution in this country, and we should aim to make it as good as it can be. Educating the leaders is the best thing that we can do for the institution.

Sincerely,

Steven L Goldstein
Professor of Earth and Environmental Sciences

From: David Schizer
Sent: Wed 2/23/2011 9:49 AM
Subject: ROTC

Now that "Don't ask, don't tell" has been repealed, the University should invite ROTC back to campus. Columbia should strive to train leaders for every important sector throughout the world. The U.S. military has a profound impact on our nation and on the world, and we should aspire to offer its future leaders the benefits of a Columbia education.

In addition, having students with a military background enriches our intellectual life. At the Law School, we have been fortunate to host many students with military experience-- including JAG officers, reservists, and veterans (from the United States and other nations) -- and they contribute an invaluable perspective and relevant experience across many facets of our curriculum. For example, in a class on national security law, having students with first-hand experience in applying the Geneva Convention, representing clients in systems of military justice, or making judgments about detaining prisoners on the battlefield raises the level of discussion for everyone. There obviously are many examples from other parts of our curriculum as well.

I realize that the opportunity to be in ROTC will be of interest to only a subset of our students. We are a diverse community, and opportunities that are of interest to some will not -- and need not -- be of interest to all. But for those Columbians who wish to be in ROTC, we should make the opportunity available.

I do not share the concern, expressed by others, that the military's culture is incompatible with that of a university. The premise of this argument is that military commands are obeyed without any critical thought. This is an unfair (and an uninformed) perspective. In fact, soldiers are required to disobey certain orders, and they are also called upon to engage in critical thought and to show creativity and initiative. I have more sympathy for the concern, expressed by others, that transgendered students may not be eligible to serve in ROTC, or that the military is not always a hospitable atmosphere for women. My view is that engaging with the military is the most promising way to ensure that our values are better reflected in its ranks.

Best,

David M. Schizer

David M. Schizer
Dean and the Lucy G. Moses Professor of Law
Columbia Law School

From: Elizabeth Irwin
Sent: Tue 2/22/2011 8:47 PM
Subject:

I do not want the ROTC on campus.

Elizabeth Irwin
Classics

From: Richard Osgood
Sent: Sun 2/20/2011 6:29 PM
Subject: Notes on ROTC

Dear Committee Members:

I am strongly in favor of ROTC being present on campus. Serving in the US military is a most honorable and important occupation for our country. It has guaranteed our freedom and security. Military officers have also been some of the most important leaders in a variety of professions after and during their service including writing, politics, science and engineering, and industry. The effort to expunge the military from campus is misplaced and dangerous; it prevents students and faculty from seeing first hand an important portion of American society.

Sincerely yours,

Richard Osgood
Higgins Professor
Director, Columbia Center for Integrated Science and Engineering

From: Jessica Rechtschaffer
Sent: Sat 2/19/2011 8:41 PM
Subject: No to ROTC

To Members of the ROTC Taskforce.

I am writing to strongly endorse a No vote to the presence of the ROTC on campus.

Columbia, as an institution of higher learning is supposed to teach critical thinking in order to better ourselves and the world around us. The military establishment is designed to crush individual and critical thought. The military establishment is geared towards one thing, namely the destruction of lives, which is antithetical to the academy.

The ROTC was removed from campus during one unpopular war: Vietnam. Currently, there are two unpopular wars and a third unofficial one (in Pakistan) being conducted by the US military. War crimes have and currently being committed by US soldiers in leadership positions (which means they have a college degree or beyond). As history has shown, the educated are just as willing to commit atrocities as the uneducated.

There are those who argue that ROTC gives the poor a chance at a career and an Ivy League education and by allowing ROTC on campus, we will open a door that might otherwise be closed to those who are in financial need. This is not a valid argument since there are a host of scholarships and financial aid packages available and, Columbia already has need blind admissions. Since those that do join the military tend to have meager financial means what message does it send when the well-off students vacation abroad during the breaks while their poorer classmates are doing drills and playing wargames? This reinforces a classist system.

This past week, a civil suit has been filed against the military for their shameful treatment of women

servicemembers who have been raped or abused during their military careers. This is not due to just a few sadistic soldiers but rather to the entire military establishment which has consistently turned a blind eye to the plight of its female troops. Columbia's embrace of a military institution which refuses to acknowledge abuse but instead, punishes its victims goes against everything that Columbia is supposed to be about.

A yes vote to ROTC is an endorsement of militarism, it is a yes to misogyny, and it is a yes to the current wars which have destroyed thousands of lives.

Jessica Rechtschaffer

From: Kenneth T. Jackson
Sent: Wed 2/16/2011 3:07 PM
Subject: support for ROTC

It would be wonderful if we could live in a world without police forces and soldiers. Think of how much better it would be if we could use such funding for public libraries and schools.

Alas, such a place does not now exist and likely never will. Given that circumstance, I support the re-establishment of an ROTC program at Columbia for the following reasons:

1. Columbia students have a broad liberal education and their presence in the armed services might present more diverse perspectives in the armed forces.
2. Columbia presumes to seek a diverse student body. At the moment, however, it is not receptive to that broad spectrum of opinion which suggests that military service is an honorable occupation.
3. The ROTC provides financial assistance to college students, and the financial aid program at this institution is under extraordinary pressure. Pushing some of these costs to the federal government would free up more money for other needy students, including those are against the military forces.

Kenneth T. Jackson
Jacques Barzun Professor of History and Social Science

From: Richard K. Betts
Sent: Wed 2/16/2011 10:25 AM
Subject: Statement for Circulation

From Prof. Richard K. Betts, Political Science department and School of International and Public Affairs (this statement may be circulated without restriction):

Whether Columbia should have ROTC depends on answers to three questions:

1. Should the United States have any armed forces?
2. If the answer to the first question is yes, should those armed forces be managed and led by graduates of Columbia University among others, or only by officers from sources other than Columbia?
3. If military officers should include Columbia graduates, should they be supplied through ROTC or only by other means, outside the university?

A pacifist may answer no to the first question, as long as she or he has no exceptions in mind (such as humanitarian intervention to suppress atrocities, defense against terrorists, and so on) and is honestly willing to argue that the United States can and should be unlike any other country of consequence in history. (Even Costa Rica, often cited as the one country that has gotten along without a military, has a quasi-military Civil Guard.) If one is not a pacifist but objects to actions of the American military the quarrel is with the policies of the U.S. government, not with the existence of the military institution.

For the second question, the only reasonable answer is that Columbia graduates should not be excluded from management of the military services of the American government.

The third question suggests the only reasons – practical ones, rather than matters of principle -- that ROTC might not make sense for Columbia. First, it would not be economical for the government to fund units that would probably enlist a few dozen cadets at most, so taxpayers probably have less of an interest in reestablishing ROTC here than we do. Second, if ROTC were to return, it would be necessary to arrange a dispensation from normal requirements to give faculty status to instructors or academic credit for training courses – that is, to make ROTC essentially an extra-curricular activity. If these two considerations do not prove disabling, however, there is no truly legitimate reason to prevent Columbia from participating in the supply of leaders of the U.S. government's military forces.

--

Prof. Richard K. Betts, Director
Saltzman Institute of War and Peace Studies
Columbia University, MC3347
420 West 118th St., New York, NY 10027, USA

From: John Huber
Sent: Sun 2/13/2011 8:31 PM
Subject: support for ROTC

I am writing to express strong support for having an ROTC presence on campus.

Over the years, West Point has sent a number of students to our political science department for their PhDs, a relationship which has been mutually beneficial. On the one hand, we hope and believe that the West Point students gain a great deal from our program. As an example, one PhD student from the Army wrote a recent book (based on his dissertation) about the political attitudes of soldiers. It has gotten a lot of attention because the main finding -- that non-officers in the army have attitudes that

more or less mirror those of society -- runs counter to what everyone believed (which was that soldiers are more conservative than society). It's a nice example of how studying at a place like Columbia can allow army offices to produce research findings that change the way the armed forces are understood by society. On the other other hand, having soldiers in our classes improves the work that faculty and other grad students do by challenging the assumptions we bring to our work, and by shaping the questions we ask about the military and about international conflict. It's a win-win exchange, and we hope that West Point continues to send us students.

I can't believe that the same sorts of mutual benefits would not exist if members of the armed services could attend Columbia's undergraduate programs through ROTC. Students and faculty would gain new insights about the military and its role in American society. And ROTC students would gain what every other student at CU gains -- a great education that constantly challenges one's assumptions about how the world works. So having ROTC would enrich our environment by diversifying it in a very meaningful way.

Although the value of this diversity should be enough to justify ROTC, there is another reason as well -- higher education institutions like Columbia owe this sort of commitment to American society. The extent to which the armed services are successful at defining and executing their mission has a big impact not just on our security, but also on how America is perceived around the world. If we believe that a Columbia education is a good thing in large part because it enhances the ability of students to understand and interpret and interact with the world outside Columbia, then a Columbia education would benefit students from the military for these same reasons. Thus, by educating members of the military at Columbia, we would strengthen the military by enriching it intellectually. If we believe such an outcome is a good thing -- and I strongly believe it is -- it would be a shame to turn our back on the possibility of making this contribution.

John Huber
Professor and Chair
Department of Political Science

From: Charles A. Kaufmann
Sent: Sat 2/12/2011 12:30 PM
Subject: Comments on ROTC at CU

Dear Sir or Madam:

The University has always seen the presentation of different, and at times conflicting, points of view as central to its mission. This essential part of the University's identity has made me proud to be a member of the faculty.

In that spirit, should the University Senate elect to permit ROTC recruitment on campus, I hope that it also takes proactive steps to permit, support, and encourage the presence of other organizations devoted to alternative, non-violent approaches to conflict resolution. I further hope that the University will give these organizations as much exposure as it does military organizations on campus and suggest that the University consider drawing attention to these organizations along side any comminiques regarding

ROTC that it might issue..

We live in a world where armed conflict is an horrific, but necessary, reality. I ardently believe, however, that as an institution devoted to the betterment of society, the University bears an ethical and civic responsibility to actively work toward the day when such carnage will no longer be necessary.

Most sincerely,

Charles A. Kaufmann, M.D.

Clinical Professor of Psychiatry (retired)
Columbia University

Conscientious Objector during the Vietnam War Era

From: Allan Silver
Sent: Fri 2/11/2011 9:25 PM
Subject: Task Force Submissions

The two documents attached may be freely published as they stand. -- Allan Silver

[Attachment #1](#)

[Attachment #2](#)

From: Corey Hirsch
Sent: Sat 2/12/2011 3:54 AM
Subject: Fw: Update from the University Senate Task Force on Military Engagement

Dear University Senate Task Force on Military Engagement,

As an American institution, Columbia University enjoys the protection and other benefits afforded by the US Military's existence and operational programs. Further, as a leading organization, which often states that its mission includes educating America's future leaders, it has a special need to engage and support the nation's military programs just as it does other aspects of national life.

Any active measure to prevent engagement is ill advised in my view. Even passive dis-engagement is not appropriate. Access to the campus and support for ROTC (and other national service programs) are the correct policies. I do not object to posting of this view.

Sincerely,

Dr. Corey Hirsch

From: Edgar M. Housepian
Sent: Tue 2/8/2011 12:46 PM
Subject: Why Columbia should reinstate ROTC on Campus

Now that the furor over "don't ask -don't-tell" has been resolved there are two reasons that ROTC and military recruiting should be allowed back on campus:

First: our military will be better served by having college educated officers.

Second: Columbia students must not be shut-out of the scholarships that accompanies ROTC enrollment.

Edgar M. Housepian, M.D. CC '49; P&S '53
Professor Emeritus of Clinical Neurological Surgery

From: David Sahar
Sent: Sun 2/6/2011 2:25 AM
Subject:

Let ROTC become a part of our great university

David I. Sahar M.D.
Clinical Professor of Medicine
Columbia University

From: Ronald Breslow
Sent: Thu 2/4/2011 4:28 PM
Subject: ROTC

It is now time for Columbia to permit ROTC here. The arguments against it were at one point understandable, but now they do not make sense. Do we really think that people who fight and die in our wars are misguided, not to be honored? Do we believe that the U.S. does not need an army? If we have students who want to belong to ROTC, and we do, we should permit them to do it here. We should adopt the change, and quietly, without noisy demonstrations that will just damage the image of Columbia. We want to be, and be seen to be, a place of reason, with tolerance and respect for the opinions of others.

Ronald Breslow
University Professor

From: Wm. Theodore de Bary
Sent: Thu 2/3/2011 2:48 PM
Subject: ROTC

To The Task Force on Military Engagement,

I believe it is time to restore ROTC at Columbia because we live in a world where educated students have to bear their share of responsibility for the defense of freedom. Columbia should use this as an opportunity to contribute its own educational leadership to the defense of democracy amidst the violent ideological struggles going on in the world today

When NROTC was abolished in 1968-9 it was not because the military had been exerting any improper influence over Columbia education, but because we yielded to the anti-Vietnam War sentiment at the time. Columbia let itself be used as a strike against the war, not because of any evidence that Columbia education had been adversely affected by the military establishment. After the Kirk/Truman administration yielded to violent disruptions in cancelling the NROTC graduation ceremony, the Senate let itself be pressured into abolishing NROTC itself.

Now in better times we should return to a more normal stance. Just as we remain proud of Columbia's signature Core Curriculum, which started out as a discussion of war and peace issues, we should re-direct ourselves to open civil discourse today, with ROTC included in the process.

Wm. Theodore de Bary

Wm. Theodore de Bary, AB '41, MA '48, PhD '53
John Mitchell Mason Professor of the University and Provost Emeritus
Special Service Professor

From: Donald Quest
Sent: Thu 2/3/2011 10:09 AM
Subject:

I am a professor of Neurological Surgery at P & S.

I am also Vietnam veteran, having served as a naval aviator aboard the aircraft carrier USS Kittyhawk from 1961-1966. I was a member of the NROTC unit at my university prior to beginning active military duty. I learned much from my military service and am very proud that I had the opportunity to serve my country.

I came to Columbia at the height of the war protests and fully understand the sentiments of those troubled times.

I love Columbia and have devoted my entire career to this University and its medical school. I believe banning ROTC from the campus is anachronistic and antithetical to the mission of a great university. Freedom of expression, freedom to explore differing points of view, freedom of assembly are all essential elements of the atmosphere and personality of a world-class institution of higher learning.

Mandating participation in the ROTC is not under consideration after all. Banning the opportunity to explore military service, however, is repressive and has no place at our institution.

Sincerely,

Donald O. Quest, M.D.

From: William Smethie
Sent: Wed 2/2/2011 2:03 PM
Subject:

I favor allowing ROTC on the Columbia campus. Our military should represent a cross of our country which includes Columbia University.

From: Abraham Wagner
Sent: Wed 2/2/2011 1:39 PM
Subject: Memorandum for the Task Force on Military Engagement

The purpose of this memorandum is to express my strong support for the proposal to “Return the Reserve Officers Training Corps (ROTC) to Columbia University’s Campus.” I appreciate the fact that the University Senate is revisiting the question of ROTC’s place at Columbia, and unfortunately will not be in New York at the time of the scheduled hearings to participate personally.

Prior to joining the Columbia University faculty some six years ago as Adjunct Professor of International and Public Affairs I served for over three decades in various positions in the United States Government related to national security. At SIPA I have been teaching two courses related to national security, defense and intelligence. Among my students have been active military, government employees, as well as graduate students seeking jobs in the national security area. While not part of my formal role, I have also served to advise undergraduate students from both Columbia and Barnard working on papers and projects in the national security area.

The question of returning ROTC to Columbia is not simple or easy, and arguments exist on both sides of the matter. On balance, however, I personally believe that the current policy is a legacy of the Vietnam War era long past, and the benefits to the University Community articulated by the student Advocates for Columbia ROTC and Students United for America are well-taken.

In the mid-1990s I served as a Visiting Professor of International Relations at the University of Southern California which had an active ROTC program in place. My experience with students as USC, a number of who were enrolled in the ROTC program is that the benefits described by the Columbia student group are real – not illusory. I fully expect that such benefits would be realized at Columbia as well. In this regard, I find a few points to be most compelling:

First, as we are all aware, the cost of attending Columbia is substantial and indeed daunting for many students and their families, even with the myriad of financial aid programs available. Without question the ROTC program enables a broader spectrum of students to attend Columbia than would otherwise be possible, and provides Columbia with a more diverse student body. It also provides the ROTC students ready access to employment in an economy where jobs are not as readily available as in times past.

Second, from the Government's perspective, we need students with the type of education that Columbia affords. I can offer two examples from my own experience. The Defense Advanced Research Projects Agency (DARPA) which gave rise to the Internet and a host of other new technologies is staffed in large part by uniformed military, many with advanced professional degrees. The Intelligence Community, which now includes some 16 separate agencies, is also staffed in large part by uniformed military.

In its "best days" the CIA depended heavily on some of the best minds drawn from Columbia, Yale and other leading educational institutions. Many of the failures we have experienced in the last several years have been due to a failure to bring in well-educated young people to perform some of the most challenging analytical tasks imaginable. Indeed, much of my own time these days is spend in writing recommendations for my own students seeking work in this critical area. ROTC offers yet another viable path to supporting this critical national interest.

Third, I believe that the changes in the ROTC program since the Vietnam era noted by the students are correct, and my own experience bears this out. The demands now placed on ROTC students are not overly burdensome, particularly in light of the benefits and changes in the program. None of my USC students then enrolled in ROTC saw any significant problems, and I seriously doubt many at Columbia would see these as well.

Finally, I think the various arguments against permitting the ROTC program at Columbia listed by the Advocates for Columbia ROTC are either wrong or simply no longer credible. I see no errors of either fact or law in the student rebuttal and concur in this discussion.

Should the Task Force desire that I provide additional comments or inputs of any type on this important matter, I am at their disposal, and can be contacted most easily by e-mail: <redacted>.

Sincerely,
Abraham R. Wagner

From: Len Druyan
Sent: Wed 2/2/2011 11:42 AM
Subject: ROTC on campus

I favor giving Columbia students the opportunity to enroll in ROTC at Columbia.

--

* Dr. Leonard M. Druyan
* Columbia University Senior Research Scientist

From: Louis Brus
Sent: Wed 2/2/2011 10:10 AM

Subject: ROTC at Columbia

I am strongly in favor of ROTC at Columbia.

Columbia should actively participate in supporting our democracy, imperfect as it is, by enabling and even encouraging participation by those students interested in ROTC. No institution is perfect. In WWII Columbia students joined the Army and Navy, despite their racist structure at that time, because the stakes in preserving democracy were so high. These stakes are just as high today. The University itself trained officers for the Navy. The presence of many former civilians in the military hastened the reforms that came later.

Elitism and arrogance shown by the Ivy League universities hurts our support in the Congress, and among our alumni, and in the general population.

Louis Brus
Samuel Latham Mitchill Professor of Chemistry
Columbia University
New York, NY, 10027

From: John Merriam
Sent: Wed 2/2/2011 9:01 AM
Subject: ROTC

Sir:

I believe that Columbia students should have access to ROTC. One can never support all of the policies and actions of the government and military but it is essential that the military recruit well educated individuals.

John Merriam, M.D

From: Nicholas Christie-Blick
Sent: Tue 2/1/2011 11:52 PM
Subject: ROTC opposition

Colleagues:

The recent Congressional vote to repeal Don't Ask Don't Tell removes the single most compelling reason for denying military recruiters access to Columbia.

Therefore I favor permitting military recruitment at a level comparable to that provided to other potential employers.

I do not favor re-establishment of ROTC on campus for two reasons. First, military culture (total deference to authority) is the antithesis of everything we stand for at Columbia. I do not see how the

University can honestly endorse such a culture in its midst. Second, the military constitutes a total waste of a Columbia education. If more than a handful of students per year choose the military as a career path, then we're recruiting the wrong students.

Nicholas Christie-Blick
Professor

From: Ross Zeltser
Sent: Tue 2/1/2011 9:15 PM
Subject: RE: University Senate Spring Deliberations on ROTC

The ROTC should be allowed back on campus. Thank you!

Ross Zeltser, MD, FAAD, FACMS
Clinical Instructor, Columbia University Department of Dermatology CC '97

From: Angelos D. Keromytis
Sent: Tue 2/1/2011 8:36 PM
Subject: Re: ROTC deliberations

Dear colleagues,

I cannot attend the scheduled meetings, but let me thank you for looking into this issue. Personally, I am in favor of ROTC engagement on campus.

Best,

Angelos Keromytis
Associate Professor of Computer Science, SEAS

Appendix V: Statements Received from Alumni

From: Michael Segal

Sent: Wed 3/2/2011 10:55 PM

Subject: An eleventh hour issue raised about whether Columbia would be offered ROTC

An issue has come up this evening as to whether Columbia would be offered ROTC. We've added an [Advocates for ROTC issues pages](#) on the subject: www.advocatesforrotc.org/issues/offered/

Issue: If top colleges ask for ROTC programs, will any be offered?

Instance of the issue: Days before the Columbia University Senate is scheduled to begin deliberations on ROTC, a New York City local news web site "DNAinfo" obtained a [quote](#) from an Army ROTC Cadet Command spokesman about a possible request from Columbia for an ROTC program "Army ROTC would certainly entertain the request, just like we would from any other school, but right now, there are no plans to expand ... We're in a constrained resource environment. It's safe to say we don't have any plans to start any new programs."

Facts: It is by no means clear that all top colleges would be offered on-campus ROTC programs for all three services: Army, Navy and Air Force. However, Chairman of the Joint Chiefs of Staff Admiral Michael Mullen [said](#) at Harvard on 17 November 2010 "I think it is incredibly important to have ROTC units at institutions like this. I think President Faust has made it very clear and I certainly would do all in my power to make that happen." President Barack Obama [said](#) in his 2011 State of the Union speech "I call on all of our college campuses to open their doors to our military recruiters and ROTC. It is time to leave behind the divisive battles of the past".

The scenario being taken most seriously for Columbia is getting a Navy ROTC program. The Navy is currently the only service for which Columbia students have no cross-town opportunity, there is no Navy ROTC program within reasonable commuting time from Manhattan and the number of ROTC programs per million people in New York City is [strikingly low](#). The Navy needs students with a background in engineering, a strength at Columbia due to its [School of Engineering and Applied Science](#). Furthermore, the DNAinfo article notes that "The Army wants to diversify its officer corps to match changes in the country's population as a whole, meaning it's looking for more Latino officers" and Manhattan has high numbers of Latino students, not just at Columbia, but even more so at other nearby colleges that would probably be included in a new program involving Columbia.

Days before the 2005 Columbia University Senate vote on ROTC there was a similar report of an ROTC official [elicited by ROTC opponents](#) saying that ROTC was "not planning to open any new detachments", yet many new ROTC programs have been started since then and there are unofficial reports that the military is actively looking at opportunities to open ROTC programs in New York City.

From: Alex Munoz

Sent: Wed 3/2/2011 8:24 PM

Subject: ROTC and Columbia

My name is Alex Munoz, Columbia College Class of 2002 and I wanted to offer a short email to express my thoughts on ROTC returning to Columbia, especially as I, like many interested, was unable to attend the last town hall because of seating limitations.

Critics of ROTC have repeatedly brought up the notion that individual Columbia graduates would have little effect on the military as a whole, that they would be unable to change or influence such a hierarchical institution. What they miss is the increasingly decentralized aspect of today's wars and the wars of the future, which in conducting counterinsurgency operations (COIN), bestow increasing levels of responsibility and authority on young lieutenants and company commanders and often their subordinates. It is as new platoon leaders and company commanders that uncountable decisions are made throughout today's battlefields, from meeting and interacting with Afghan locals to responding to enemy attacks to working with NGOs and partnered agencies and more. And as such a junior leader, these officers have a tremendous role in helping shape and mold the enlisted men and women that serve with them, setting the proper tone for their platoons and companies and how these individuals represent our nation.

And it is at the ground-level, where competent, intellectually curious, and moral leaders most matter, where their front-line actions everyday interacting with local villages, most shape and influence and our wars, as opposed to the composition of generals and elected officials so far removed from the battlefield. This is no small responsibility, but Columbia's education, its culture of continuing striving for knowledge, is excellent preparation.

And I say this all as a recent veteran of Afghanistan where I had the honor of serving with the 101st Airborne Division in both Paktika and Kandahar. I was lucky enough to serve as the head of our new Company Intelligence Support Team (COIST), where I routine interacted with Afghan locals and our Afghan security partners while I worked to collect, analyze, and disseminate intelligence. My role was a vital one, directly influencing operations while often serving as our face to the people, taking up the lead role in many of our local interactions. And I succeeded admirably, earning the praise of many of my superiors and peers, largely because of the background, knowledge, wisdom, and relentless curiosity I obtained at Columbia. I was a better Soldier, diplomat, representative, and person while serving in Afghanistan because of Columbia, because of the Core Curriculum and my professors (in particular, professors Marten, Betts, and Schilling).

And Columbia's world-wide reputation instantly gave me a higher level of influence and respect among those decision-makers and officers above me in the chain-of-command.

No, Columbia ROTC grads won't go on to save the world in one fell swoop. They won't transform the military because of a quick change here or there. And they won't magically create a new culture in the Armed Forces. But in the increasingly less hierarchical wars of today and tomorrow, Columbia ROTC grads will increasingly have the opportunity to affect changes on the margins, deciding which villages to patrol and raid, what local citizens to trust or not, and setting the tone for their young enlisted men and women. And it is those small but important - and often life and death decisions - that are enough and part of the reason I support the return of ROTC to Columbia University.

Warmest Regards,

Alex Munoz

From: Jonathan T. Koevary
Sent: Wed 3/2/2011 7:03 PM
Subject: Columbia Needs ROTC On Campus

President Bollinger:

The time has come for Columbia University to invite the Reserve Officers' Training Corps ("ROTC") to campus. I write in a personal capacity as a practicing lawyer and a Columbia graduate (GS '01). ROTC's presence is critical for three distinct reasons:

First, ROTC strengthens Columbia in presenting itself as an invaluable option for students either considering careers of military service or simply looking to broaden their horizons. Allowing students to participate in ROTC as part of their Columbia experience, regardless of whether they eventually serve, is every much a part of a vibrant liberal arts education as any course offered by the University.

Second, we as a nation are all served when the United States military has the opportunity to choose its officers from the best and brightest students. It makes no sense, when considering the interests of national defense, to close the military's highest ranks to the nation's leading students and thinkers.

Finally, because the nation has always been committed to civilian leadership of its military, it is critical, as a matter of national interest, that the leaders of the military and the future leaders of the civilian world are afforded an opportunity to associate with one another in order to cultivate a responsible dialogue. Sheltering students from the military does them no good- for those who are predisposed against the military, this sheltering only serves to promote misconceptions. Neither does this cleavage serve the nation: ultimately, for our system to work, it is in everyone's interest that the holder of the sword continues to place its trust in the holder of the pen. Only through dialogue and mutual respect and understanding can this be achieved. Columbia is in position to offer that to its students and to the nation.

Sincerely,

Jonathan T. Koevary

From: Michael Segal
Sent: Wed 3/2/2011 6:08 PM
Subject: Analysis of "military and low income" issue

We've added to the [Advocates for ROTC issues pages](#) one about the "[military and low income](#)" issue, based on comments in the first Task Force Town Hall meeting:

Myth: The military exploits low-income people by trying to get them to enlist

Instance of the myth: At a community forum of Columbia's ROTC Task Force, [one person who got up to comment](#) objected to ROTC because, "The military recruits among low-income areas specifically".

Facts: People in the military tend to be "middle class", as can be seen in Figure 1 in a [study](#) released in [2010](#) by the [National Priorities Project](#). The income graph shows fewer people from higher and lower income groups, with the bulk in the middle.

Part of the reason for the low numbers of people from low income levels is the military's selection criteria. An [article in ArmyTimes](#) relates that "only 4.7 million of the 31.2 million 17- to 24-year-olds in a 2007 survey are eligible to enlist" and that "According to the Pentagon, the ineligible population breaks down this way":

- Medical/physical problems, 35 percent.
- Illegal drug use, 18 percent.
- Mental Category V (the lowest 10 percent of the population), 9 percent.
- Too many dependents under age 18, 6 percent.
- Criminal record, 5 percent.

Some of these issues could account for the under-representation in the military of people from low-income areas. If indeed it is true that the military is trying harder to sign people up in low-income areas, this affirmative action is not keeping up with the challenges.

People from high-income areas are also under-represented in the military. One reason for this is that many top colleges have effectively barred ROTC.

It is not clear why the difficulty in getting qualified recruits from low-income areas should be used as an argument against having ROTC at colleges that attract students from high-income areas.

Some of the other issues pages submitted in an earlier email have also been updated significantly. Latest versions are at www.advocatesforrotc.org/issues/

Michael Segal MD'83 PhD'82

From: Anonymous
Sent: Tue 3/1/2011 4:50 PM
Subject: In Support of ROTC

Hello,

If possible, I would appreciate if you deleted my name from the bottom of this email before posting it online.

I am a recent alumnus of Columbia, having graduated from CC in 2010. I joined the Army in January 2011, have been drilling with a Reserve unit since, and will leave for three years of active duty service this September. I would like to offer my strong support for inviting ROTC to return to Columbia's campus.

From my short time in the Army, and my acquaintances on and off-campus with veterans and those currently serving, I believe that military service, particularly as an officer, offers a number of substantial benefits to those who choose this lifestyle. There are very few institutions where an individual can graduate from a university at the age of 22, and, after a relatively short training program, be responsible for leading a platoon of over thirty individuals, whether in combat, training the armed forces of nations allied with the United States, serving in UN peacekeeping billets, or responding to natural disasters around the world. This experience breeds indispensable qualities of leadership, courage, perseverance and discipline in the individual concerned. Particularly in the officer corps, where a Lieutenant may be responsible for working with tribal or village leaders from very different backgrounds to provide basic services, creativity, critical thinking, and cross-cultural exchange are fundamental to success. Individuals who claim that a military presence on campus will stifle discussion, are therefore, I believe, mistaken.

If ROTC had been on campus while I was an undergraduate, I certainly would have joined. Not only would it have helped me to defray the cost of tuition, but participation in ROTC (especially the first two years, during which, if one does not accept scholarship money, one is not committed to joining) would have allowed me to "try out" the military before committing myself to service for the next three to four years. Additionally, because of the way military billeting works, participating in ROTC would have allowed me more choice in my Military Occupational Specialty, or job, in the Army. I would have participated in the program at Fordham, however I found that the scheduling of their classes and time it would have taken to commute there would have prevented me from taking courses required for graduation. I personally know seven members of the classes of 2009 and 2010 who accepted Officer commissions in the armed forces and did not participate in ROTC, as well as two more in the class of 2011 who are heading down a similar path. From my conversations with some of these individuals, I believe that the presence of ROTC on campus would have impacted their decision-making processes and careers in a similar way.

I understand, and am sympathetic to the arguments of those who raise issues of discrimination against transgender individuals in the armed forces. It should be recognized, though, that some of these concerns may be impossible to address. Especially if transgender individuals were undergoing a gender transition while in service, they may depend on extensive medical and psychological support, including reconstructive surgery, hormone therapy, or psychological counseling. Such resources are often unavailable in combat or similar austere environments. I sincerely hope and believe that the military will take steps to resolve this issue in the future. However, I do not believe that this issue should prevent the university from inviting ROTC to return to campus. A military is supposed to reflect the society it defends, and the presence of individuals from institutions like Columbia and the other Ivies in leadership positions can be the impetus for positive change in the military in the future.

Respectfully,

From: Leslie E Roberts
Sent: Tue 3/1/2011 2:03 PM
Subject: Email submission in favor of ROTC

Dear University Senate Task Force on Military Engagement:

I am a 2009 graduate of Columbia University's School of Social Work (CUSSW), where I was President of the Student Union my second year, and am currently employed at CUSSW as the Program Coordinator in the Department of Advising.

I am strongly in favor of the return of ROTC to Columbia's campus. With the repeal of Don't Ask, Don't Tell, the Armed Services has officially ended the odious policy of discrimination that deeply bothered so many Americans and justly led campuses across the country to ban ROTC from their campuses. Consequently, to continue to disallow Columbia students from serving their country by keeping ROTC off-campus would be another, equally insidious form of discrimination. The reasoning behind opponents' continued stand against ROTC is arbitrary and subjective; it is likely also shared by only a minority of the members of the Columbia community.

Our country's military, comprised solely of volunteers, has acquitted itself magnificently over the last decade and stands as one of the United States' greatest symbols of democracy. The armed forces have performed with distinction under some of the most difficult circumstances imaginable in Iraq and Afghanistan, fighting to ensure that Americans remain safe from terrorists bent on bringing another 9/11-like catastrophe to our shores. They deserve our respect and admiration for their sacrifice.

If a Columbia community member desires to serve his or her country, they should be able to do so without shame or fear on our campus, rather than being made to feel like a second-class citizen, met with opprobrium by fellow students or forced to visit a nearby campus to carry out their duties and studies.

I am proud to be an American and thankful for all of the rights our Constitution provides. As such, I welcome this debate and only hope that it does not again devolve into a situation like the recent heckling of the wounded veteran who spoke in favor of ROTC on our campus. I urge the committee to not abrogate the rights of those who wish to serve by keeping ROTC off campus. Let students have the ability to decide whether or not they wish to serve. Our military members are fighting to provide similar such choices to Iraqis and Afghans. We should venerate rather than demonize or sideline those young people who wish to do the same.

Sincerely,

Leslie E. Roberts, MSW

From: Anonymous
Sent: Mon 2/28/2011 1:06 AM
Subject: in favor of ROTC's return

To whom it may concern:

I am a CC '08 graduate, and I strongly favor ROTC's return to campus for all of the reasons that have

been stated by many others. As someone entering a career in the health profession, I'd like to add the following perspective regarding discrimination against transgendered individuals.

In the case of someone who's transexual (i.e. has undergone physical transitioning), it makes sense why the military would opt to disallow enlistment—these are individuals with a unique set of medical needs, and the military already has limited resources as it is. What's more, there are thousands of medical reasons that preclude one from enlisting, so to claim that disallowing transexual individuals is simply a matter of discrimination is to take the issue completely out of context. As for transgender individuals who aren't transexuals, I think it's far less clear how exactly the military would actually discriminate against these folks, and in my experience so far no one has been able to successfully explain exactly what that discrimination looks like.

Moving beyond the military, it would be more apropos to direct concern regarding transgender discrimination toward the American Psychiatric Association, which considers transgenderism to be a “gender identity disorder.” Perhaps every Columbia psychiatrist who's a member of the APA should be boycotted any time he/she speaks at an event on campus. At the very least, this might get the APA to start reconsidering its stance. Ultimately, to expect ROTC/the military to be at the vanguard of all social progress is entirely unrealistic.

Columbia took an honorable, principled stand against DADT; that policy is now in the process of being revoked. It's time to take our victory while simultaneously affording Columbia students who wish to partake in ROTC every opportunity to do so. Thanks for your consideration.

Anonymous

From: Eric Chen

Sent: Fri 2/25/2011 10:58 AM

Subject: Additional analysis for Opinion on ROTC and Columbia's non-discrimination policy

Task Force,

Due to subsequent feedback, I learned I omitted 2 significant pieces of analysis in my original opinion on ROTC and Columbia's non-discrimination policy:

From opening paragraph: Consistent with this commitment and with applicable laws . . .

Key phrasing is "applicable laws". Anti-discrimination laws for ordinary civilian employers have sometimes been cited in the case against ROTC at Columbia. However, for obvious reasons, laws that regulate ordinary civilian employers do not apply to military personnel policy, which is regulated by separate federal statutes and case law.

From third paragraph: Nothing in this policy shall abridge academic freedom or the University's educational mission.

The superseding provision in Columbia's non-discrimination policy retains the University's discretion

to promote the "University's educational mission" notwithstanding any other provision of the non-discrimination policy. The University Senate is deciding whether ROTC will be included in the University's educational mission. While Columbia can decide to exclude ROTC, the same discretion allows Columbia to add ROTC to the University's educational mission without compromise.

Thank you for your consideration.

Eric Chen
GS 2007

From: Sean Wilkes
Sent: Thu 2/24/2011 1:31 AM
Subject: Letter to the Task Force: Existing precedent for military program on campus

Greetings! I just wanted to take this opportunity to note that, while I fully support ROTC and believe it would add much to Columbia's intellectual diversity, hosting a military program on Columbia's campus would not be completely unprecedented. For the past few years Columbia has been partnering with the United States Military Academy on the Eisenhower Leadership Development Program. This is an academic program that newly assigned Tactical Officers (TACs) must complete before taking their position at West Point. It is designed specifically for military officers who are soon-to-be West Point instructors. Following completion of the program, these officers go on to serve as TACs in the U.S. Military Academy Brigade Tactical Department.

The program's website may be found here: <http://www.dean.usma.edu/departments/bsl/eldp.html>. As the site notes:

"The Advanced Civil Schooling (ACS) portion of the Eisenhower Program takes 12-months to complete. Officers are stationed at West Point during this period and are assigned to the Department of Behavioral Sciences and Leadership. (They are inter-post transferred to the Brigade Tactical Department after graduation for the remainder of their tour as a TAC.) Classes are coordinated between USMA and Columbia University, with some held on post but all others held on the Teachers College campus in New York City."

At end of the program, military officers are granted an M.A. in Social-Organizational Psychology (Leader Development). The website goes on to describe the important role that these officers go on to play in USMA Cadets' lives:

"A Tactical Officer (TAC) is the legal Company Commander of a Cadet Company and the primary developer of cadets at the United States Military Academy (USMA), West Point, New York. He or she assists each cadet in balancing and integrating the requirements of the physical, military, academic, and moral-ethical programs...TACs inspire cadets to develop effective leadership styles through role-modeling, counseling, teaching, and training. A Tactical Officer also presents formal and informal instruction to the company, implements special development programs for individual cadets as needed, and is responsible for all company administration."

As you continue to deliberate on the important issue of ROTC's return to Columbia's campus, I hope that you will consider this as one more example of how Columbia can significantly and positively impact the lives and wellbeing of our current and future servicemen and women through its excellent educational programs and academic resources.

Cordially yours,
Sean L. Wilkes
CC'06

From: Anonymous
Sent: Wed 2/23/2011 2:47 AM
Subject: In Defense of ROTC

To Whom It May Concern:

As a Columbia College graduate and one of the few who attended ROTC off-campus, I feel that I have a unique perspective to offer.

Indeed, I am saddened that there is even a debate about this issue but since it is clear that the university has by no means yet decided what to do, I will offer the following words:

During my time as a student at Columbia, I frequently found myself debating the rest of my classmates who on a whole were on the relative left end of the political spectrum. Conversely, during my 6 years in the military I have found myself on the other side, frequently debating those on the more relative right end of the spectrum. My studies at Columbia provided me with a strong base of values from which to draw upon. Classes such as LitHum and CC and their lessons on social justice and morality are invaluable in the day-to-day dilemmas faced by today's military officers. In fact, I would argue that the classical education I received best prepared me for situations which one cannot truly ever prepare him or herself. As a Columbia student, I was exposed to a broad cross-section of society and the world as a whole. Those interactions only served to make me a better officer, and not one who was educated solely within the confines of a military academy. By keeping ROTC off campus, Columbia is keeping the military as a separate entity, not integrated with the rest of American society and its beliefs and values. Columbia forces the acceptance of more military academy-educated leaders and then complains if the military has archaic policies and behaves in a right-wing fashion. By keeping ROTC off campus, we are ensuring that Columbia's liberal values never find their way into the military. We forgo encouraging Columbia graduates to become officers in-lieu of making a grand statement against the military.

I say grand statement, because in reality that's all this is. If Columbia were to lift the ban on ROTC tomorrow, very little would change. Columbia students would still continue to take their ROTC classes off-campus but maybe with less stigma and possibly college credit. The odds that the military would spend the money to open a new ROTC detachment for the handful of Columbians pondering a career in the military are almost negligible. So this debate is really about values. I find it odd that there is a survey on this issue, since as far as I know the university does not survey other matters of principle.

Somehow, opponents of ROTC view the military as separate from the US federal government. Never mind

that the military swears its allegiance to the Constitution, or that it's Congress which passes the laws which govern it or the budgets which pay it or declares the wars it fights.

No, opponents like to see the military as a separate entity which can be blamed for our nations' wars or injustices. When it is in their interest, these same opponents have no problem accepting aid from that very same federal government which passed (and now repealed) Don't Ask, Don't Tell.

In the Ivy League, Columbia University leads the way with the highest percentage of federal Pell grant recipients, 15.9 percent of the undergraduates to be precise.

(http://www.jbhe.com/features/65_pellgrants.html). Columbia is also in the top ten schools for Fulbright scholars- indeed I was one of them.

(<http://spectrum.columbiaspectator.com/spectrum/fulbright-winners-announced>).

And what about GI grants? That's money given to veterans who have served in the wars that many opponents of ROTC at Columbia so very much deplore.

(<http://veteranaffairs.columbia.edu/content/financing-your-education>)

Let's not even talk about the hundreds of millions of dollars the university receives in research funding.

(<http://www.nystar.state.ny.us/pr/06/press44-06.htm>) No, when it is in Columbia's financial interest the opposition is silent.

For many years opponents of ROTC could point to Don't Ask, Don't Tell and claim that it was in violation of Columbia University's policy on discrimination and therefore to maintain the ban. Now that Don't Ask, Don't Tell has been overturned, opponents are scrambling to find new reasons to keep the ban in place. Doing so would not only be hypocritical, morally wrong, and just plain silly, it would also make me embarrassed to be an alumnus.

Look no further than the letters you received against ROTC for this debate to see why it so important to have an interaction between the military and the university. Comments such as "the military establishment is designed to crush individual and critical thought." show a level of ignorance that is painful to even read. Presumably the authors of these letters are affiliated with an Ivy League institution, yet in this singular arena for some reason believe that their values of openness, tolerance, and inclusion can be ignored. It was in the name of inclusion and tolerance that the military was banned from campus. Yet now that the Don't Ask, Don't Tell policy has been overturned, where are those same champions of inclusion?

Feel free to use this letter in your proceedings however, kindly remove any personal information such as my name, rank, and e-mail address as I am currently on Active Duty in a sensitive position.

Thanking you in advance,

From: Eugenia Yudanin
Sent: Tue 2/22/2011 5:40 PM
Subject: The ROTC Debate

As an alumna of the SGS, I am absolutely outraged by the insults to which Sgt. Maschek was subjected

during his remarks. It is one thing to express one's opinion under the protection of the First Amendment; preventing someone else from expressing his is unacceptable. How dare these sheltered kids, who have seen nothing of life and as yet have understood nothing about the world we live in, spew hate towards a man of Mr. Maschek's background? Really, words fail me.

I note that the Columbia magazine for alumni, which the University sends to me regularly along with contribution requests, has lately made a particular point of writing about the veterans who attend the SGS and the heart-warming welcome which they ostensibly receive there. Apparently, nothing could be farther from the truth!

Shame on the students who insulted Mr. Maschek, and shame on the school that has permitted this abominable spectacle!

Eugenia Yudanin, Esq.
Orloff, Lowenbach, Stifelman & Siegel, P.A.

From: David Gray
Sent: Sun 2/22/2011 2:06 PM
Subject: ROTC

Provost Steele-

I graduated from Columbia in 1996 and am more often than not very proud of my alma mater. However, I find the continued exclusion of ROTC on our campus to be disturbing.

Over the last 10 years I have interviewed well over 100 candidates for admission to Columbia. Every one of them has spoken of our strong belief in diversity as being one of their top reasons for interest. It is disheartening that this source of pride for our school seems to be selective. We will take those of any race, creed, or religious belief, but if a young person wants to study at our school and at the same time prepare for a career in the military they do not seem welcome. Isn't that a bit hypocritical? Or are we saying we welcome diversity as long as it is our brand of diversity?

If nothing else we should honor the memory and service of former President Eisenhower. I wonder how one of the finest Americans in our history would feel about the military being excluded from the campus over which he once presided.

You and Columbia's other leaders have an opportunity to take a stand. You can make the proud promise of diversity at Columbia to be truth rather than fiction. I came to NYC from a small town in the South, a white, Christian male from an area that had no diversity at all. There was more diversity on the hall of my dorm my freshman year than in the entire county where I had been raised. I learned and grew greatly from this and consider it to be a very valuable part of the education I received. Likewise, I think current and future students could learn something from those pursuing military service to our country.

I appreciate your attention to this matter and congratulate you on what has otherwise been a fantastic

start to your tenure.

David C. Gray
Scott & Stringfellow

From: H. F. Hutchinson, Jr.
Sent: Sun 2/20/2011 2:57 PM
Subject: Debate on ROTC

Ladies & Gentlemen

I graduated MA, 1967. I support the establishment of an ROTC unit(s) at Columbia and expect the Senate and the President of the University to conduct an orderly and civilized debate on the issue.

The e-mail pasted in below indicates you are failing in your duties. I would like to believe this never happened. Any comment?

H. F. Hutchinson, Jr.

Worthies, This is more than disgusting and will be answered in the fullness of time. Be pure and forza.
DC

From: Move America Forward [mailto:info@moveamericaforward.org]
Sent: Sunday, February 20, 2011 10:14 AM
Subject: Disabled Iraq Vet Attacked and Laughed at By University Students!

DISGUSTING: STUDENTS AT COLUMBIA LAUGH, HECKLE, CALL WAR VETS RACIST!

It's the most sickening and shocking display of anti-military hate that we've seen for a long time.

At a recent debate at Columbia about whether or not to allow ROTC back on campus, several ROTC students, Iraq and Afghanistan Veterans and current service members were viciously attacked their own fellow students!

Columbia University students heckled a war hero during a town-hall meeting on whether ROTC should be allowed back on campus.

"Racist!" some students yelled at Anthony Maschek, a Columbia freshman and former Army staff sergeant awarded the Purple Heart after being shot 11 times in a firefight in northern Iraq in February 2008. Others hissed and booed the veteran...

- New York Post 02 / 20 / 2011

We have heard the anti-war activists say it a thousand times. "We support the troops, but not the war." We've also heard every liberal politician claim that they wouldn't allow our current veterans to be

mistreated the way Vietnam vets were. Obama called the treatment of Vietnam vets a “national disgrace...we resolve to never let it happen again,” he proclaimed at a speech in 2009.

But where is their commitment? Where is that support for our troops? Obviously the students of Columbia didn't get the memo. We can't just sit by and let our troops be mistreated like this. Is this the kind of America we want our brave troops overseas to return home to?

But we can help this situation, we can let our troops know that despite what a few sniveling spoiled brats at an Ivy League school have to say, the real America supports them. A great way to show that is to send a care package through Move America Forward!

The care packages are full of goodies and treats that our troops will enjoy, like gourmet coffee, name brand Oreo cookies, thick cuts of peppered beef jerky, and some hot cocoa to keep the cold away. They also come with very useful personal care items like deodorant, wet wipes, and bug repellent, which our troops constantly ask for.

Each package also comes with a note written by you – which our troops will read. That's where these packages become really special, because you don't have to be here, but you can still add your personal touch, your expression of gratitude and support that will lift their spirits and give them that morale boost.

Ever since Obama came into office, the far left has not protested as loudly and viciously as when President Bush was in charge. But that doesn't mean those on the left don't continue to harbor anti-military, anti-America sentiments. In fact, if what happened at Columbia University is any indication, their hatred of our troops and the country they protect runs as deep and extreme as ever.

We don't want our troops in Iraq and Afghanistan to think that they have to come home from serving honorably and bravely in a war to protect our freedoms, and have to deal with this: Maschek, who is studying economics, miraculously survived the insurgent attack in Kirkuk. In the hail of gunfire, he broke both legs and suffered wounds to his abdomen, arm and chest.

...Several students laughed and jeered the Idaho native, a 10th Mountain Division infantryman who spent two years at Walter Reed Army Medical Center in Washington recovering from grievous wounds.

José Robledo, 30, a Columbia student who commutes to Fordham University for ROTC coursework, said he found the treatment of Maschek abhorrent.

"The anti-ROTC side has been disrespectful and loud. They hiss and they jeer," he said. "It's been to the detriment of the argument."

The treatment of military and veteran students at Columbia has been nothing short of disgusting. Don't let the students of Columbia speak for you! Do something to show that we SUPPORT our troops, and we don't share the sentiment of bratty and unappreciative college kids!

SEND SOME SUPPORT TO OUR BRAVE TROOPS NOW!

From: Eric Chen

Sent: Sun 2/20/2011 12:18 PM

Subject: Re: Opinion on ROTC and Columbia's non-discrimination policy

Question: Can ROTC, under current law, co-exist on campus with Columbia's non-discrimination policy, as currently written?

My answer: Yes.

Using the non-discrimination policy as the reason for excluding a critical part of society from the University is a dangerous interpretation of the policy. In principle, the non-discrimination policy is meant to promote organic diversity and constructive engagement on campus, and protect inclusion at Columbia, which rightfully includes ROTC along with other critical relationships that may be cast as discriminatory in some aspect, such as a women's college and religions. Advancing the university's higher pedagogical and public service missions through real diversity, engagement, and inclusion will necessitate, at times, some sensitive trade-offs; the non-discrimination policy addresses the friction that may result. Columbia's non-discrimination policy becomes grossly corrupted when it is misused as a tool of exclusion, as has happened with ROTC at Columbia.

Barnard's admissions policy is the clearest example that, when justified by the greater good, lawful accommodations with the non-discrimination policy are made for existing University associations. I believe other similar examples at Columbia can be found. The question is not whether lawful accommodations can be made with the non-discrimination policy, because they already are. The proper question is whether a lawful accommodation is justified for the greater good.

Just as importantly, it does not appear from a plain reading of Columbia's non-discrimination policy that hosting ROTC on campus, under current law, would in fact violate Columbia's non-discrimination policy.

Read [COLUMBIA UNIVERSITY EQUAL EDUCATIONAL OPPORTUNITY AND STUDENT NONDISCRIMINATION POLICIES AND PROCEDURES ON DISCRIMINATION AND HARASSMENT](#).

From opening paragraph: Columbia University is committed to providing a learning environment free from unlawful discrimination and harassment . . . Consistent with this commitment and with applicable laws, it is the policy of the University not to tolerate unlawful discrimination . . .

Key phrasing is "unlawful discrimination". Whatever is one's personal opinion of it, military personnel policy is lawful, not unlawful.

From second paragraph: Columbia University does not discriminate against any person in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs . . .

Key phrasing is "its [Columbia's] ... policies". Military personnel policy is set by the federal government and is not Columbia's policy. Military personnel policy is limited to a defined jurisdiction. A distinction can be made between the military's commissioning requirements and the academic program on campus. In order to serve its wider pedagogical function, much of the ROTC program normally is open to the general student body. Other universities that host ROTC with non-discrimination policies similar to Columbia's policy are able to distinguish between university policy and federal policy. President Bollinger, as the former provost of Dartmouth AROTC and former president of UMichigan AROTC, AFROTC, and NROTC, is well-suited to manage the ROTC relationship on campus.

From Definitions: Discrimination is defined as: • treating members of a protected class less favorably because of their membership in that class; or • having a policy or practice that has a disproportionately adverse impact on protected class members.

Lawful accommodations, such as Barnard's admissions policy, do not infringe the protection of a legally "protected class". As a practical matter, ROTC enhances the course offerings for Columbia students, while the addition of ROTC on campus would not subtract nor replace anything that currently exists for students. Nor would ROTC require Columbia to rewrite the non-discrimination policy. "Military status" enumerated as a legally protected class in Columbia's non-discrimination policy also ensures that members of ROTC would be protected and raises the question of the University's responsibility to Columbia's ROTC students.

From Definitions: Discriminatory Harassment - Discriminatory harassment is defined as substantially interfering with an individual's educational experience by subjecting him or her to severe or threatening conduct or to repeated humiliating or abusive conduct, based on his or her membership in a protected class.

ROTC and its manifestations on campus (office, classes, training, etc.) would not be a separate zone on campus that allows discriminatory harassment. ROTC cadre and participating students would be held to the same standards of behavior as all Columbians. Columbia students should feel as safe in ROTC offices as anywhere else on campus.

Eric Chen
GS 2007

From: Sean Wilkes
Sent: Sun 2/6/2011 3:44 PM
Subject: ROTC in New York City: An Untapped Resource

(From <http://www.securenation.org/rotc-in-new-york-city-an-untapped-resource/>)

John Renehan writes in the Washington Post today about the [need for more ROTC programs across the country](#). In light of Harvard's policies on access to military recruiters, brought up during [Senate hearings](#) for the nomination of Elena Kagan to the Supreme Court, Renehan notes an increasing dearth of opportunities for military officer training, particularly in the Northeast. This raises an important point.

The long-standing contention surrounding the presence of ROTC on university campuses has not been limited merely to a select number of Ivy League institutions, though they have often been the most prominent and vocal in opposing the program. Moreover, they are not solely to blame. As [this WSJ data shows](#), the military has been slowly but surely reducing its presence in the urban Northeast in favor of institutions in the South and Midwest. Despite having a population comparable to that of entire states, for example, the resources afforded to New York City for officer training and recruitment appear paltry when compared to its corollaries in other parts of the country. The city deserves better. Here are just a few reasons why:

- New York City has a population of over 8 million people. There are [over 605,000 college and graduate students](#) going to school in New York City, the largest university student population of any city in the United States. Yet the city boasts a mere 30 to 40 ROTC graduates each year.
- New York “[is the nation’s largest importer of college students](#).” That is, of students who leave their home state to attend college, more leave for New York than any other place in the country.
- With over 8 million residents, New York City has a greater population than either the state of Virginia or North Carolina. While both Virginia and North Carolina maintain twelve Army ROTC programs each, however, New York City hosts [only two](#), both of which are granted the same resources and personnel as every other ROTC program in the country despite the enormous differences in population for which they are responsible.
- Both ROTC Programs are [located a significant distance away](#) from the areas most concentrated in colleges and universities and are not easily accessible via subway, a fact that can be problematic given that the [vast majority](#) of students in the city do not own cars.
- The Air Force hosts a [single ROTC program](#) at Manhattan College in the Bronx. It is the most easily accessible via subway, though the commute is still significant for students attending school in any of the other five boroughs, particularly Queens, Brooklyn, and Staten Island.
- The Navy ROTC program, on the other hand, is located beneath the [Throggs Neck Bridge](#) and is almost completely inaccessible via public transportation. Moreover, enrollment in the program is strictly limited to students attending SUNY Maritime Academy, Fordham University, or Molloy College. Thus, out of the 600,000+ university students in New York City the Navy is limited to selecting from a collective population of less than 20,000.
- Nearly [60% of Manhattan residents](#) are college graduates, more than twice the national average. Though the 23 SqMi island is host to over 1.6 million people and [40 colleges and universities alone](#), not a single school in the borough of Manhattan has an ROTC program.
- Neither is there an ROTC program in Brooklyn, which as CPT Steve Trynosky [noted in 2006](#) is “home to a diverse population about the size of Mississippi, which has five Army ROTC units despite a much lower per capita college attendance. In 2005, two of the top five ZIP codes for Army enlistments were in Brooklyn, yet there are no commissioning opportunities in the borough. Could one imagine no ROTC programs for the population of Mississippi?”

- The City University of New York (CUNY) is the third largest public university system in the nation, ranking behind only California State and the State University of New York systems, though all of its campuses reside within a single city rather than an entire state. It provides post-secondary higher education in all five boroughs of New York.
- The CUNY system has over 450,000 students and [confers nearly 3 percent of all bachelor's degrees awarded to African-Americans in the United States](#). Gen. Colin Powell graduated from the ROTC program at City College, CUNY's flagship campus. Yet today there is not a single ROTC program at any CUNY school.
- New York City also has a vast array of private universities, including Columbia University, the fifth oldest institution of higher education in the country, and New York University, the nation's largest private, non-profit university. Yet neither university hosts a program nor do they graduate more than a handful of military officers per year.
- The recent [Quadrennial Defense Review](#) (QDR) emphasizes the need to ensure that "officers are prepared for the full range of complex missions that the future security environment will likely demand" and that the DoD is committed to "building expertise in foreign language, regional, and cultural skills," and "enhancing these skills in general purpose force officers during pre-accession training." As Eric Chen noted in a [previous Secure Nation post](#), New York City offers a breadth of resources in these areas that are unmatched elsewhere in the country. Take, for example, the latent talent and skill sets offered by the astoundingly diverse population of Queens, a New York City borough in which [138 different languages](#) are spoken every day. West Point's Social Sciences Department routinely takes their cadets on [trips to nearby Jersey City](#) to immerse them in the city's large and vibrant muslim community. But why stop at immersing cadets in a cultural center when one can also recruit from it? Jersey City is just a five minute subway ride from the middle of Manhattan, but the closest Army ROTC program is located miles away at Seton Hall University. Mr. Chen goes on to note that Columbia University is particularly well suited to meet the needs espoused within the QDR, an argument which is supported by the high quality of the school's top-ranked programs in Asian languages, anthropology, and sociology.
- The number of programs in the city correlates directly with the resources that the military departments grant towards both the recruitment and training of military officers there. As CPT Trynosky again [noted](#) "The allocation of ROTC recruiting assets in urban areas is insufficient to serve the large population assigned. Three recruiting officers are expected to canvass the more than 100 colleges and 13 million people in New York City, Long Island and Westchester County. Compare this with the 10 recruiters assigned for 4.5 million Alabamans or five for 2.5 million Mississippians."
- The scarcity of commissioning opportunities in New York City is pronounced. With the scars of September 11th still prominently visible even today, New Yorkers have a distinctly personal stake in the military and its operations overseas. They should be afforded every opportunity to become military officers, and to serve proudly in defense of their city and the nation.

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Sean is an Army Captain currently studying at Harvard. The views expressed are his own and do not represent those of Harvard University or the United States Government.

From: Michael Segal

Sent: Sun 2/6/2011 7:53 PM

Subject: Issues and Myths about ROTC

To members of the Task Force:

As a graduate of both Columbia (MD'83 PhD'82) and Harvard (undergraduate), and a faculty member at Harvard at the time, in 2002 I was the one who set up the Advocates for ROTC web site (www.AdvocatesForROTC.org) to coordinate the newly formed Advocates for Columbia ROTC and the existing groups Advocates for Harvard ROTC and Advocates for Yale ROTC. Many of you are aware of the extensive listings of coverage of the ROTC issue on our site, and I hope that members of the Task Force will see those as a resource.

I am writing to let you know of a new section of the site, in which we take a constructive centrist approach to the "Issues and Myths" about ROTC that have arisen in the post-DADT era. There are people on the left who are unalterably opposed to ROTC, and they have the easy task of finding as many problems with the military as possible. There are also people on the right who are unalterably disdainful of top colleges, and they have the easy task of finding as many problems with the university as possible. We, in contrast, have dedicated ourselves to the important task of trying to reconcile the cultures of the military and the university, proposing constructive ways in which the military and the university can engage.

We have done so in "vision" articles, such as that of a "Blueprint for Columbia ROTC" prepared by alumnus Eric Chen (<http://www.securenation.org/blueprint-for-columbia-rotc/>) and a similar Blueprint for Harvard ROTC that I prepared (<http://www.securenation.org/blueprint-for-harvard-rotc/>). What I wish to share in this message is another approach that focused on specific "Issues and Myths" that will come up in your deliberations. We list these at www.advocatesforrotc.org/issues/. We plan to update the existing items and add new ones as the discussion proceeds, but it seemed appropriate to share the existing items now.

Issue: DADT was repealed, but continuing discrimination against transgender people in the military violates university non-discrimination policies

Instances of this issue: [Yale Herald blog post](#), [Stanford Students for Queer Liberation](#) and [Harvard Crimson op-ed](#). A Huffington Post [item](#) raises a similar issue about whether ROTC should be allowed while gays in the military "suffer sharp disparities from not being permitted to marry".

Facts: Non-discrimination policies at universities, such as those at [Columbia](#), [Harvard](#), [Stanford](#) and [Yale](#), do include transgender people, using language referring to "gender-

identity". As detailed in the instances above, and in a [report](#) prepared for the Palm Center, a variety of military regulations treat transgender status as an exclusionary factor for military service. Some of the military regulations reference civilian [psychiatric diagnostic classifications](#); which list not only [Gender Identity Disorder in Adolescents or Adults](#) but also [Premature Ejaculation](#), but it appears that none of the military regulations are required by law. Accordingly, the military can leverage some of the individual privacy infrastructure planned to implement DADT repeal to accommodate transgender people in the military without needing action by Congress. However, it is far from clear that the Obama administration would do so until the repeal of DADT has been implemented and the privacy infrastructure is already in place. Some LGBT activists [raise practical concerns](#) for people undergoing gender transitions while in the military, while other situations, such as performing gender assignment surgery for ambiguous genitalia on adults instead of newborns, as is current medical practice, raise fewer practical concerns.

More generally, it is not clear how far the military will or should move to make its non-discrimination policies identical to those of universities. For example, the university non-discrimination statements also protect non-citizens and other individuals such as those with disabilities, whose service in the military could be problematic in some cases. [Harvard's non-discrimination policy](#) includes the phrase "unrelated to course requirements"; the equivalent in the military would be factors that are deemed problematic for military service such as disabilities or being significantly overweight. Since being eligible for military commission is a prerequisite for taking certain ROTC courses, such factors could be considered related to course requirements.

At some universities, the non-discrimination statements also refer to "veteran status" or "military status". It would be ironic if the non-discrimination statements were to be cited as a reason to discriminate against ROTC.

The university non-discrimination statements often include language such as "legally protected status", "consistent with its obligations under the law" and "protected by applicable law", wording that recognizes that the purposes of the non-discrimination statements is to implement existing law.

Issue: ROTC students are told not to access the WikiLeaks site

Instances of this issue: In a [Silicon Valley Mercury News op-ed](#), a professor describes a [memo received by ROTC](#) saying that ROTC students were not permitted to access the WikiLeaks web site. He said that professors were thinking of requiring students to access the WikiLeaks web site, and described the ROTC memo as infringing on academic freedom. He speculates that in the future ROTC students could be prohibited from "reading material critical of U.S. military actions in Iraq or Vietnam".

In a meeting at Stanford on ROTC, the head of the Stanford ad hoc committee on ROTC was [handed](#) a copy of the Mercury News article by an anti-war activist and then held it up and [said](#) "What this looks like is, censorship could be imposed on a class that Stanford has a hand in managing ... This, I think, would be problematic."

Facts: The federal government considers accessing the WikiLeaks web site to be [involvement in a crime](#), and has put in place for now a [ban on millions of federal employees accessing the WikiLeaks web site](#). A [Department of Defense memo](#) makes clear that there is no restriction in the military on accessing "unclassified, publicly available news reports (and other unclassified material), as distinguished from access to the underlying classified documents available on public websites or otherwise in the public domain". The memo also explains that no military personnel are allowed to access the classified documents using government computers or private computers that have remote access to government systems unless they have authorization to do so. It appears that ROTC students are not barred from accessing the documents from private computers without remote access to government systems. However, many commanders are [advising](#) the students that accessing the classified documents may inadvertently cause them practical issues when [answering questions to obtain their initial security clearances](#). But advice has not been standardized, and there is even [one claim](#) that "ROTC students are under the same set of orders as regular military personnel".

The resulting dilemma for ROTC students is that university professors may require them to access classified information in a way that the federal government considers illegal, and doing so could cause the student problems in obtaining security clearance needed to serve as an officer. There are a variety of ways to bridge this gap; for example, faculty could offer the option to students not to access classified documents, recognizing the impropriety of forcing students to do something that the federal government considers illegal. Another way to bridge this gap is for the military to amend its advice to include language about an individual not having accessed classified documents "except when the document is available publicly and the individual was required to access the document as part of an academic course", or grant such [authorization in individual cases](#). A change in what the federal government considers illegal could also solve this issue.

In a [related incident](#), Columbia University was contacted by a State Department official who suggested that students applying for federal jobs avoid commenting on documents released by WikiLeaks. The university responded by advising students that they have a right to discuss publicly available material. However, the Columbia situation differed in that it included situations in which students would read about material in newspapers, the students were not in contractual relationships with the federal government, and the university was free to ignore the position of the federal government on what is illegal.

A current company commander adds:

The executive branch, which is charged with carrying out the laws of the United States, has asserted that viewing wikileaks material constitutes a violation of law. Whether you disagree with this or not, compelling students to violate the law should still be impermissible. It should be stressed that it is perfectly valid to argue about whether the law is appropriate while still maintaining respect for the rule of law. And this sort of expression is appropriate and even encouraged within the ROTC among cadets and military professors.

For example I recently had a discussion with a couple of cadets and lieutenants who work for me about whether the federal government's interpretation of the law regarding wikileaks is appropriate or even correct. It was a very in-depth conversation with some very smart young officers. And this was not even in a classroom environment but a professional military one. Some disagreed with the interpretation, and felt perfectly free to express this to me (their commanding officer), as I would with my commanding officer.

This is analogous to an academic discussion on the legality and ethics of the prohibition of marijuana usage (a prohibition of which I am a staunch opponent I might add). As a professor I can require my students to discuss the appropriateness and legality of prohibiting the use and sale of marijuana. But I can't compel them to USE marijuana or to OBTAIN marijuana because in doing so I would be compelling them to break the law, notwithstanding the fact that I disagree vehemently with the law.

This is a great example of the sort of value an ROTC program can bring to the table. Cadets and military officers are intimately familiar with the needs and requirements of working with classified material. An ROTC cadet would be able to articulate with first-hand knowledge how the federal ruling on accessing wikileaks material might be problematic, and why for example such a heavy-handed application of the law might in fact be unnecessary.

Issue: Should ROTC be kept away from top colleges, in favor of Officer Candidate School after graduation?

Instance of the issue: In a Washington Post [op-ed column](#), a former secretary of the navy and a professor of military history suggest reversing the "near-elimination of Officer Candidate School billets for those without prior enlisted service" instead of expanding ROTC at top colleges because "faculties are likely to be unenthusiastic".

Facts: Similar suggestions have been made about eliminating service academies ([here](#) and [here](#)), with estimates of their costs being 2-4 times as high as for ROTC. One of the arguments given against the service academies, but for ROTC, is that it good for civilians and future officers to interact.

New officers are currently produced in the following proportions: 23% from Service Academies, 40% from ROTC and 38% from Officer Candidate School ([FY 2009](#)); not counting direct appointments such as doctors). The proposition can be debated that one should get rid of service academies and ROTC and train all officers in OCS. However, avoiding ROTC only at top colleges where "faculties are likely to be unenthusiastic" will continue the current trend of officers coming from low cost schools in the south and avoiding top colleges and the coasts (detailed [here](#) and [here](#)). This will deepen the gap between future military leaders and future civilian leaders.

Myth: A university must offer course credit for ROTC

Instance of the myth: [Harvard Crimson article](#) and [Brown Daily Herald editorial](#). The editorial is particularly significant since it appears to quote Brown's provost:

Provost David Kertzer, in an e-mail to the editorial page board, further noted that "in the past, the faculty have voiced concerns" about the military's requirements, like the one requiring the University to grant academic credit for ROTC classes.

Facts: Many colleges such as Princeton have ROTC but offer no course credit. This is detailed in a table of relevant colleges [here](#), and discussed in an [article](#) that appeared on the Harvard-associated MilBlog "Secure Nation":

Although it is [claimed](#) that "the University would also have to grant credit for ROTC coursework" there is no such requirement in the law. Indeed, Princeton has [announced](#) that "credit would not be provided at Princeton" for ROTC courses, despite language in the 1972 Army-Princeton agreement that "academic credit for military professional subjects will be judged by the institution under the same procedure and criteria as for other institutional courses".

Myth: The Solomon Amendment doesn't apply to universities since they didn't formally expel ROTC

Instances of this myth: [New York Times op-ed](#), [Boston Globe editorial](#) and [Yale Herald blog post](#)

Facts: The [Solomon Amendment](#) applies to a college that "either prohibits, or in effect prevents" ROTC or military recruiting. The fact that universities [effectively barred ROTC](#) by the indirect means of withdrawing the conditions specified in the ROTC Vitalization Act of 1964 is not important from a legal perspective since this "in effect prevents" ROTC. The Solomon Amendment has not been invoked for ROTC since it can be invoked only by the Secretary of Defense, who has not invoked the law for ROTC. In contrast, the Solomon Amendment has been invoked for military recruiting, and the [Supreme Court ruled](#) unanimously that doing so was constitutional for military recruiting. However, the ruling noted that "recruiters are not part of the law school", drawing a contrast to the situation on ROTC that leaves it unclear how the court would rule on an ROTC-related Solomon Amendment issue. This uncertainty, together with the "shotgun wedding" nature of using the Solomon Amendment to force an ROTC program onto a campus, account for some of the reluctance of the Bush and Obama administrations to apply the Solomon Amendment to ROTC.

Myth: ROTC students are not allowed to express political opinions in class

Instances of this myth: [San Jose Mercury News article](#)

Facts: ROTC students and students at service academies are not supposed to criticize the political or military leadership in public in uniform, but they may do so when out of uniform or in an academic setting such as a class. Thus, ROTC students can express their opinions in the same situations in which their fellow students can do so.

Respectfully submitted,

Michael Segal MD'83 PhD'82

From: Paul S. Frommer
Sent: Thu 2/3/2011 1:31 PM
Subject: Comments from Class of 1957 Member

Sirs:

I attended Columbia College on an NROTC Regular scholarship, graduating (B.A.) as a member of the class of 1957. While on campus I earned a varsity "C" Lightweight Crew and participated in Greek life. I lived on campus all four years. (Subsequently earned a M.A. (American History) from the University of California.) I am a Viet Nam veteran and former commanding officer of a destroyer homeported in the Mediterranean Sea, plus two Pentagon tours – among other duty stations.

As a result of my NROTC commissioning in the Regular Navy I made the naval service my first career, retiring as a Commander in 1979.

As a liberal arts based college Columbia's by denying the U. S. Armed Services and the student body an active ROTC on campus (not somewhere inconveniently afar) surely has helped to fulfill President Eisenhower's remarks as to beware of a military-industrial complex. What better way than this, to segregate the American forces officer corps from the entire general public, to seed the beginnings of a divided nation, with perhaps in time a politically dangerous military. This is what Columbia has done, in effect "cutting off its nose to spite its face".

Our military, ever since the necessary re-introduction of the draft due to the Cold and Korean Wars, and then the Viet Nam war has become a significant part of our society, whether we like this or not, something never occurring before in our history. Liberal arts graduates need to be part of this relatively new significant element of our society, even for short periods of time.

Thank you,

Paul S. Frommer
'57C

From: Edith Park
Sent: Wed 2/2/2011 1:00 AM
Subject: ROTC CDT from Art School

I am # 20 on the petition.

Columbia University had granted me acceptance for one year as a pre-med CE student, 2009- 2010. I am a Painting major student from Pratt Institute, Brooklyn and also attending St. John's University as an ROTC cadet. I will be commissioning as a Medical Service Corps officer this spring and realized that discipline and the duty to help others gave me the conviction to cross

unmarked territories, especially being the first ROTC cadet the art school has enrolled since our program closed during WW2. I plan to become a physician in the Active Duty Army...thanks to CU and their academic support, I am on that path.

7FEB11 is also the date I will be having my Senior Thesis Show at the Brooklyn, Pratt campus. The artwork depicts war, territory and culture. Here is an invitation...

Sincerely and Respectfully,
CDT Edith Park
Pratt Institute, Class of 2010

From: Seth A. Flesher, M.D.
Sent: Tue 2/1/2011 11:30 PM
Subject: ROTC

The military will be better for having Columbia University educated people within its ranks. Columbia University will be better for an ROTC presence and the increased diversity on campus.

Seth A. Flesher, M.D

From: Eric Chen
Sent: Sun 1/23/2011 1:46 PM
Subject: An opinion on ROTC at Columbia from Eric Chen GS07

Original publication at <http://www.securenation.org/blueprint-for-columbia-rotc/>

[Blueprint for Columbia ROTC](#)

by [Eric Chen](#) in [Civil-military relations](#), [Featured](#)

“I invite you to consider whether the right question may no longer be “How could we ever formally recognize ROTC on our campus,” but, instead, “How can we not welcome them back?””

—[Columbia College Dean Michele Moody-Adams](#), October 2, 2010

[Columbia ROTC](#) was once a special institutional partnership that educated generations of Columbia students in the civil-military leadership tradition of alumnus and founding father Alexander Hamilton. The partnership was severed when ROTC was [effectively barred](#) from Columbia University in 1969. Since 2002, students, alumni, and faculty have [organized to restore ROTC](#) on the Columbia campus. The majority of responses to ROTC in the Columbia community have been positive, but Columbia’s acceptance of ROTC has been delayed by opposition to the “[don’t ask don’t tell](#)” law (DADT).

Columbia ROTC after DADT

“[The repeal of DADT] effectively ends what has been a vexing problem for higher education, including at Columbia — given our desire to be open to our military.”

–[Columbia University President Lee Bollinger](#), December 18, 2010

On December 18, 2010, Congress [repealed DADT](#). On the same day, Columbia President Lee Bollinger declared that the end of DADT is “the opportunity for a new era in the relationship between universities and our military services.” On December 20th, the Student Affairs Committee of the [Columbia University Senate](#), the governing body that must decide whether the university will elect to restore ROTC, [announced](#) the formation of the “Task Force on Military Engagement.” The University Senate, which last considered [ROTC in 2005](#), will take up the ROTC issue in the Spring 2011 session.

The repeal of DADT makes all the difference in Columbia welcoming ROTC. Much like the November 2010 [Yale student survey on ROTC](#), a majority of Columbians have expressed support for ROTC on campus but not if having ROTC meant importing DADT. The repeal of DADT means a majority of Columbians now favor having ROTC on campus, period.

For Columbia officials, the question after DADT is whether an ROTC program fulfills the civic responsibility of an American flagship institution and the [University’s mission](#) to furnish “a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields.”

Military officials currently judge ROTC programs using an accounting standard, i.e., whether an acceptable number of second lieutenants are produced at an acceptable cost, with some consideration for factors such as the host school’s comity with the military, racial diversity, and regional coverage. The effect of current ROTC metrics has been to view the suppressed cadet numbers, long estrangement, and other suspected challenges at Columbia as drawbacks, whereas Columbia’s preeminent institutional strengths have not been judged as countervailing advantages.

Since the repeal of DADT, skeptics have challenged the practicality of an ROTC program at Columbia from the military’s perspective. However, the issue is not whether the military is able to add an ROTC program at Columbia; since the Columbia ROTC movement was organized in 2002, ROTC programs have been granted to other host schools. The issue is whether university and military officials will determine that a new Columbia ROTC partnership is feasible and worth the cost.

If the evaluation of Columbia as an ROTC host school is limited to the military’s current accounting standard, then Columbia will continue to be doubted as a candidate to host ROTC. Realizing ROTC at Columbia depends on university, government, and military leaders who can see beyond current ROTC metrics and [envision the benefits](#) of an institutional partnership that invests Columbia’s strengths in the military and vice-versa.

An ROTC+ vision for Columbia

“Future Army forces require lifelong learners who are creative and critical thinkers with highly refined problem solving skills and the ability to process and transform data and information rapidly and accurately into usable knowledge, across a wide range of subjects, to develop strategic thinkers capable of

applying operational art to the strategic requirements of national policy.”

–[The United States Army Operating Concept 2016-2028](#)

“A healthy force must maintain high standards. Recent analyses emphasize the need for officers who are even more agile, flexible, educated, skilled, and professional.”

–[The Final Report of the 2010 Quadrennial Defense Review Independent Panel](#)

Leaders in all fields often stress that a vision is important, but 90% of the effort is in implementation. Simply adding ROTC to Columbia would fill an important gap at Columbia, but our goal goes beyond simply adding an ROTC program. We envision Columbia ROTC as the leading, state-of-the-art ROTC program in the nation. Much depends on the degree to which the university, the military, and the alumni are willing to implement an ROTC+ vision at Columbia.

The military’s [evolving 21st Century mission](#) aligns the military with Columbia’s global outlook and raises the potential of a Columbia ROTC+ with course offerings that are a plus both to the university and the military. In an increasingly complex global security environment, America needs military leaders able to adapt on a full spectrum, which means officers who are “lifelong learners” and “creative and critical thinkers” with the best possible academic foundation. [Columbia University](#)’s gifted students and combination of top-tier academic and New York City resources offer ROTC an ideal setting for innovative programs to attract [qualified young men and women](#), recruit personnel with specialized skills, and prepare officers for a full range of complex missions with enhanced pre-accession training. Columbia already hosts innovative [crosscutting programs](#) that rely upon the special reach and multi-dimensional resources of a flagship university in a world city – Columbia ROTC+ would be a rare opportunity to rise to the needs of the nation with an evolutionary officer program that draws upon everything Columbia University in New York City has to offer.

Columbia ROTC+ would take advantage of Columbia’s large diverse pool of top-quality undergraduate and graduate students, a world-class research and learning environment that already trains students in a wide range of [scholarly and professional fields](#), and the unique resources of a world capital. Columbia has top language, anthropology, and civil engineering programs that should immediately interest the Army and Marines, as well as excellent engineering and science programs that should attract the Air Force and Navy.

Navy ROTC is a promising match for Columbia. Columbia owns strong historical ties to Naval officer training. An NROTC program at Columbia would provide the Navy with much-needed access to New York City. NROTC favors strong engineering programs and Columbia’s [School of Engineering and Applied Sciences](#) (SEAS) is one of the best in the world. For New York City, a home for NROTC at Columbia would advance Mayor Bloomberg’s [initiative](#) to make the city an “applied science and engineering hub.”

ROTC at Columbia would help solve the military’s [absence of ROTC within Manhattan](#) — which has poor access to ROTC despite having the highest concentration of college students in the country — and affirm to Columbia students their nation-building responsibilities in both military and civilian life. The return of ROTC to Columbia University, the flagship academic institution in New York City, would have a positive wider cultural and public relations impact on the military and the university.

Any new ROTC program at Columbia would join a distinguished military heritage and find a fraternal community ready to support the program. Columbia's military tradition dates back to the students who joined the fight for a new American nation. Indeed, the standard bearer for Columbia officership is founding father Alexander Hamilton and his lifetime of visionary leadership in and out of uniform. The [Hamilton Society](#), the student group for ROTC students and Marine officer candidates founded in 2002, has consciously sought to revive General Hamilton's Columbia military lineage. Columbia enjoys an [active](#) and growing population of over 300 [student-veterans](#), the largest by far in the Ivy League, as well as numerous active-duty officers in the graduate programs. Alumni group [Columbia Alliance for ROTC](#) has the express purpose of promoting and supporting ROTC at Columbia. [Alumni have served](#) in all the military branches, though none more than the Navy, where Columbia Naval officers once rivaled Annapolis's output.

Beyond Columbia's military community, ROTC would find a supportive environment on campus. Since 2005, University leaders have consistently cited DADT as the only significant obstacle to the university welcoming ROTC, and DADT is no longer relevant. The ROTC movement has grown within Columbia from students, alumni, and professors supporting the military on campus. The steady trend on campus has been to support the military, as expressed by University leaders such as Trustees chairman and Army veteran Bill Campbell and Columbia College Student Council president and ROTC advocate Learned Foote, [multiple Columbia Spectator staff editorials](#) calling for ROTC at Columbia, Columbia's outreach to recent veterans with robust participation in the Yellow Ribbon program, the unveiling of the [Columbia War Memorial](#), and highly visible [commissioning ceremonies](#) on campus. In 2006, Columbia even amended the [university non-discrimination policy](#) to add "military status" as a protected category.

The devil is in the details

As stated earlier, since DADT ended as the justification for separating Columbia and ROTC, skeptics have challenged the practicality of an ROTC program at Columbia from the military's perspective. Issues cited include student interest, providing satisfactory physical facilities, granting ROTC instructors faculty status and titles, and granting academic credit for ROTC courses. As with any ambitious institutional change, the devil is in the details, but all the issues cited are resolvable:

a. Student interest in ROTC

Skeptics point to the current low number of ROTC students at Columbia in order to claim that student interest is too low to sustain an ROTC program on campus. However, their contention is impossible to prove or disprove without an ROTC program on campus. The damaged status of ROTC at Columbia after 1969, alienation from poor exposure, distance and poor access in urban terms, and lack of institutional assistance likely deter most Columbia students from seriously considering ROTC. It's simply unfair to judge Columbia students for not joining an ROTC program that isn't there. We first have to plant the seed in order to grow the tree – building up ROTC student numbers at Columbia first requires ROTC on campus. Then, as Columbia ROTC is nurtured into a fully integrated and supported part of the university, Columbia ROTC student numbers will grow over time. That's just common sense. Roughly one-fourth of the undergraduate population is renewed every year. After ROTC is established on campus and properly advertised, eventually every student applying to Columbia will know about the ROTC program on campus.

Of course, financial incentives help attract students from elite – and expensive – universities like Columbia to any career field. In order for the military to compete for the best students, the Quadrennial Defense Review Independent Panel [recommends](#):

To attract more youth to military careers and recruit from the nation's top colleges, the services should offer full scholarships on a competitive basis, usable anywhere a student chooses to attend, in exchange for enlisted service in the reserves (and summer officer training) during schooling, and 5 years of service after graduation, to include officer training school.

It is worth noting that, of the three ROTC programs, Navy ROTC is viewed by many as the ROTC program most likely to succeed at Columbia. The [undergraduate NROTC survey](#) of 2008 originated from SEAS students requesting the pathway to Naval officership, and in spite of the unpopularity of DADT, SEAS students [voted in favor](#) of Navy ROTC at Columbia. Unfortunately, despite the demonstrated student interest, Columbia students have zero access to NROTC. The absence of NROTC at Columbia is made doubly tragic by the storied history of Naval officer training at Columbia. Many alumni supporters are Navy veterans who would be particularly supportive of a Navy ROTC on campus.

b. Physical facilities for ROTC

ROTC campus space needs are relatively modest and could reasonably be met at Columbia under current conditions. ROTC-friendly neighboring spaces such as Grant's Tomb and Central Park would augment the space available for ROTC. Furthermore, the projected timeline of the [Manhattanville university expansion](#) coincides with the likely timeline for starting an ROTC program at Columbia, which should increase the space available for ROTC on the main campus.

c. ROTC instructors' faculty status and titles

A key constraint is the law governing ROTC, the [ROTC Vitalization Act of 1964](#). Its provisions should not block efforts at Columbia to restore ROTC; they include the following:

No unit may be established or maintained at an institution unless the senior commissioned officer of the armed force concerned who is assigned to the program at that institution is given the academic rank of professor... and the institution adopts, as a part of its curriculum, a four-year course of military instruction ... which the Secretary of the military department concerned prescribes and conducts.

The faculty appointment issue has been solved well at universities comparable to Columbia. At MIT, for example, ROTC leaders are designated as "visiting professors." At Princeton, ROTC professors are assigned "a rank equivalent to the senior academic rank of professor." Both these formulations satisfy the law without undermining the status of regular tenured professors and accord with Columbia's [instructional appointment policy](#).

d. Academic credit for ROTC courses

The courses of instruction issue has also been solved in ways that fit with the values of comparable universities. Although it has been [claimed](#) that "the University would also have to grant credit for ROTC coursework" there is no such requirement in the law. Indeed, Princeton has [announced](#) that "credit would not be provided at Princeton" for ROTC courses, despite language in the 1972 Army-Princeton agreement

that “academic credit for military professional subjects will be judged by the institution under the same procedure and criteria as for other institutional courses.” Similar conditions for ROTC courses [may be observed at MIT](#).

The Princeton arrangement demonstrates a basic model on which the university and the military can agree. More importantly, efforts at Harvard, Princeton, and Columbia have pointed the way towards an ROTC+ model that builds on the basic model by making available high quality courses valued by both the university and the military. These ROTC+ efforts have been of two types:

Regular faculty arranging ROTC credit: Professors at comparable universities such as Harvard have taught courses that were coordinated with the military and received ROTC as well as university credit. This model can be expanded, especially as the [subject areas](#) relevant to military leadership continue to expand. Although universities may have significant gaps in areas of interest to the military, departments are glad for opportunities to hire top scholars to cover important areas.

ROTC faculty arranging university credit: Columbia has [discussed](#) having regular university departments co-sponsor ROTC courses deemed worthy of academic credit. With a similar vision, the Army has sent ROTC leaders with PhDs to Princeton, positioning them to have joint appointments in regular departments.

Under these models, some courses could be offered with joint Columbia and ROTC credit. Creating an ROTC+ model in which ROTC students get courses such as military history, international relations, game theory, and anthropology provides to the military a “laboratory of the universities,” and also enhances the course offerings of the university. ROTC+ offers capabilities that are a plus both to the university and the military.

The next steps to Columbia ROTC

“Now, as anyone who has been involved in transformation knows, change can be hard. It can be challenging. And it can be frustrating. Inevitably, all institutions resist change to some degree—even when all recognize that change is needed.”

—[Army General David Petraeus](#), May 6, 2010

President Bollinger’s encouraging statement immediately following the repeal of DADT was the necessary first step towards restoring the Columbia ROTC partnership.

The next step is for the University Senate to deliberate, then approve ROTC. Input from the Columbia community will be vital to the University Senate’s decision. If the University Senate approves ROTC, university officials would then reach out to the military to start negotiating an ROTC program at Columbia. In order for the military and Columbia to negotiate constructively, it is important that the two sides deal with each other in good faith, are motivated by [compelling interests](#) and [tangible benefits](#), and judge Columbia ROTC by a standard that favors Columbia’s institutional strengths. The [intervention](#) of political leaders to break through bureaucratic deadlocks may be necessary. Alumni will also be crucial. Columbia alumni have a strong voice in both the university and in government. Alumni are crucial in encouraging students to apply to Columbia and encouraging them to try ROTC. Alumni are also crucial in transcending bean-counter arguments and providing resources to achieve important goals.

A call to action

“The moral compass of the Army is the P.L. [platoon leader, usually a lieutenant] and the C.O. [commanding officer]. I told every one of my P.L.’s that they have to set that moral standard, that once you slip to the left, you can’t pull your guys back in.”

–[Army Captain Dan Kearney](#), February 24, 2008

Few causes are as manifestly impactful as advocating for Columbia ROTC. As it does today, much of the weight of future missions will be borne by young officers. They must be able to lead their soldiers in any combination of homeland defense, disaster relief, crisis stabilization, ministerial training, conflict prevention, security and stability, counterinsurgency, counterterrorism, essential government services, emergency infrastructure, and humanitarian aid. In the short term, young lieutenants and captains prepared by Columbia ROTC will be better equipped to rapidly innovate and adapt to unpredictable challenges. Over their careers, a strong academic foundation will help Columbia officers to master their duties with a commensurately greater acquisition of faculties. Pentagon [budget cuts](#) that may lead to leaner capabilities on the ground and the [forecast](#) of politically sensitive missions that rely on smaller numbers of forces further point to a heightened need for the exceptional individual officers that Columbia can provide the nation.

The challenges facing America are great, but so are the opportunities. At this crossroads in our history, Columbia must choose: are we an “Ivory Tower” disconnected from the needs of People and nation, and only good for insular thinking and selfish pursuits? Or, are we truly America’s producer of vanguard leaders who pursue the greater good and the improvement of all parts of our society, including the military?

The challenge of our time demands the best leaders from our generation. As Dr. Martin Luther King said in another time of pressing need in American history:

Let us stand with a greater determination. And let us move on in these powerful days, these days of challenge, to make America what it ought to be. We have an opportunity to make America a better nation.

As Columbians and Americans, it is again time for us to stand with a greater determination, for the sake of People and nation. The decision we make for ROTC at Columbia is about more than just ROTC. We are shaping our generation’s vision of Columbia University and of ourselves as fellow citizens.

Recommended reading:

[Blueprint for Harvard ROTC](#)

[The Changing Landscape of American Higher Education — Panel on the Military and Academe](#)

Appendix VI: Transcript of the Public Hearing of February 7, 2011

PROCEEDINGS OF THE UNIVERSITY SENATE TRANSCRIPT OF A HEARING OF THE TASK FORCE ON MILITARY ENGAGEMENT

Ron Mazor, Co-Chair, Task Force on Military Engagement: Please be seated. We're about to start. Thank you all for coming out tonight. My name is Ron Mazor. I'm the co-chair of the Task Force on Military Engagement. We appreciate that you've all come out to talk about ROTC, military engagement and Columbia. I'm pleased to currently introduce Sharyn O'Halloran, the George Blumenthal Professor of Political Economy at Columbia, as well as the chair of the Executive Committee of the University Senate.

Sharyn O'Halloran: Thank you. And I'd like to welcome everyone to the first of a three-part series related to the university's engagement with the military. And so thank you very much for being here tonight. Now the purpose of this hearing is to begin a dialogue around the issues related to the university's engagement of various activities with the armed forces, including ROTC. And what is said tonight will provide the basis of recommendations of how the Columbia community can best engage the military while staying true to our missions of an open and free environment for teaching, learning and research. And so your participation is both welcomed and very important.

Now just as a way of background, Columbia University has a long history of engagement with the U.S. Armed Forces. Currently over 300 students from all over the campus have various relations with the military, either through the General Studies Yellow Ribbon program (thanks to Dean Awn and his activities), ROTC programs hosted at other local institutions, or officers taking executive training at the Business School or the School of International and Public Affairs. Many of our faculty engage the military and various related government agencies on public affairs debates. ROTC members even provided the color guard to honor the flag on Veterans Day. Therefore, Columbia's current engagement with the military is deep and across many parts of our community.

Now discussions of the proper relationship of Columbia University to the military are not new on campus. In 2005, the University Senate had similar hearings as these to address the question of whether ROTC should be invited back on campus, and the main issue that arose was a concern of the military's "Don't Ask, Don't Tell" policy which prohibited gays from openly serving their country, and therefore violated Columbia University's non-discrimination policy. It was in this context that the University Senate voted not to deepen our relationships with the military at that time. Now the repeal of Don't Ask, Don't Tell (DADT) provides an opportunity for the University Senate and Columbia University as a whole to re-engage this debate, and to this end the University Senate has established a Task Force on Military Engagement. Members include both students and faculty. We have Mollie Finkel from Nursing; we have Alex Frouman from the College; Ron Mazor from, I guess you graduated from the College and you're now at Law and he's serving as a chair; Tim Qin from SEAS, and Scott Saverance from SIPA. Faculty members include Jim Applegate from Astronomy (I always want to make him an astrologist—I don't know why [*Laughter*], sorry); Peter Awn, Professor of Religion and also the Dean of General Studies; Julia Hirschberg, Professor of Computer Science at SEAS, and Roosevelt Montas, who's Associate Dean for the Core Curriculum at Columbia College and also will be serving as a co-chair.

Now the Task Force will be hosting town hall meetings just like this. They'll have two more of

them. They'll be polling students to get their opinions about the various activities that we do on campus and what else we'd like to be doing. And then they'll be drafting recommendations regarding their findings. Now the structure of the debate for tonight will be an open mike forum. And we want everyone to have an opportunity to express their opinion. We believe that free expression of opinion is essential to the university and that all members of the Columbia community have a right to express their views and concerns in a safe environment. We ask that everyone be allowed to state their opinion without interruption so that the panel can hear the full range of views in the community. Also, to focus the debate, a series of questions have been circulated, or as you see up here, and these questions include whether recent events have changed people's opinion, right, about our engagement. What is the appropriate engagement or level of engagement that Columbia and the military should or ought to have?

I'm now going to turn the event back over to the co-chairs. And I want to thank you again for joining us this evening, and I look forward to a productive discussion. [Applause].

Ron Mazor: Thank you very much, Sharyn. Just to recap. Comments are going to be about two minutes and thirty seconds apiece. We want to make sure that everyone in this event has the ability to come up and speak. So please limit and obey and respect the time limit. I would say that one thing that I always loved about Columbia as a student here was our ability to take on hard issues, difficult issues, and yet talk about them civilly with respect and with open minds. So please honor that tradition tonight. I'm sure you will. Comments are open. If you'd like to line up by the mikes, we're willing to take comments at this point.

Janine Balekdjian: Hi. I'm Janine Balekdjian. I'm a sophomore in the College. And my question relates to the continued relationship between the LGBT community and ROTC. Even though DADT has been repealed, the transgender individual still can't serve in the military as per military policy, and the same people [can't] participate in ROTC. That still, to my understanding, violates the university's discrimination policy because gender identity is a protected category. See, the university's reasoning for not allowing ROTC back on campus used to be that it violated the discrimination policy because of DADT. To my understanding, it still violates the university's discrimination policy because of not allowing transgender individuals, and therefore, I don't see how Columbia can allow ROTC back on campus. [Applause].

Sean Udell: My name is Sean Udell and I'm a senior in Columbia College. I'm here as an advocate for the university's non-discrimination policy, which does state Columbia University is committed to providing a working and learning environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. It is an equal opportunity and affirmative action employer that does not discriminate against or restrict access or [allow] harassment to employees or applicants for employment on the basis of race, color, sex, gender, including gender identity and expression, pregnancy, religion, creed, national origin, age, alienation, citizenship status as perceived or actual to the victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record or any legally protected class. This is, oh sorry. Transgender people are still barred from the military, which makes ROTC non-compliant with the university's non-discrimination policy. As President Bollinger said in an open letter to the Columbia University community in 2008, quote, "We should always try to live up to the ideals that we agree upon." Let us continue to live up to

those ideals and stand up for our trans students by keeping the status quo with our current military engagement. [Applause]

Daniela Garcia: Hello. I'm Daniela Garcia. I'm a senior in Columbia College. I would just like to refer to the statements that were made in the opening right now, saying that Columbia students have a right to free and open expression in a safe environment. The military is not a safe environment, and I'm not speaking of because of the risk of violence. I'm talking about the people that are silenced, that are silenced through military engagement overseas, and the citizens who are currently serving in the military, the disproportionate amount of sexual abuse in the military, the high rate of civilian death in the countries that we are currently occupying. And I do not think that we should consider ROTC as a neutral educational program. As Dick Cheney once famously said, the purpose of the military is to wage war. And the purpose of ROTC is to train the student—well, hopefully not the students here at Columbia University—to engage in that relationship. And also I would also like to point out that a majority of Americans here in this country do not support the wars in Afghanistan and Iraq, as current polls have shown. So I do not think that the Columbia University environment should be re-engaging in this debate when obviously this is not a popular choice in this country, and it also is not a popular choice for survivors of sexual abuse and for people who are currently being occupied overseas. Thank you. [Applause]

Paco: My comment's real short. My name is Paco. I'm a senior in the College. Just to add on to that. When you take into consideration the fact that we're reading in our headlines right now is that we're seeing billion dollar budget cuts in school services and health and human services, and we see the cost of the war every day and the fact that it costs billions of dollars to sustain the war every day. As somebody said earlier, are these the ideals we wish to adhere to, that we spend more on war than our own people? War against innocent civilians. Like I said, it's a short comment. I just wanted to add that to food for thought as we consider this. [Applause]

Avi Edelman: Hello. My name is Avi. I'm the president of Everyone Allied Against Homophobia, which is an activist group for queer and allied students on campus. So speaking on behalf of myself and on behalf of the group, I'd just like to echo what some of my peers have raised, the issue of our university non-discrimination policy and the fact that though a lot of the rhetoric has made it seem like the repeal of DADT has removed all forms of institutional discrimination from the ROTC program, the truth is the transgender students would still be barred from those programs, and our university has a history of being at the forefront of not only gay issues, but transgender issues as well. We are about to launch a pilot program and become one of the leading universities in having open housing and housing that incorporates transgender students and doesn't discriminate on the basis of gender identity. So I think that given the rhetoric about DADT, given the fact that, you know, President Obama has called on universities to bring back ROTC, I think the hard decision is going to be to say no, until the university stops discriminating against all individuals and adheres to our non-discrimination code, we can't bring it back. I think that's a really tough decision, but it's the right one, and our university has a history of making those tough calls. [Applause]

Neal Rickner: Right. So my name's Rudy Rickner. I'm at SIPA and Business, and I'll just be the first to respond. First, I'm a twelve-year veteran of the United States Marine Corps. I was not an ROTC

student, but I support the return of ROTC to the campus primarily because what we're discussing tonight demonstrates the gap between the civil—I should say the civil-military relations gap. That is that the people who have spoken so far tonight don't really understand what ROTC means, and don't really understand what the military's all about. So, for example, DADT and now the transgender issue is not a question for someone like me in the military. It's for the Congress. If you don't like the law, you vote and your Congressman votes. You therefore need to talk to the lawmakers to change the law. I support and know gay men and women in the military, and I would support transgender people coming into the military. I have nothing against, and I would serve happily with them. So I have no reservations about that whatsoever. But it's not up to me. What I do support is what has been brought up here already, I guess, that people have a right to pursue that which they think is appropriate for themselves, and ROTC is an opportunity for someone to express their beliefs towards service, towards other things that they believe to be true. Just as you believe certain things to be true, others have other views that are equally valid as we've discussed tonight. So it may not be something that's aligned with your point of view, but it doesn't make it wrong, and I'm [not] sure this will be my last comment, but I see some people lining up so I'll let you come back. [Applause]

Marlena: My name's Marlena, and I just have a question. Would bringing ROTC back to campus allow the ROTC the opportunity to do recruitment in the community, especially Harlem? Thinking of the way that the military recruits in low-income communities, in communities of people of color disproportionately. I just want to know what the relationship between that would be. [Applause]

Nick Lomuscio: Hi. How are you doing? My name is Nick. I am a junior at General Studies. In response to the concern that—the concerns being raised here tonight are not relevant to a potential panel willing to engage with a student body as to whether or not ROTC should return to the campus. It absolutely is and it is not for reasons of our limiting ROTC from coming to campus because it's a group that expresses viewpoints that other people don't agree with. It's because it is a group that is related to a branch of the United States government that openly discriminates against transgender people, that openly engages in warfare. These are not questions or differences of opinion. These are actions. And the opposition is not to the differences of opinions, it is to actions. That's all. [Applause]

Cara Buchanan: Hi. My name is Cara Buchanan. I'm a senior in Columbia College. So in response to the gentleman that just spoke in the orange sweater, it's a grand assumption to state that us as students that are individuals that are anti-ROTC coming back to campus are not affected in the same way. I'm sure that I can speak for myself and perhaps others in saying that my family is personally involved in the military, and it's been something that's been very detrimental to my health [in the way] in which I grew up in that type of environment. But also there is more ways to engage in military-civilian dialogue than simply to allow ROTC back on campus. For example, last year the Roosevelt Institute for Public Policy took some students up to West Point to have a tour of West Point, engage with some of the cadets there, and engage in military-civilian dialogue which was, you know, excellent I think, and another way in which we can step outside of the confines of just the ROTC being the solution to military-civilian dialogue. I would say that we can—you know, we're Columbia University students. We can be creative in the ways in which we continue this dialogue, and it doesn't necessarily mean that we need to bring back ROTC to campus. [Applause]

Michael Zapata: Good evening. My name is Mike Zapata. I'm at the Business School. So a little

background on myself. I served nine and a half years in the Navy as a SEAL lieutenant, and I did go to an ROTC program at Texas A&M University. What I can say is that, you know, let me see here. Columbia, is, you know, obviously a fantastic university, and I think the best thing about Columbia is that it has produced leaders of this country and will continue to produce leaders of this country, in all aspects of life that we have: military, Department of State, civilian side, social side. It's an incredible place to be, and bringing ROTC to this university is going to allow—the way to make a change is from the inside, and having ROTC here allows the Columbia University transgender—whatever your views are, it allows you to impact potential future leaders of the military. What does that mean? That means that it's hard to imagine that they'll come here and they'll be isolated because of ROTC. No, they're students like everybody else. They're going to live. They're going to be amongst everybody. They're going to appreciate the different views and different aspects, and having an impact on them now starts now, in this point of time, where you can actually, you can have opinions put into, you know, potential leaders of the military as they grow and as they progress in their military careers, you might see change. And I'm not guaranteeing that there will be change, but it's an impact. It's an opportunity to reach out to somebody at your level, at your age, and potentially have an impact on him as he gets older and through his military career. So I'm for ROTC. I appreciate the time, and I hope that it does work out. Thank you. [Applause]

Matt: My name is Matt. I'm a student in the History Department. I'm a grad student studying African history. I, a lot of my family, four of my uncles are all or were active in the military, and it's in many ways hearing their stories of the things that they were asked to do by their officers or that they asked other people to do as officers that have reinforced my opposition to bringing back a relationship, a stronger relationship, with ROTC onto Columbia's campus. I think one thing that was kind of missing from the discussion is that we've talked a lot about the impact of DADT, but it's important to remember the context in which ROTC left campus in the first place, which is actually the context of a massive student movement against the Vietnam war, and it went through a panel and many formal channels, but the environment was one in which actually students were saying, We don't think our university should have a relationship with an institution that is killing, in the case of Vietnam, ended up killing in the course of that war 2 million Vietnamese who died in the course of that war. And so, and along with of course 60,000 U.S. soldiers who also died in that war. And I think the same thing holds true. Many of us who are against it are not against this or that person's individual choice, but actually what it says for the university to increase its relationship with an institution like the military. And one of the questions that was up there is, Have recent events shaped your opinion of this issue? And they have: the war in Iraq that's killed over a million people in Iraq; the war in Afghanistan that's now by conservative estimates killed 30,000 civilians in Afghanistan; the drone attacks that have begun over the past year and a half over Pakistan. Those are the events that confirm for me that I don't want Columbia to be part of training officers to run the military that's part of that. And I think as a student of history I can look back through American history and recognize that no matter what party, no matter what time, the U.S. military has been used in such a way to actually not spread democracy but many times to hinder it and to murder civilians. And I don't think that that's an institution that we want our university to forge closer ties with. [Applause]

Dan Morosani: Good evening everyone. My name is Dan. I previously served, or sorry, I'm a business student. I previously served in the Marine Corps as a captain. First of all I would like to thank everyone for coming out and participating in this discussion. A lot of things have been mentioned as far as bad

things the military does: harboring sexual assault, being responsible for civilian deaths, the unspecified bad things that Matt's (who just spoke) relatives were told to do. I think what they all have in common is that those things are failures of leadership, and, you know, failures of leadership ultimately originate in bad leaders. And the way to, you know, to reduce and ultimately eliminate these leadership failures is to give our young war fighters the best leadership they can have. I think that the average Columbia student is of a higher caliber than the average student across America, the university system. I hope you all agree with me. And I think that the average Columbia student who goes into ROTC is going to be a better officer than the average student from another school who goes into ROTC. I joined the Marine Corps in September 2001. As a New Yorker I wanted to be a part of America's response to what happened on September 11th. I think we all join for different reasons, but I think that when you face your platoon for the first time it stops being about why you joined, and it starts being about doing the best job you can for the nineteen-year-old kids who are standing in front of you. Another speaker mentioned the fact the military recruits disproportionately from low-income communities. I don't know what the targeting is. I can tell you that that is somewhat the case in terms of who you end up leading, and it's because I love the Marines I served with and the Marines that I had the privilege of leading that I want ROTC here at Columbia. I want these young Marines and members of all the other forces to have the best leadership that they can because ultimately that's the, you know, most important determining factor in whether or not they come home alive. I respect the fact that a lot of people here are against war in general, but America will fight wars a lot in the future. It's just a fact, and given that fact, I think we should give our young war fighters the best leadership they can have. Thank you. [Applause]

John McClelland: Hi. My name is John McClelland. I'm a ROTC cadet. In fact, I was actually the cadet battalion commander in charge of all New York City Army ROTC last semester. I'm the president emeritus of the Military Veterans at Columbia University. I previously served as a medic with five tours overseas: four in Afghanistan, one in Iraq as an Army Ranger and a medic. Now, we are talking about ROTC here. It's not about the military at all. The last thing that the military wants is to come onto Columbia's campus. Okay? The thing is, it's about you.

Ron Mazor: If you wouldn't mind, address the panel, please. Sorry. Address us and not the audience.

McClelland: Okay. It's about all of us engaging the military. We cite '68 and we cite the student revolts against the Vietnam war, and I'm for that. I want people to be against war. You know, I've spent, most of my military career in Afghanistan. I've lost 11 friends in Afghanistan in the past two years. I do not like the Afghan war. I will go on record in saying that. But I will serve over there. I will lead troops over there, and I will lead them very well to make sure that they come home [alive]. I will make sure that the communities out there in Afghanistan are serviced properly, and that we in my little piece of Afghanistan when I go over there is going to be the safest that I can physically make it. Now, it's about everyone here because in '68 when everyone revolted against the Vietnam war, guess what, in 1972 when the all-volunteer military force came into effect, all those protests went away. Nobody cared anymore because it wasn't them. It wasn't anybody that they knew. It was that person that was recruited out of that, you know, city slum or in that rural community out there fighting your wars. I want ROTC to come back to Columbia because I want people to engage with people in the military. I want people to know somebody in the military. I want them to know that they're fighting overseas so they stay politically engaged with the military. And that is the point right here. It's not about the military. It's not about ROTC. It's not about the cadets here on campus. Because guess

what? The military's going to get their officers no matter what. Whether they get it from the south, the state schools or anywhere else, they're going to get their officers. But I want them to get their officers from Columbia because you guys are going to be leaders of this country. Okay? You're going to be leaders of business, and I want you to understand that the military needs to be connected with you and not disconnected. Thank you. [Applause]

Aarti Sethi: Hi. My name is Aarti Sethi, and I'm a graduate student of anthropology at Columbia University. I'm not American, but I also come from a military family. My father served for 30 years in the Indian navy, and both my grandfathers served for all their lives in the Indian army. So I do know something about what it is to grow up as a military child. I do not support the return of ROTC on campus, and I'm finding this debate here a little bit odd, because why should a university be in the business of equipping people in the military to better do their jobs in the first place? This is not something I understand. What is the assumption here? The assumption here is that a job in fact that the military should be doing, and it cannot do because it is obviously limited by the internal logic of being a military in the first place, must instead be done by civilians. So I must, so the university, a civilian institution, should be opening up people's minds. It is by having friends who are not in the military that people in the military's horizons should be broadened. I think this debate is very, very skewed. Why should a civilian institution be forced to take on the mantle of exposing military leaders to other ways of thought? This is a conversation that the military should be having with itself. If the military wishes, why doesn't it institute scholarships so that people who serve in the military go and get a two-year degree with no strings attached and then let them see if people want to come back to the military or not? This is how grant-making institutions work in the world. If you want a scholarship to apply, to go and get a university education, you apply to a grant-making body. A grant making body gives you a scholarship and you go get your education. Currently the military will give you a scholarship, but then you will have to serve for four years in the military. If the military is so concerned about the world view that its cadets and its officers inhabit, then the military should be asking its cadets and its officers to find ways of exposing them to other world views. But it should not be the burden of civilian institutions to be educating people within the military. Thank you. [Applause]

Fededah: Hello. I'm Fededah. I'm a first year in Columbia College, and I have a very sort of short question. What I don't understand here is, we're talking about leadership, leaders, failed leadership. I find this really interesting because how many failed leaders do you have to have for the situation to be the way that it is right now in the Middle East, in Iraq and Afghanistan and all of the—in Vietnam in the past. Like how can we think that this is an issue of failed leadership and not an issue of the system? This isn't about individuals, about leaders, about creating leaders. It's an issue of, I think, the system. And Columbia's not being asked to better failed leaders. It's being asked to become a wheel in a system which is a war machine basically. And I don't understand how on earth we managed to connect this to leaders and individuals only and not think about the general system. Thanks. [Applause]

Richard Pierson: My name is Richard Pierson. I'm quite sure I'm the oldest person in the room. I was born in September of 1929 at a time when the world was going to hell in a basket. At that time I was able to understand from my father who had had to serve in the military that it was an experience that he remembered, and he helped me to remember it by sitting with me in 1941 when Pearl Harbor was bombed, and I could appreciate the military wars were a piece of what we were going to live through. I went to Princeton, where I served in the Naval ROTC. I graduated from Columbia Medical School in

1955. I subsequently served on the [University] Senate. I chaired the Education Committee of the Senate for seven years in the [1970s], and I feel myself well immersed in Columbia University and in academic situations. As a professor of medicine, my very favorite thing is seeing the students who are coming into medical school now and how different they were when my grandfather graduated from this school in 1881, my father in 1918, I in 1955, and my son in 1983, and I've got 12 grandchildren, three of whom are potential followers. [Laughter] In any case, what's that got to do with what we're talking about here tonight? The powerful piece about the NROTC for me at Princeton, it prepared me for two years serving in the Naval Medical Corps in Taiwan in the 1950s. It prepared me for understanding what the people in the military were up against. It prepared me for understanding the people who were going to be my medical students. I currently direct a third-year preceptorship in medicine for St. Luke's Hospital, a nearby neighbor of ours, and here I am exposed to people whose diversity is a very powerful argument. Their diversity helps each other, it helps my generation, it helps my children's generation, and my grandchildren's generation. And I believe that the presence of the ROTC has helped me a great deal. I believe it has helped many of the students whom I now see to understand better that it's a complicated world they live in, and the capacity to accept diverse groups and diverse people and learn from them, I find a powerful inducement to continue teaching at the age of 81. [Applause]

Learned Foote: Hello. My name is Learned Foote. I'm a senior in Columbia College, and I believe I'll be the first non-veteran or person who is serving to be a supporter of the ROTC. I've supported the ROTC since 2008 in my sophomore year on campus, and I ask that you do anything you can to insure that students be able to participate in this program. Growing up in Michigan, I had a close relationship with those who serve and those who have given their lives in the Armed Forces. Many in my generation have no such experience. This is especially the case in elite institutions in the Northeast and in urban populations which are underrepresented compared to the South and Midwest. It is essential that our students not think of military policy as something distant and separate from themselves as citizens of a democracy. Support for ROTC is not a support for any given policy, either foreign or domestic. That is a decision for Congress to make. For those of us who are American citizens, that is a decision for us to make. And we cannot pretend that is not our decision. It is our responsibility as citizens of a democracy to be engaged with the health and with the actions of our military. I believe that it is time to look forward as President Obama stated in his State of the Union address. ROTC will train the future leaders of the military, and it will be beneficial for ROTC students to be in our classrooms, both for them to receive a Columbia education with everything that it teaches about civilization and multiculturalism, and it is incumbent for our students to be connected to those who serve. There will always be reasons not to support ROTC, and we would fool ourselves to think that all the reasons being listed now are the same ones that were listed in 1968. Whether it's transgender discrimination, age discrimination, disability discrimination, if you believe that that policy means that the program should not be on campus and it should be the responsibility of other schools, then you will never support ROTC. The world is not perfect, and we know this. But it's our job not to sit and pretend that it's not connected to ourselves, but to make it better. And it is also our job not to decide for the citizens, or for the students in our student body to make their decisions for them for how they serve, but instead allow them to have the options that they desire. Thank you. [Applause]

Lauren Salz: Hi. My name is Lauren Salz. I'm a senior at Barnard College. I just want to point out that Columbia and the military have not always had such a tumultuous relationship. At one point in Columbia's history, Columbia was producing more naval midshipmen than the Naval Academy. If you

take a look outside Butler, there's a commemorative that thanks Columbia for its generous assistance and unceasing cooperation in the training of 23,000 officers who went from the U.S. Naval Reserve Midshipmen's School to active duty in World War II to defend the principles which this university has always upheld. I think undeniably everyone in this room benefits from the United States having a strong military, whether or not you agree with the war in Afghanistan or Iraq. I noticed some people brought up, you know, under-representation of certain groups in the military, or overrepresentation. In 2008 I sat on Low steps with thousands of my classmates when President Obama, or then candidate Obama, spoke, and he said it's also important that a president speaks to military service as an obligation not just of some but of many. If you go to small towns throughout the Midwest or the southwest or the south, every town has tons of young people who are serving in Iraq and Afghanistan. That's not always the case in other parts of the country, in more urban centers. And I think it's important for the president to say this is an important obligation. If we are going to war, then all of us go, not just some. So graduates of elite universities especially in urban centers, such as Columbia, are truly the people who are underrepresented in the military. [Applause]

Carlos Blanco: Hello. My name is Carlos Blanco and I'm a junior in the College. I come to you representing not just myself, but as a member of my communities. I'm a student of color, I'm a queer student, and I'm a low-income student. All three of these communities [have] previously been targeted by the military, whether domestically or in its international affairs. As a student of color, I think it's very important that we remember the investigations that happened in the Army in World War II, when African-American soldiers had worse living conditions than even prisoners of war then. I think it's also important that we remember in the '60s and '70s Mexican-American students at Texas public universities and how they were treated on Mexican-American Independence Day or on Texas Independence Day from Mexico, and the culture of racism that is [more or] less bred there. And as a queer student I echo the sentiments of my peers in that transgender students are not allowed to serve and how this still discriminates against them. As a student of color, I think we have to remember that, that it's very painful to see what happens here and what happens when we have this culture of ROTC come back. I've seen what it does to my community, and I've seen how it preys on my community, and it's not a culture that I want to see happen at my school, at my place of learning. I love Columbia and I don't want to see this happen. So until the Army continues an investigation into women's rights and until kids in high schools in the South Bronx have the same matriculation rates as Stuyvesant High School and until the Army really investigates into how it's treating its people, will I even consider having this culture of war back onto my place of learning. Thank you. [Applause]

Ted Graske: I'm Ted Graske, and I'll defer that I'm the second-oldest person in the room. But don't let the gray hair fool you, because I am the chairman or the spokesperson for the Columbia Alliance for ROTC. We communicate and have supporters from all the generations going back to—believe it or not—as far as 1941 and as recent as people from last year. So we've had a chance to cover the spectrum. My comments are going to be from outside the gates. They'll be different than what you've been hearing tonight. In fact, I hope to rattle the gates a bit and give you the perspective of themes that come through from a large body of alumni. First, I will tell you most alumni we talk to, and we talk to hundreds, value their Columbia education. You never hear a bad word about the Core. They all love the Core. Don't change it. However, there is one concern that rides through the alumni years, and that is the perception that Columbia, and this perception may be wrong, and these people may be entitled to their opinion, but the perception is Columbia is anti-military. The net effect of that is that alumni feel

embarrassed, disenfranchised, and some are very angry. They don't sign petitions. They vote with their pocketbook. We think that they should be donating and making Columbia a better place, but they have been so discouraged by apparent attitudes and perceptions, real or imagined, it's difficult. Second thing. Columbia has a rich tradition. Over the years hundreds of ROTC students have used the service in ROTC to launch careers as doctors, lawyers, professors. They value this experience, this package [if you will], and they would like to see the same opportunity that they had availed to Columbia students, especially in today's economic times. And last but not least, because I'm running out of time, but I'm going to take a few extra seconds. Many of you in this room, as John and others have pointed out, will be in the halls of power. You will be in positions running the military. You will be the ones that make the decisions to send people to war, and you will need to have a relationship with the military that is communicative so you can understand each person's point of view and make a proper decision, and not just on political grounds. And the place to start that interaction and conversation is in the dorms on Columbia campus or Barnard or what have you, because the more interaction you have now, the better it will be for the future. Thank you. [Applause]

Neal Rickner: Okay. So I'm back. I appreciate the comments that have been made in response to my opening volley. I guess I can't address all of them. I think what permeates most of the responses to my comment is an us-and-them sort of argument. That is really at the core of what I would hope that you take away from me tonight. Okay? So the guy in the orange sweater is telling you one thing. If you think about it an hour later, I would just say that us and them is the wrong approach. We are you. You are us. Okay? Americans or citizens of the world, call us, call me, what you will. I have the same misgivings about the wars. I have maybe more so. But why would you want to keep people like me away at arm's length? Why wouldn't you want to have a conversation? Because I think most of you feel, just given most of your comments, that you're open to diversity, open to alternate lifestyles or whatever. Well, I'm challenging you. I'm challenging you to live what you preach. Talk about diversity. I'm diverse. So talk to me. Talk to me about the war, talk to me about what I learned over there. Because it's probably not what you think. Do I feel like Columbia has a responsibility to train leaders? I don't know. Maybe, but it's not that Columbia has a responsibility to do it, but that as American citizens or citizens of the world, we all—it's going to sound just slightly cliché—we all have something to benefit from each other, and if military leaders have something to benefit from Columbia, why would you withhold that, and why would you be so closed off to just having a conversation? [Applause]

Barry Weinberg: I'm Barry Weinberg. I'm a junior in the College, and I'm also a member of Everyone Allied Against Homophobia. And like Learned Foote who spoke before me, I also grew up in the Midwest. I'm from Indiana, from Indianapolis, and I know a lot of people in the military. I have had family members serve in the military, and I attended a large urban school that was 80 percent black and Latino, and we had a large National Junior ROTC program at my high school. So I know members of the armed services, and I know ROTC members. And I would like to sort of present two, I guess, versions of what's going on here. One, to the gentleman in orange who spoke before me, that I agree. I think we are all the same, and that in this case we are all members of the greater Columbia community, and that community can include alumni, and professors and students, and this is a conversation within that community. And I feel that this conversation, no matter how you feel about the military, is productive. I think we are exposing each other to new ideas, convincing each other, maybe just giving each other different angles on the way we think, but I would like to take this out of the context of

bringing ROTC back to Columbia, in that the gentleman in the orange also spoke that it was not a military policy, but a Congressional policy, and that it's our job as Americans to vote for the people who enact those policies. It's our job as community members of Columbia to exercise our political mechanisms within campus to display our priorities and values, and I would like to reference President Bollinger's letter from 2005 when this issue came up: "Our senate's vote reflected a consensus of the Columbia community after a year of discussion of the issues by students, faculty, administrators, that the university should stand by its non-discrimination policy. This policy forbids, among other things," and as an aside this includes gender identity and expression, "any form of discrimination based on a person's sexual orientation. The university has an obligation deeply rooted in the core values of an academic institution and the First Amendment principles to protect its students from improper discrimination and humiliation." And I think that we've expressed that, and just to finish up, personally my roommate is a, was a transgender woman. She left for UCLA for a doctorate. And it's my understanding that in the military you have a deep commitment to those, your friends, and she is my friend, and I can't very well throw her under the bus when— *[time runs out]*

Ron Mazor: I'm sorry. Please finish your thought.

Barry Weinberg: Sure. —when just because I'm now allowed in the military. [Applause]

Greg: Hey, I'm Greg. One thing I want to say is that when I first joined—I'm from Westport, Connecticut, which some of you may know is pretty affluent—and when I enlisted, the point my dad made to me was that all these people who had no relation to the military whatsoever suddenly knew someone who was in, and their concern for the wars and for general policy of what's going on, you know, heightened then. They cared more. And he made it sound like I had single-handedly made these people care. And I just feel, and I'm sure that everyone in here who has family members in the military can relate to what I'm talking to, in that you care more because the people you love are at risk. Now the Columbia student body is not going to change if ROTC comes to this school. It's going to maintain to be the opening, accepting community that it is. And all these, these complaints that people have about the military—and the military's not perfect. I'm sure everyone can agree on that, especially the veterans. And these views of yours are going to be heard by people who are going to be enacting this policy. And obviously it's not going to happen five years from now. I can't tell you when it's going to happen, but the more people that are in the military with their open-mindedness like the Columbia community will make those changes. And that's a good thing. That's a good thing for the country, and it's definitely a good thing for the military. And as far as the whole recruiting in underprivileged areas, I think every enlisted person in here can agree that no one likes recruiters *[Laughter]*, and that I hope and pray that ROTC does not have that type of mission. And as far as everyone has to say about the whole Vietnam and talking about the past and talking about '64, I don't know the history of what happened, but the bottom line is that this isn't the '60s. It's 2011. The views and the issues are very different, and these wars are certainly not the Vietnam wars. Thanks. [Applause]

Sumayya Kassamali: Hi. My name is Sumayya. I'm a graduate student in anthropology. First I wanted to point out something it doesn't seem like has been clear. We should understand that ROTC already exists through the consortium. Students at Columbia, together with Fordham University and Manhattan College, are already able and as was mentioned already do enlist in the ROTC training program. So that option already exists, and I think that's important. As well, we should note the Solomon

[Amendment], through which universities are threatened with the loss of funding if they prevent recruitment on campus, and those familiar with Bollinger's statement in 2002 know that he, despite the existence of DADT, at the time had to allow recruitment in the Law School because they were going to threaten to cut 70 percent of the University's funding.

Second of all, I want to respond to this notion that the military is distant from us. So first of all for those of us that read the news, it's not distant. Those of us that see and are outraged by the daily violences perpetrated by the military, it's not something that's far away. In fact, it's something that we understand and are unequivocally opposed to. Second of all, for those who are on the receiving end of the military's violence, whether those Arab and Muslim U.S. citizens who have been subject to extraordinary racial profiling and torture, with the direct complicity of the military; whether those students who have families in occupied Palestine, where Israel troops are both trained by American officers; whether those who grew up in Latin America under a notorious series of dictators and over 50 interventions, dictators trained in the school of the Americas, again with the explicit participation, and in fact, direction of the U.S. military. These are not things that are far away. They're not things that we don't understand or we need a broader perspective about or we need more personal interaction with. In fact, we understand them very well.

And so lastly, I want to say that the critique around DADT, which has now become around transgender individuals, that's not enough. Our opposition to the military and to institutional ties between universities and the military needs to be unequivocal. We shouldn't use the word "until"—the idea that, you know, one policy will change, somehow then the military will become better. I think we need to be clear that our opposition is against militarization in general. And lastly, it's 2011 and, yeah, let's look around and let's see the types of wars that the military's engaged in, whether directly or indirectly through support, and Vietnam won't feel so far away [extended applause].

Ron Mazor: Have some quiet in the audience please.

Nick Lomuscio: I am Nick. Sorry this will be my last time up here. I just wanted to address some very real concerns for the people in support of the ROTC that I think all are making. I can essentially, I think, whittle them down to three: the idea that Columbia students need to be more heavily engaged with veterans, members of the military, or potential future members of the military; the idea that Columbia produces leaders and leadership, and the idea we need to democratize the military and who serves in it. So of these three points, it is no secret that, as I believe one person involved with the ROTC pointed out earlier, the people from Columbia who will be involved in the ROTC will be going to positions of leadership. That does not democratize the military. They will not be the ones on the front lines who are getting shot at. They will not be the ones who have to suffer through the same things that other people from, that are predominantly given to people in positions of low-income backgrounds. Secondly, if the military feels, or I'm sorry, if the veterans feel or potential future military members feel that they are not being actively engaged with students on campus, then I will propose here, tonight, as an alternative to the ROTC, because there is no need for ROTC to be here to have these conversations, to set up a student organization specifically to have those conversations, to have conversations with veterans, with people concerning the military, and with people who might be opposed to the military. There is no need for the military itself to be involved in a conversation with the student body. It is not Columbia University's responsibility to be involved with the military in having that happen on campus. It is Columbia

University's responsibility, if it would like to see those conversations happen, to establish separate student groups that will not be used as funnels through the military. Thank you. [Applause]

Ron Mazor: I would like to have a quick break. And also we have two mikes. So if you want to split up the lines, we can do that too.

Marita Inglehart: Hi. My name's Marita. I'm a freshman in Columbia College. And I just wanted to address sort of the idea of the like us-and-them mentality. My dad's a veteran. We have a picture of him in our living room of him in his uniform, and he likes to talk about it sometimes. But anyways... But last summer, or no, two summers ago, I'm sorry, a childhood friend of mine, you know, we had spent holidays together. We had spent Thanksgiving together, everything. He joined the military, and a month before he left, he told me that he was gay. And all of a sudden I went from just being scared for him to being scared and pretty mad because he was doing what he thought, you know, was the best thing he could do for his country, and his country wouldn't even respect him for that. And the thing is, I don't know, if trans people are a more uncomfortable topic or, you know, what the issue is with why this isn't being talked about, but I mean the message is that trans people are less than everyone else who's allowed in the military, and I mean, that's discrimination, and I came here admiring Columbia a lot, and I want to continue to admire Columbia. And it's nothing that I have against people in the military because I love someone in the military. It's just that I don't want to support discrimination, and I don't want the institution that I'm part of to support discrimination. Thank you. [Applause]

Ron Mazor: Actually, we have the next mike because we have two mikes.

Luc Chandou: Good evening. My name is Luc Chandou. I'm a student at the Graduate School of Business. I want to thank the board and Columbia University in general for giving us the opportunity to speak out. I think it's very important. I know there's an issue over Brown University. The president decided not to let certain members of the student population, specifically those who had served in the military, to be a part of the conversation. So I think it's intelligent. Thank you. Military members, or veterans, who are also students of Columbia University can provide the most unbiased opinions given that they have served in both communities. So with that, I'd like to give you a little bit of background about myself. I'm half French, half American. Grew up in Dallas, Texas. So I've been at the crux of two opposing cultures my entire life, and been attacked for being French. Given that, I understand again what's been repeatedly said here is two opposing viewpoints, and I think we need to dismiss that and focus on the task at hand. In response to some of the comments made tonight, I'd like to say some things that might be repetitive but I think are important to note again. Today's military is not a conscript military. People are in the military because they want to serve. You can't hold that against them. If they decided to give up certain freedoms that coincide with military service, that's their choice. The military follows orders that are handed out by the government. The military is a service and our policymakers are the people who make the decisions that put that military into action. You cannot hold an individual soldier responsible for civilians' deaths. Civilian deaths and casualties of war are an atrocity, and they should never happen, and it's every military leader's—any leader's—objective to avoid that, keep that from happening. But they are a reality of war. So to label our United States military as a war machine or baby killers, I think, is foolish. Eisenhower was president of Columbia University upon returning from war. I think that not trying to educate future leaders in the military with what is one of

the most phenomenal liberal educations in the United States, from one of the oldest universities in the United States, is short sighted. Again, if you want to change an institution, you change it from within. And our officers that will come out of ROTC will serve on the front lines and will be shot at. Thank you. [Applause]

Aris Delacruz: My name is Aris Delacruz and I am a graduate of the School of General Studies and a former member of the Columbia Queer Alliance. Before Columbia I served as a first responder. I'm not anti-war, and I was a member of the Republican Party for much of my adult voting life. I am here to debate and learn from both sides, but I would like to make a few points. To date the ROTC has not presented a concrete and feasible proposal to establish themselves on this campus. Admiral Mike Mullen, the chairman of the Joint Chiefs of Staff, has said that many colleges want the ROTC, but there is simply no forthcoming financial resources to do so. There is no capacity to do so. If you study the budget of the Defense Department, you will see that since 2007 the ROTC budget has actually gone up until 2010 to 2011, when the ROTC budget was cut by 3.3 percent, from \$143 million to \$138 million. There is every indication that, given this current economic and political climate, the budget trend will continue. If 40 percent of Army officers are recruited from the south, why do they continue to recruit elsewhere? Anyone who can competently operate a spreadsheet and those who think about performance objectives and adaptive leadership in metrics would see that this is foolish and has no basis in evidence. I'm also not a believer in the myth that Columbia must allow the ROTC on campus, and simply hope they'll be more inclusive. We do not have the institutional and financial wherewithal to solve this-civil military gap. That's not our job. Thank you. [Applause]

Dan Morosani: Good evening again. My name is Dan. I'd like to thank the gentleman in the gray sweater for making the best point tonight about the vast chasm between some people in the university community and the reality of military service. Sir *[to another audience member]*, you mentioned that the people who will be recruited by ROTC will not be ones in the front lines getting shot at. You could not make a more factually inaccurate statement than that. [Applause] You know, love it or hate it, I am a combat veteran of the Iraq war. As a lieutenant in the Marine Corps I was always in the first vehicle, the first one out of the helicopter, the first, or one of the first people on patrol. The casualties statistics among platoon commanders in combat on a per capita basis are by far worse than any other demographic. So in short, I'm not sure which military you're referring to, in which enlisted soldiers or Marines take all the casualties and officers take none. It is certainly not ours. And again, I think this is very illustrative of, you know, the misinformation and the stereotypes that persist because of a community that does not have a good amount of exposure to the military. Thank you. [Applause]

Eduardo Martinez: My name's Eduardo Martinez and I'm a freshman in Columbia College. I actually was not planning on speaking tonight, but sitting there I was horrified by some of the statements that were made and I felt compelled to come and speak. Just a little background: I come from a Cuban immigrant family and they're fairly supportive of U.S. imperial products abroad, but as a student of history, as Matt stated, I kind of saw there were a lot of historical events that involved the U.S. military that was an organization that I did not want to support. So I was kind of taken aback when someone stated something along the lines that this is not the '60s, and this is a totally new situation. But I think it would be a mistake to completely disconnect different parts of American history from the situation at hand now. I've seen through various atrocities that the U.S. military has been complicit in that it's not an organization that I personally want to have on this campus and part of this community. And there's

also another statement mentioned about the importance of choice and the importance of freedom of choice, and have people be free to choose to participate in the military, but the problem with such a statement is that I don't know how much choice the people who have been killed or have been attacked by the U.S. military in various countries and in unjustified wars had in that action. I do not see how the innocent civilians in Iraq and Pakistan and Yemen and Afghanistan and many other wars throughout history had a choice in that matter. Thank you. [Applause]

Nicolas Barragan: Hi. My name is Nico Barragan. I'm a sophomore in Columbia College, and I'm a cadet in the Air Force ROTC. I just wanted to say that I do support ROTC and I do want it to come back to campus so that I can have an opportunity to serve without spending half of my weekend traveling and my friends who are somewhat interested can join without running into all these barriers that they run into being Columbia students. That's probably I would say the ultimate goal for me. But there are some other things that I want. For example, I want to be able to serve my country to take a path to public service without being discriminated against myself. If my voice sounds kind of shaky, it's because it is, and it's because I'm mad and I'm hurt because I have been discriminated against so many times for being a cadet in ROTC. More so than for being an immigrant to the United States or any of my other identities, for being a well-known straight ally on campus, for being Hispanic, for any of these identities that I have I have faced discrimination more for being an ROTC cadet. I have been, I get dirty looks every time I walk across campus in my uniform. I've been called a mercenary who kills for money for my education, and while we're in the vein of discrimination, I just want to say that ROTC is my ultimate goal, yeah, but I also think that the university should make more concessions to cadets who do wish to participate in ROTC, especially if it does not come back to campus because it really is a path of public service that, you know, I hold to the ideals that the university does, and I feel like the university should help me even a little bit instead of permitting, you know, this widespread opposition and, you know, letting the anti-military sentiment permeate the university and its reputation in this country. Thank you. [Applause]

Another voice: I'm going to say something that I don't know if everyone will understand, but I'm going to say something about atmosphere. And when I walked into this room, the lady out front looked at me and said, You're not going to blow us up, are you? Now don't get scared. I'm not gonna. This is a chord organ. It's an instrument, a musical instrument. So I said to her, well, I mean that would be quite an accomplishment if I could, and people do do that with music, but that's about it. Okay. [Applause]

Mike Zapata: All right, gentlemen. My name is Mike Zapata again at the Business School. So I'd like to talk about two different aspects, and I don't, I don't really enjoy talking about this at all, but talk about diversity, low income, I can tell you that I grew up on government cheese so I understand low income. As you can tell, I come from some sort of Latin descent or Mexican- American as well. So I understand that aspect of diversity. My brother-in-law said this, quoted as a, when I got married, he said, you know, a Navy SEAL officer is like a unicorn: you hear about him, but you never see him. He was actually also a Mexican Navy Seal officer. The point is that with the ROTC does, what the military does is it gives you an opportunity. So anybody that comes from low income, anybody that comes from a different diversity, whatever that is, it's an opportunity to do great things. And I can also tell you that it's a choice to do great things. So they're making a choice when they join, however they get there. As far as the front lines, I can tell you that I made a choice, I went to the university, the university, I became an officer, I graduated from the university, I went to the Navy. But what I can also tell you is

that the Navy doesn't pay for my education. I actually paid for it myself. I put myself through school, and it was again a choice to go in and serve. So everybody that goes in, it is a voluntary military. The second aspect is ROTC. These guys are not the military. They're your peers. They're going to be, they're the same age as you, they came from the same backgrounds as you, they're going to be your friends. I have friends that did not join the military and I met in ROTC, and they're some of my best friends. One of them is gay. I have gay friends. I mean, our culture now is that we, everybody we grow up with is, you know, we know everybody. So it's not a big deal anymore like it used to be, you know, when we were kids. So again, these are going to be your peers, these are going to be your friends. You're going to have an impact on them as you, as they progress and they go into the military. Again, change from the inside. I've changed the military from the inside from my perspective, my diversity, and if you bring ROTC here, it's your opportunity to change them. When they become leaders, again, they can change from the inside. Thank you. [Applause]

June : June, Columbia College sophomore. Several of my peers and I have brought up the issue of discrimination against transgender individuals in the military, which is a huge problem as I said before. But I saw someone has a sign back there that says one in three female soldiers experience sexual assault, and no one's come up to talk about the issue of women in the military yet, and I feel the need to bring that up. The military is not a safe place for its women soldiers. A woman is more likely, an American woman is more likely to be raped by her fellow soldier in the military than she is to be killed by enemy fire in the war. And that is unacceptable in an American institution. Additionally, the American military is not an equal place for women. Women are barred from the front lines and combat roles, and that includes many positions that are higher paying and higher in status. So the military is neither safe for women nor is it equal. And, but discriminating against women and against transgender students, the military and ROTC should not be allowed on Columbia's campus. [Applause]

Ben Preston: Hi. My name is Ben Preston. I'm a student at the Journalism School, and I'm not supposed to have an opinion so I'll keep my comments brief. I think that Columbia University is a petri dish for the way we'd like society to be, and society includes everything, including the military. The United States is a country that is based on institutions and groups and teamwork, and that's something that we can't wish away, and I don't think that we should do it here at Columbia University. Thank you. [Applause]

Another voice: I just wanted to respond to the – I don't know where he went – to the idea that ROTC in any way enables low-income students to make it Columbia University or to any other university. I think that if we were really interested in low-income communities and people of color in this country, we would step back from the military, maybe we would cut some of that budget and redirect some of those funds. So if Columbia University and all of the people here who support the military are really interested in those types of things, I think there are significantly more effective ways of doing that. Considering again documented and undocumented students, so to say that ROTC recruits, or excuse me, ROTC recruits undocumented students with the promise of citizenship. Is that a way that we want our students, low-income students, people of [color], that are undocumented to make it to Columbia University? Is that the way we want to go about that? I think, I mean, I think that's a completely ridiculous idea. And to say that the ROTC is not the military I think also is confusing for a lot of us because we see a very connected. [Applause]

Ron Mazor: At this point actually...not to interrupt, we're taking about a ten-minute break and we'll come back after that. It was nine o'clock, and it's nine fifteen. [*To person at microphone*] I'm sorry. Next comment, I promise.

TEN-MINUTE BREAK.

Another voice: [*in mid-comment*] ...coming into our endowments of this university and what weight that will have on this decision because that's not impartial. Money is not impartial ever, and that must be examined and scrutinized by the University Senate in order to have the most, the most fair way to proceed in this whole process. Thank you. [Applause]

Lauren: Good evening. My name is Lauren. I'm a first year student here at SIPA. I know we've had a little bit of a break, but I just wanted to address the comment that the young lady here made that the military's not safe for women and it's not equal for women. I'm a Marine officer. I've been in the Marine Corps for eight years, almost nine years. The safest I've ever felt in my life was amongst my Marines, and every opportunity I ever had in the Marine Corps was an equal opportunity to rise through the ranks, to succeed, to have leadership opportunities. And I wouldn't even be here at Columbia if it wasn't for the values that I gained and the knowledge that I gained from being in the Marines and the opportunities I had to serve overseas, not just in combat, but many humanitarian missions. So having this conversation is so important, and I think what I've learned just in the last hour and a half is that there are a lot of misconceptions, and by not allowing even the idea of an ROTC program here at Columbia may feed into those misconceptions for the future. So I hope that, I think we're all very smart here and that we're listening to each other. I have misconceptions, you all have misconceptions, but I'm a Marine officer, and I just. Maybe I don't look like one. I don't look like Rudy or these gentlemen, and that's what made me want to come to Columbia because of that diversity. So I hope we can continue that and not discriminate against those who want to serve their country or even just be part of an ROTC program. Thank you. [Applause]

Learned Foote: Sorry, back again. But a couple of other people spoke twice so I figured that I would too. I just want to draw a distinction between two arguments that are being made here. The first one being the argument about discrimination of transgendered students. I understand these arguments and I see where they're coming from. I disagree with them. Even before DADT was repealed, as a gay student, I thought it should return back to campus. The other argument that I want to address is people's interpretations of foreign policy, and respectfully, I don't believe that that has a role in this conversation, the reason being that Columbia, whether it's a faculty member, whether it's a graduate student of any, what's it called, department, or any member of any undergraduate college, should not be deciding what other people do with their lives. We have diverse political views, we have diverse interpretations of foreign policy, of America and its role in the world. It is not for Columbia to make our decisions for us in terms of what leadership we embark on. And furthermore it is unimaginable to me that Columbia would discourage its students from joining Congress, from becoming the president of the United States, from any of these other forces that make the United States what it is. There is a unique stigma attached to military service which is inappropriate in my view. And that's all. Thanks. [Applause]

Jessie Stillman: Hello. My name is Jessie Stillman and I'm a freshman at Barnard, and I'd first like to address what this woman before me said about sexual violence in the military. I'm pretty sure that, I'm so glad that she never had to experience anything of what the numbers, the statistics about sexual violence in the military have to say today. But whether or not she saw that the women felt secure or not in her Marine Corps base, or whatever you want to call it, the Pentagon released this past month statistics saying that they believe that only nine percent of cases of sexual assault in the military are reported and investigated correctly. And I just, numbers don't lie.

And secondly I'd like to address this issue of "we need smart people in the military, and we want to hear what Columbia students want." Well, we Columbia students, we smart people, are telling you right now that we don't want to serve in the military. We don't want to support anything the military does, and we don't believe in American imperialist motives. So whether or not you want smart people in your military, it's a volunteer organization, and don't force us smart people to serve in an organization that doesn't represent our views, that doesn't support what we want America to do. Thank you very much. [Applause]

Michael Arson: Good evening. I'm Michael Arson. I'm a first-year student here at SIPA. I just want to make one specific point, and that's namely the idea that there maybe is not the market so to speak here at Columbia for ROTC, and I think that's a fallacy. I missed the first fifteen minutes so I'm not quite sure if this was addressed. But I remember back a decade ago when I was applying to schools, I had to cross almost all the Ivies off my list because of the fact that they didn't have a ROTC program, and I was going to be doing ROTC at whatever college I was going to be going to. While there might be not a huge demand for ROTC among the current student body, the people who are out there who are, who potentially can apply to Columbia, there are people interested in ROTC. And if you bring a program back to Columbia, even though there are cross-town affiliates that they can do, having an indigenous ROTC program will service a certain segment of the society. I know it doesn't have really the moral debates or anything like that, but it has to do with fact that there is a market out there for people who want to come to Columbia and participate in an ROTC program, and while, you know, the fact that there doesn't exist one currently I think has a part to play with that. So it's just my piece. Thank you. [Applause]

Nathan Ashe: Hi. My name is Nathan Ashe. I'm a sophomore in the College. I just wanted to address all the misconceptions going around. I think the gentleman in the orange sweater—I'm sorry, I forgot your name—but you talked about the importance of dialogue. I just wanted to posit that we can have many dialogues that don't necessitate the return of ROTC to campus. I think it's great that we have so many veterans and so many cadets, well, not so many cadets here, but we do have cadets here. And I think we can have so many dialogues and learn so much from each other. We split up during the break into groups who agreed with each other, which I think goes against what everyone was saying. So if we can just have more dialogue before we jump to any conclusions, and really get to know each other and know everyone's personal experience, I think we should take it slow before we jump back into returning or not returning ROTC to campus. Thank you. [Applause]

Daniela Garcia: Hi. Daniela. I'm a CC senior. I also just wanted to bring up the point that this idea that personal ideology should not affect whether or not we bring ROTC back on campus. Whether or not you personally believe what I believe about the U.S. military, the rate that it's going and the fact that ROTC candidates and veterans here brought up that the military does need to be changed, and the

statistics that were cited, and the fact that another gentleman mentioned that he does not want ROTC recruiters on campus, I think this shows that there are flaws in the military. And also if we talk about the possibility of influencing those who will go on to the military, we're talking about, you know, the people who are successful, who have good stories from the military, who come back and who can, you know, then join business, go on with their lives. That's great. Like I'm really glad that you guys had successful experiences and were able to contribute to your own, you know, lives in a successful way, but if we're going to talk about what happens to soldiers who go to the front line, I think one thing we haven't mentioned is Post Traumatic Stress Disorder—how there's such a high rate of unemployment for vets who come back from the military because of the horrible atrocities that they have witnessed and have committed. So, you know, my heart goes out to you guys. Like I hope that you haven't had those experiences. But if we're going to talk about what we want for Columbia students, how do we envision their future, one of my best friends, Vernon Seringo, is now—I forgot his rank; he would kill me—but he's in the Army. He joined because he believed in the ideology of the military. He wanted to make his country better, and the first e-mail that I got back from him when he was stationed in Afghanistan—he's in a mountain division—it was the same line repeated over and over, and I had to scroll down several pages. It just said, "Two hits to the body, one to the head. Two hits to the body, one to the head." That's the kind of psychological effect that is happening to people who go to the front lines. Is that what we really want for our students? Thank you. [Applause]

Barry Weinberg: So again I'm Barry Weinberg. I'm a junior in the College. And I'd specifically like to address the ideas that Learned Foote just brought up. The orange hoody. And that's that our personal opinions on the military and on society as students shouldn't matter because we should let students make their choices. To some extent I agree. I think that students should absolutely be able to be in ROTC and do cadet programs if they choose, and I think that's fine. It's, we do have certain values at Columbia that are liberal, humanistic values that are exemplified in our Core, and that's one of them is tolerance of what other people do. But that doesn't mean that our university has to compromise on its values, which we've already stated and voted on in our non-discrimination policy, to have that program here. People can do what they want. No one's suggesting otherwise. And I think that fundamentally the idea that this, that this dialogue, you know, for or against should decide the military's presence on campus, you know, is interesting and is worthwhile to be having. But I don't, I really am somewhat irritated that it's being talked about as if the outcome of this discussion should be the return or could be the return of ROTC to the campus, simply because we have principles that we've already written down and affirmed and reaffirmed several times against discrimination, and to have this discussion as if that were something that we could simply forget about because there are all of these good things for or bad things against the military is very, very frustrating. Because I don't think that it's a legitimate possibility to return an ROTC program to this campus whether you're for or against it, because we have a policy against it. And that's unfortunate, but it's our values and it's our community. And so if there's a larger community-wide value shift that I don't know about, then please someone correct me and we might as well change our wording in our policy too. [Applause]

Sean Udell: Hi. My name is Sean Udell again. I'm a senior in Columbia College. There are just a couple of things that have come up that I've a question and want to just bring up. One is that people who want to engage in ROTC are not discriminated against on campus. If they choose to do ROTC, they can very well go to across the town, uptown, downtown and do ROTC. People who are trans and people who don't fall into the category of what the military thinks is appropriate for their members don't

have a choice whether or not they can be in the military, and it's up to our university to stand up for those students who don't have a choice. Beyond that, I've been a little disturbed by the rhetoric that suggests that the only smart people are ones that go to Ivy League institutions. My sister is probably the smartest person I know. She's at the military academy for the Air Force, the Air Force Military Academy. And that was a choice she made. She wanted to fight in the Air Force, and I think that's great. And I support her 100 percent. She didn't come to Columbia cause she wanted to go to the Air Force. And that was her choice. My choice was to come to Columbia because I wanted to be in a place that was inclusive for all. And so I think we need to stand by our principles and make sure that people can continue to have the choice to join institutions that support all people. Thank you. [Applause]

Aris Delacruz: Hi. Aris Delacruz again, and I'm a graduate of the School of General Studies. I just wanted to thank you again for the opportunity to contribute to this debate, and so I just wanted to make a few points in response to some of the things that were said, and I wanted to agree with Sean that to somehow think that Ivy League or elite institutions are better than other institutions actually denigrates the members of the military who attend those other institutions. So we've just completed the largest and most successful both capital and financial campaign that any institution has ever undertaken in the history of the universe. So I don't think that alumni donations are actually relevant to this debate. They are in fact on the periphery. And even if it were, why would we link the capacity of alumni like myself to donate with the autonomy of the university to make its decisions for itself. And then I also wanted to point out just one more time. I'm not sure cause I made the point clearly enough last time. That no official representative of the ROTC has expressed any support whatsoever of bringing it here to Columbia University. And also when writing your report, I hope when you do talk about the alumni donations or that capacity that you have the actual scientific evidence to back it up. You simply can't just say that, you know, alumni donations could be harmed or alumni donations could benefit from an action for or against this. Thank you. [Applause]

Dan Morosani: I hope you're not getting tired of me. A few things. I've noticed, it's kind of striking, and I hope I don't end up eating up my words here in a second, but every single veteran who has come up here and spoken has been in support of ROTC. Beg your pardon.

Ron Mazor: Please address the panel.

Dan Morosani: Oh, I'm sorry. And, you know, we had the lady who, or several people who've spoken of sexual assault and the military being such a dangerous place for women. Yet, Lauren, who actually served in the Marine Corps and knows the Marine Corps, you know, spoke in support of the Marine Corps. Similarly we've had people talk about how traumatized and traumatizing and terrible experience serving in the military is. Yet I and many of the other veterans here, I think most or all of whom are combat veterans, you know, it certainly wasn't a cake walk, but we came back better people. And I'm just struck by the extent to which the sort of cognitive dissonance between the people who've actually lived through it and know about it and the people who are basing their opinions on at least secondhand sources. And finally I was struck by the argument by the gentleman who I think just left who said that people who are forced to go across town to serve in the military aren't actually discriminated against. With all due respect and being cognizant of making historical parallels, that seems very similar in logic to me to the idea that someone who is forced to sit in a particular section of a restaurant or bus is not being discriminated against. *[Murmurs from the audience]*

Ron Mazor: Audience, please.

Another voice: I mean, if you are for, if you're saying that someone cannot do something on campus and that the campus is, they're not good enough for it, it's discriminatory, pure and simple. Thank you.

Another voice: Way to go. Way to go. [Applause]

Ron Mazor: No catcalls please.

Another voice: I was just compelled to speak by that one comment. I think it's absolutely ridiculous and extremely, extremely offensive to equate the lack of civil liberties to people before the 1960s civil rights movement, especially people of color, to people being [discriminated] against for being in the military. I don't think a strange look is in any way, shape, or form equal to not being able to sit in the same restaurant, to have the same wage for employment, even have the same prospects for employment. I'm just horrified that someone had the audacity to come up and say that. Thank you. [Applause]

Madeleine Elish: Hi. My name is Madeleine Elish. I'm a Ph.D. student in the Anthropology Department. As I, I've been sitting in the back, and I've been really, really scared to come up here and say what I have to think because there are a lot of my colleagues in the department who are here, and I'm afraid that when I express an opinion which I know is not the dominant one in the environment where I am, I am going to be somehow judged in a certain way. And I'm afraid of those repercussions because I am in support of the return of ROTC to campus. Do I agree with the U.S. military as an institution? I've been to protests that are against all of our wars. I do not believe in the military's, well, the imperial wars that we're waging right now. But I think that actually what's at stake in allowing ROTC to return to campus is the students and is the individuals who will be participating in ROTC. And I think, I think that, I think that really protesting ROTC in this way demonizes the individuals who will be serving in our military and who have served in our military. Someone raised the excellent point that Columbia wouldn't discourage students from joining Congress or becoming president, and it should be noted that those are the bodies that actually authorized the wars that we're currently engaged in. And so I think that it's much more worthwhile for Columbia as an institution who is a leader in dialogue, who is understood – sorry, I'm being really inarticulate, I'm really nervous. Columbia is a part of academia, and I think that when there is the widespread resistance of institutions such as at Columbia to not allow ROTC on campus, it says academia has checked out of the picture and we will not engage with views that are not like our own. And so I think, I believe that having ROTC on campus would lead to our principles of inclusion and diversity of values. So that's what I have to say. Thank you. [Applause]

Aarti Sethi: Hi. I'm Aarti. I'm in fact Madeleine's colleague in the Anthropology Department, and I'm very glad she spoke. And I, I take very seriously the questions that she raised, and I don't think she should feel in any way scared or embarrassed because what she's talking about is in fact precisely the reason why I opposed ROTC. I think we are both concerned with diversity and with the fact that within a university community there should be the space to engage different points of view and to have fundamentally different values and ideas about life and ideas about the good. And I think the underlying [issue]--we're actually not discussing today only whether we should have ROTC on campus or not as

policy. I think the question we're asking ourselves is, What do we as a university community think of the space of the university? What is the university itself for? And that is why we need to make, I think, a distinction between personal conversations and institutional affiliations. I do not think anybody here, least of all me—I've already said this. I come from a military family, my father served in one of the wars that India was engaged in. None of us, I don't think any of us here, even those who opposed ROTC, are against talking to people within the military or having a conversation with people within the military. I think the question we are raising is whether there is a distinction between a personal conversation and being open to people's personal views about the good and whatever it is that they wish to do with their lives, including serving in the military, and an institutional affiliation between the university and the military. And I think we need to keep these things very, very clear in our heads. This is why there is something fundamentally coercive about a policy that demands repayment for your education as compulsory military service. I'm only going to restate what I said earlier. If the military is so concerned with giving its members a fantastic education, it should simply, why does it not institute scholarships where people are then, after that, free to choose whatever their paths may be in life, including not joining the military? But this the military cannot do, right, because part, fundamental to a military is... *[time runs out]*.

Ron Mazor: Finish your thought. Thank you. Also at this point we're going to close. Everyone standing up may still make a comment, but at this point no more new people stand up to the mikes, please, so we can finish on time. Thank you.

Luc Chandou: Just quickly in response. The military has sort of a business arm. It has to function as a business, have money to train people. It's understandable that it requires people to serve if it's going to pay for their education. That's just a side note. But to the point about institutional connection between Columbia and the military, I am that connection. I'm standing right in front of you. We're having a discussion this evening. Dan represents that institution. Every member here who served in the military Columbia looked at and decided to include it in the university here and on campus. So if any person who's against bringing ROTC on campus is willing to come and tell me that I'm not a part of Columbia, that I shouldn't be a part of Columbia, that I somehow represent something that is against Columbia, please do so afterwards or come up to me at any point in time. My name is Luc Chandou. I'm at Columbia Business School. I'm a second year. Again, I extol the virtues of a liberal classical education. I hope to take that—I'm currently out of the military, but at some point I might return to it—I hope to take that education and feed that into the public policy somehow. Educate the decisionmakers, educate the bureaucrats into how to best implement the tool that is the military. Thanks. *[Applause]*

Stas: Hi guys. My name is Stas. I am a student at GS. I am a Siberian-born, Jewish, former paratrooper. So if you want something for the melting pot, there you go. I just wanted to bring up a point, enlighten a few people here, hopefully on record just so we don't have as much as this misinformed thing going on. Columbia University participates in the blood drive on campus, the policy of which is, they cannot accept blood donations from homosexual men, as this was instituted by the FDA. Now this sort of makes the other points regarding homosexuals and transgenders serving in the military or not being able to serve in the military more or less moot because people need to understand *[that]* these are all policies instituted not by the military, but by policymakers that are way above them. So as we continue to participate in the blood drive, believing that the actual fundamental system is somehow

necessary and is somehow appropriate and should belong on campus, so should we support ROTC. It's the same general idea. Thank you. [Applause]

Another voice: I just want to thank everyone who shared an opinion. You know, this is obviously a very emotional topic. But I think, hopefully, I've learned a lot by being here. And this is dialogue that should continue, and the gentleman who just spoke offered to buy everyone a drink afterwards if you want to keep talking about it [*Laughter*]. But I guess to sort of respond to that, I don't see the blood drives as a comparable example. First of all, because one form of discrimination shouldn't lead to more and justify more, but also because the relationship between Columbia allowing a blood drive truck to drive on and collect blood and drive off is a little different than the relationship we're proposing with the military. So I just want to enforce my belief that the reason I think we can't bring back ROTC is not a punishment to the military because of anything it stands for. It's not a punishment. It wouldn't matter for me if ROTC was a community-service organization. If we do not have any organizations that enshrined within the institution of this university and the blood drives are not enshrined within the institution as like a group on campus. We don't allow any institution that doesn't allow certain segments of our population in. So it doesn't matter that it's the military. For me it doesn't matter what their policies are, it doesn't matter what their actions are, it matters that it's an organization that discriminates against certain people and doesn't let anyone participate. And that doesn't matter that ROTC didn't decide that that was the policy, and it doesn't matter if we could potentially change minds. It matters that we would be allowing an institution that does not allow certain Columbia students to participate. That's against our university non-discrimination code. And so to me that above all else is why we can't, we can't bring it back, no matter how we feel about the military. [Applause]

J. C. Kaplan: My name is J. C. Kaplan. I'm a Latin-American studies student in GSAS. I'm a 21-year member in the United States Army. I'm still an active duty member of the Army, and I'm here studying here at Columbia with the Army funds. So I'm still very much a part of that other part of my life which is the military. This discussion for me is new to me. I went to ROTC at U Mass Amherst where we had a small presence, but not a very contentious one. It certainly wasn't, you know, people weren't beating down the doors to join ROTC, but we had a robust enough group that every year I think we commissioned about 15-20 people. There's been a lot of different comments made this evening and a lot of different topics, and one of the things that puzzles me is, are you all, and you, generally I'm referring to the students here, is this a, are we protesting ROTC because of the discriminatory practice (which, you know, that I can certainly, I respect that point of view)? Although there's also been points made about the overall general philosophy of what is the military and for what reason is our United States military and what is their application. Because actually those are very different points. And if we are taking that higher ground that we oppose the military per se, then by extension, you should not be accepting United States government dollars to fund my tuition here and I should not be here. I mean, you can't have it both ways. And obviously this decision that was made back in 2005 and then whatever year, I guess during the Vietnam war that it originally was made, you are all being hypocritical if you're trying to have it both ways. So either you completely ban the military and its presence here, which again if that's the decision that's made, that's the decision that's made, or you have everybody here. But you can't have some institutions in the military not be here like ROTC, but then have other, there's about two or three dozen active duty officers across [the Department of] Defense being funded here right now at Columbia. So we can't be here then if they can't be here. It doesn't make sense. It's not coherent as a policy of the university. I'll conclude by saying that serving in the army two thirds of all officers every year, their

commission come through the university campuses. And for those of you who question the importance of universities in that role, I suggest you look at civil-military affairs and see the importance that that is for our democracy. Thanks. [Applause]

Ron Mazor: At this point our event's concluded. We will be meeting again next Tuesday at seven-thirty in [309] Havemeyer Hall. If you would like to speak or haven't had a chance to speak, please feel free to come then. Thank you very much and we look forward to seeing you next Tuesday.

END OF MEETING

Appendix VII: Transcript of the Public Hearing of February 15, 2011

PROCEEDINGS OF THE UNIVERSITY SENATE TRANSCRIPT OF A HEARING OF THE TASK FORCE ON MILITARY ENGAGEMENT

Ron Mazor, Co-Chair, Task Force on Military Engagement: Thank you for all coming out tonight. The task force is very pleased to see students coming out to talk about these issues. As a student here, I will say that I was always gratified by our ability to, as a community, talk about difficult issues, hard issues in respectful manners, and able to be talking about issues in a civil and open way. I trust we'll be true to our traditions. I'd now like to introduce Dean Michele Moody-Adams of the College to give you opening remarks. [Applause]

Michele Moody-Adams: First of all, I'd like to thank the Task Force for inviting me to be part of this discussion, and I'd like to thank all of you for taking time out of a busy schedule to come and be part of this very important debate. I'm here to address you of course as Dean of Columbia College and as Vice President for Undergraduate Education, but on a topic that's this weighty, morally weighty, of great importance, it's impossible for me not to also wear the hat of the moral and political philosopher that I am. I have thought a fair amount about just-war theory, including when I taught at a large state university in the 1990s educating students who had been sent by West Point to do a Ph.D. with me on just-war theory at Indiana University. So I can't not wear that hat. And finally I wear a third hat in this debate in a way that is important for you to know, and that's that when I was at Cornell University I was the administrator who oversaw the operation of the ROTC tri-service units, as they're called. This meant Army, Navy and ROTC. And the experience of doing that I cannot think help but has shaped the view I take of ROTC.

I want to make two very clear observations before I talk about the three basic questions that I think should shape a debate. They're not the only ones, but they are three important ones. I want to say first that if you are a pacifist, whatever the grounds upon which you hold your pacifism, whether it's religious reasons or secular reasons, whether you think war is intrinsically wrong so can never be right, or whether you think that as a matter of consequence the disadvantages and the evils of war always outweigh any advantages that might flow from mounting a war, I may not have much to say to you. I acknowledge that I will differ. I had a great colleague at another institution still, the University of Rochester in upstate New York, who was one of the most consistent and thoughtful pacifists I'd ever met. He understood the causes of war and peace better than anybody I've ever talked to, and there were some questions on which he and I would just have to agree to disagree. So if you're a pacifist of that sort, it's not that I don't respect your opinion, it's that I happen to believe there can be some just wars. Whether there have been any, we'll not undertake to answer tonight.

And the second introductory point is that everybody in this room needs to know that even though Columbia does not and has not since 1970 had formal participation in ROTC programs, Columbia College, and it says so on its website, does in fact welcome students who have ROTC scholarships. We don't offer ROTC courses on campus. This means that students who are in the Army ROTC scholarship program enroll in ROTC courses at John Jay College and at Fordham. Students who have Air Force ROTC scholarships take their ROTC courses at Manhattan College. And I do want to say a couple of very quick things about this. We don't offer courses, but we do two things that we hope at least show our understanding and appreciation of the value of the work that ROTC students are doing in these programs. So if a student wishes, first of all we can list on the transcript that a student has been enrolled

in ROTC courses. They have to self-identify to us, but we can treat ROTC as we do service in an internship program. We don't give academic credit, but we do note participation if the student wishes on the transcript. And secondly, in the spring of 2010 the Committee on Instruction for the College and for General Studies decided or agreed that ROTC students could receive physical education credit and thereby satisfy our two-term phys. ed. requirement through their ROTC work. So it's important to have that background.

So now what are the three basic questions I think are fundamental? The first, and some of you have heard this before, but I think it bears repeating: What kind of military is most conducive to the persistence of free and open democratic institutions? This question naturally leads to a second: How can we produce a military that actually best meets the needs of those institutions? Once we decide what they need, how do we create a military that is able to meet those needs? And then finally, just what do the needs of democracy and what we know about what it takes to meet those needs actually mean to Columbia College? That's why we're all here tonight. So let me briefly take the first question.

Since we're talking about the U.S. military, it is entirely appropriate to turn to one of the most important sources for understanding that military. The authors of the U.S. Constitution offered a compelling answer to that question about what free and open democratic institutions require, and they laid down in answering that question a blueprint for a military that remains fundamentally subject to civilian control. Article 1, Section 8 gives Congress the right to raise and support an army and to provide and maintain the navy. Article 2, Section 2 declares that the president is the commander in chief of the military, and in addition, and I saw this firsthand, the oaths that are taken by enlisted personnel and commissioned officers alike require them to swear or affirm that they will support and defend the Constitution. Remember, the Constitution makes the military subject to civilian control. And I was talking earlier about how I've watched many outstanding and accomplished young women and men take these solemn oaths as a prelude to service, and as we know, sometimes profound sacrifice. So that's the first answer I would offer to the first question.

But how do we produce a military in which the service and sacrifice of its members is indeed ultimately subject to civilian control and best protects democratic institutions that ground the rights and interests of citizens? The Constitution is very wise here. I think that we must insure that military training and discipline create what we can call citizen soldiers. We should encourage the members of the military also to see themselves as such. And I think those of you who have been watching the events unfold in Egypt will understand just what it means for a military to be able to say, Maybe I'm a citizen as well as a soldier.

Of course as a consequence of their training, citizen soldiers may develop expertise and knowledge that do distinguish them in important ways from citizens who never serve and never will serve as soldiers. And without a draft we know that may include a lot of people. But if as a consequence of their training they can come to see themselves not merely as professional soldiers, which they may be, but also as citizens. If they do not come to do this, I think our society has failed at one of the most fundamental tasks at which any healthy democracy needs to succeed.

Now I want to briefly say that I think those of you who have thought about this may understand that in an all-volunteer force such as we have in contemporary America, we have faced special challenges in trying to create citizen soldiers. And I'm not going to claim here that I know enough—as somebody without military expertise of any kind, I don't know enough about how to meet those challenges. But what if an important part of the solution to how in an all-volunteer force you create citizen soldiers, what if part of the solution is creating a pool of highly skilled military leaders who are trained in non-military institutions? Military institutions can do a great job, we would assume, in

producing professional soldiers, but perhaps we also need military leaders who are taught about the complexity of human experience through the reading of great works of literature, through thinking about philosophy, science, social thought and art. In other words, what if an elite liberal arts institution, perhaps like Columbia, proves to be especially likely to create leaders who understand what it takes to turn people into citizen soldiers? This is a question, not a statement. What if that were true? Would we then think that an official ROTC presence at a school like Columbia might be a valuable and reliable means of insuring the creation of citizen soldiers?

Now a lot's been written lately, and when I wear my dean hat, I read articles about how the military academies are themselves adopting a renewed focus on the liberal arts and sciences in their curricula, and I think that's a really valuable and important development. But we can still ask, as I do, whether there's a special additional role that institutions like Columbia might play.

Now all of you know that since 1970 Columbia has officially resisted the idea that ROTC programs could have a place, an official home here, even as we welcome students who participate in ROTC programs, and some of us may want to ask, as I know many of you in this room have, whether we were reasonable to take this stance at the beginning. That's one question. But also whether we have been reasonable in continuing to take the stance for so long.

Now that Don't Ask, Don't Tell has been repealed, I would imagine that some of you might now have a different answer. I see one of the questions up there is whether recent events have changed your mind. I certainly share the view of many people who were deeply opposed to Don't Ask, Don't Tell that it was inconsistent with the democratic ideal of the citizen soldier, just as much as racial segregation that the military finally began to reject at the end of World War II was inconsistent. And we're in a different era. I hope you all agree now that Don't Ask, Don't Tell has been repealed, I will acknowledge, and I know there are students in the room who may want to make this point, that perhaps we have not moved as far in the area of non-discrimination as we should. There are still open questions about how the military treats transgender citizens that need to be asked and addressed. I don't deny that. But I do think we have reached a time when we can ask different kinds of questions than we could have asked even as recently as the middle of 2010.

So here are the kinds of questions I would like to leave us with about what the role of the military, and particularly ROTC, might be at Columbia. Would it mean something special, one question, for an ROTC student to have his or her service as a citizen soldier given a new kind of recognition on our campus? Might it increase the numbers of Columbia students who sign up for ROTC and hence increase the chances for interaction between students who choose military service and those who do not? Remember, in our all-volunteer force there have been remarkable class differences that have opened up between students in elite institutions like Columbia and students in other parts of our democracy. Might we all come to understand the changes that would be introduced as adding to the diversity of the Columbia experience? I'd like you to consider that. Maybe we'd even come to understand more about diversity itself and about the non-uniformity of students who choose military service. I certainly discovered that in my role at Cornell and I think all of us might be surprised to think that not everybody in the military, to understand not every person in the military thinks exactly alike. I would even ask whether our faculty might come to see an important part of their role to help shape the perceptions of our democratic needs and interests on the part of men and women who go on to be leaders in the military. And I think this is extraordinarily important. I think you can disagree that one reason Don't Ask, Don't Tell has now disappeared is that there has been lots of pressure coming from outside the military that forced military leadership to sit up and take notice and ask what a democratic polity required in the way of treating citizens with regard to, or without regard to, sexual orientation.

So in short, to conclude, I'm asking you to consider whether it might be good for the undergraduate experience of both ROTC and non-ROTC students alike if the ROTC were to make an official return to Columbia. I'm not going to answer these questions for you. I want to urge that the continued well-being of democratic institutions depends upon your willingness to move past the answers that might have seemed obvious, in quotation marks obvious, in the 1960s and 1970s, and now in 2011 to resist views of military institutions and practices that might have seemed inescapable even as recently as 2010. So I invite you to consider whether the right questions for us may no longer be, How could we ever formally recognize ROTC on campus? but instead, How can we not welcome them back? And again that's a question, not a statement. And please do not shy away from this important debate. Thank you.
[Applause]

Mazor: At this point we're going to go over the ground rules for this hearing. Comments are limited to about two and a half minutes per comment. Please keep your comments to one of the broad questions that have been placed for discussion. The purpose of these hearings is to try to solicit and hear the opinions of the university community about ROTC. And to that end, our comments and our questions have been geared to elicit answers about ROTC and submissions about ROTC. We of the Task Force will not be offering comment. We will not be responding to questions. We're here to listen. We will be having a break at 8:35 or so for about ten minutes. We have two mikes on either side of the stage. We'll be alternating between mikes if we have lines at both mikes. Thank you, and we look forward to a great discussion. [Applause] I guess first mike.

Barry Weinberg: Yes, hi. My name is Barry Weinberg. I'm a junior in Columbia College. I'm from Indiana. And I'd like to start by thanking Dean Moody-Adams for being here tonight to discuss such an important issue. But I'd like to say that I disagree with Dean Moody-Adams in that I think she's asking the wrong questions tonight. The questions tonight we should be asking ourselves about the return of ROTC to campus aren't, Should we—aren't, What should be the role of the citizen soldier? Or what role can Columbia play in that. Those are questions we should ask and discuss, but with regard to this program, the questions incumbent upon every one of us to ask as members of the Columbia community, as faculty, as administrators, as university senators, is, Are we protecting Columbia University students? Specifically, are we living up to our commitment in our university's non-discrimination policy to prohibit discrimination in university academic programs, and other programs, based on gender identity and expression? Currently were the program to return to the university, it is required to discriminate against students who have gender identity and expressions that are not in conformity with what the military deems appropriate. And quite honestly, no other program or organization on campus is allowed to do this. So the questions tonight should not be about the military or our value or regarding the military or citizen soldiers, but the questions tonight should be about Columbia students and our values internally and our commitments to them. We should be committed, and we are committed already, to have a university free from discrimination and harassment for its students and faculty. It is unfair to invite a program to campus that explicitly discriminates against our students and faculty. And it's more than unfair, it contradicts our stated policy. Were we to invite the program back, we would not only be taking a step against transgender equality, but we would be doing so because of the reasoning that, Well, now that gays are allowed in, you know, that's a big enough minority. There are so few trans individuals at campus; why does that matter? The point of having these commitments to individual rights and dignities is so that everyone has them. They're universal. If you take them away from one group, there's no reason not to take them away from all groups.

So I'd like to really pose those questions and not the questions that have been posed. I feel that's what's important. Thank you. [Applause]

Mazor: Thank you. Next comment.

Matan Ariel: Hi. My name is Matan Ariel. I'm General Studies 2006, Business School 2011. During my time as a student in GS, I was also a member of the Student Council and University Senator, co-chair of the Student Affairs Committee, and was part of the deliberations on ROTC several years ago. At that time I had a chance to vote on the issue of ROTC, and my vote back then was not to bring it back to campus. And that was in accordance with the way the General Studies Student Council had expressed opinions about Don't Ask, Don't Tell, and with my own personal views. During those hearings, one of the things I said was I would actually be very happy to welcome ROTC back to the campus if and when Don't Ask, Don't Tell is repealed. I am also a veteran of the Israeli Defense Forces, and I wish more of the people who served with me received an education at Columbia University. I think there is not only a benefit to the military of having more educated members of its forces educated in an Ivy League. There is also a huge benefit for our own community of having more members of the military here.

Columbia University is in a situation where it impacts the world around it. We create business leaders, leaders of government, medical, law. We impact every aspect of life, and I believe more of the members of the military should also have a chance to get the fantastic liberal arts education here at Columbia, and for us to impact them as much as they impact us. Thank you very much. [Applause]

Scott Saverance, Senate Task Force Member: One second, please. We've been asked please to keep the microphones in the stands and don't pick them up and take them out. Thank you.

Mazor: Thank you. Next comment.

Noah Baron: Hi. My name is Noah Baron. I am a senior in Columbia College, and I am also the president of Keshet: Reform Jews on Campus. I speak on behalf of myself, however, and not my group. And I have another set of questions that I would like us to consider tonight. First, what does it say to transgender members of our community when for so many years we kept discriminatory institutions off campus because they violated our non-discrimination policy, but now suddenly that Don't Ask, Don't Tell has been repealed – it's still in effect by the way – but now that Don't Ask, Don't Tell has been repealed, oh, suddenly, suddenly, the non-discrimination policy is not an issue? And I would argue that this, that the fact that so many people seem so willing to simply throw transgender people under the bus yet again, in a repetition of what has been common in national politics, is hurtful in itself to the members of the transgender community on campus.

I'd also like to ask if we simply think that transgender individuals are simply not worth protecting, or has our non-discrimination policy simply become too much trouble to bother to enforce? Does an institution just have to be equal enough to be integrated into our campus, and what qualifies as equal enough? Is it equal enough if same-sex sexual contact is prohibited of its members? Is it equal enough if there's a promise of equality to come, is it equal enough if only a few people are prohibited from participating equally in that institution? Those are the questions that I ask you to consider tonight. [Applause]

Mazor: Thank you. Next comment.

Tom Morgan: Thank you. My name is Tom Morgan. I was recruited here to Columbia University about three months ago to serve as your executive director of radiation safety services in the Environmental Health and Safety Department. I'm also a citizen soldier. I've served in the United States Navy Reserve for the last 23 years. I can think of no better institution for a military person to come to than Columbia. How many of us have listened to the television and radio, listened to the talking heads that are called upon to give informed opinion and debate about everything in the life of the United States? Half of these people are from Columbia: faculty or students or graduates of Columbia. Particularly if you listen to certain radio stations.

I'm proud to be here. I stepped into this position because of the incredible academic reputation of Columbia University. Ladies and gentlemen, no matter what you decide, whether you decide ROTC has come, will come back or not, I applaud the debate. I serve so that you can have this debate in public. Thank you. [Applause]

Mazor: Quiet, please, in the audience. Next comment, please.

Sean Udell: Hi. My name is Sean Udell and I'm a senior in Columbia College. I'd like to just start out by looking toward 2005 when the Senate voted to keep ROTC off campus. At that time, President Bollinger in a public statement noted that the fact that ROTC and the military did not conform with our non-discrimination policy was the reason why ROTC couldn't come back to campus. Since 2005 nothing has changed. The military continues to discriminate against people, and they can discriminate against our students. They still discriminate against gays and lesbians, and though that will be overturned within the year according to our president, the military still discriminates against trans people. Trans people are a part of the Columbia community, and the debate in 2005, as it should be in 2011, was about how to make sure that we're protecting our Columbia community.

Are we protecting our Columbia community if we bring in an institution that openly discriminates against members of our community? I don't think so. And so, I'd like to just make sure we're clarified in looking at our terms because some of what's been suggested, though President Bollinger in 2005 said that it was clear that the non-discrimination policy was being violated then, in 2011 he said, Well, the non-discrimination policy isn't an issue anymore, which suggests that trans people simply don't exist. They do. They exist in many different forms, and it's not just people who have had surgery. It's the way you think, it's the way you feel, it's the way you identify, and it affects a much broader scope of people than I think any of us really imagine. And so to simply use rhetoric to suggest that trans people don't exist is quite offensive. And so I'm quite hurt that we're trying to rephrase the questions in opening this town hall that's supposed to bring all sorts of ideas. so that we're not talking about discrimination anymore. Because discrimination is still an issue that we must confront as a university. And so I'd ask you to continue to think about our non-discrimination policy as we move forward tonight. Thank you. [Applause]

Mazor: Thank you. Next comment.

Stephen Snowden: My name is Stephen Snowden and I'm a GS student here. I also am a veteran. I served for four years in the 82nd Airborne Division and three years in the Army National Guard. [Applause] I spent a year deployed to Iraq, and I hear a lot of important talk today about discrimination, and I agree all that's important. It's not what I want to respond to, though. I'd just like to take a moment to respond

to some of the questions I've heard and the reasons for opposing ROTC, which are that the military recruits from low-income areas, and that it supports bad foreign policy abroad.

First of all, I came to Columbia by way of the GI Bill. I would not be here today if it weren't for the GI Bill. My family could never have afforded to send me to Columbia, and I know that's the same story for many of the other GS students who are here. So all the opportunities that await me today would not have been possible without the military, period. Who knows where I'd be?

So there's no question that the military is made up disproportionately of people from lower-income situations. We have an opportunity to correct this deficiency by allowing Columbia to create a relationship with the military that will result in people from more diverse income backgrounds joining the military.

So secondly, the military doesn't support or oppose any particular foreign policy. It's an instrument of foreign policy. It doesn't have any say in how that foreign policy is used, and it simply would not function if it were some sort of democracy where it could choose to follow or not to follow the orders of civilian leaders.

I have friends who are no longer alive because of this war. And I stood on runways in the middle of the night and saluted flag-draped coffins as they were loaded onto airplanes to be sent home. The blame for their deaths should not be laid at the feet of those who have died. They should not be laid at the feet of their friends who fought next to them. If we are looking for someone to blame, we should look to our last president and administration who started the war, and to our current president who has not done enough to end it. We should look to ourselves and our unwillingness to step back from our Facebook profiles and our Xboxes long enough to do something about it. But we should not blame the people who believed in us when we said we were putting their lives in danger for a good cause, and who stepped out in good faith to do the will of the United States.

Columbia should lift the ban on ROTC and honor the service America's military veterans have given to this country. A relationship between Columbia University and the U.S. military would be to the benefit of both institutions. [Applause]

Mazor: Thank you. Next comment.

Gavin McGown: Hi. My name is Gavin McGown. I'm a sophomore in Columbia College and the chair for outreach for Gender Revolution, which is our undergraduate transgender and gender-nonconforming rights organization. I should come out at this point and say that I identify somewhere on the trans scale. You don't really need to know where. In virtue of being a Canadian citizen, I can't serve in the military so this is sort of a non-option for me. But just thought I'd put that out there since people have been saying that they're veterans.

I'm directing this question to you, Dean Moody-Adams, as a moral and political philosopher. A lot of discussion in meta-ethics and normative ethics concerns what reasons do we have to act. So if we previously judged that the fact that the military's policy conflicts with our stated non-discrimination policy, and that this fact provided an overriding reason for action, then nothing has changed. We are still in the same place as we were five, six years ago.

Nothing has changed. We can talk about low-income access to Columbia. That's good. We can talk about rape in the military. All these discussions are important, but the overriding reason for action still exists. There is still a military policy that excludes persons on a basis that we as Columbia University find illegitimate. There is still a university policy that forbids us to forbid anything to anyone on the grounds that the military forbids the privilege of service to them. Nothing has changed. [Applause]

Mazor: Thank you. Next comment.

William Prasifka: Well, good evening ladies and gentlemen. My name is William Prasifka. I'm a junior in Columbia College, and I also happen to be in Dean Awn's Islam class at the moment. And I would like just to talk to you just briefly about an organization which is highly discriminatory. It's an organization where women to this day are treated as second-class citizens, where the LGBT community are looked upon with abhorrence by the majority of the members of that organization. An organization which is highly hierarchical and an organization which deliberately, deliberately recruits in some of the poorest and most vulnerable places in our society.

Now, I'm obviously talking to you today about the Catholic Church. [Laughter] Now, I have nothing against Catholics, nothing against Catholics whatsoever. But I think that Columbia, as an institution that preaches tolerance should take a stand, and rather than subsidize the Catholic Church, by sponsoring a Catholic chaplaincy, I think Columbia University should take the moral high ground and immediately expel the Catholic chaplaincy from campus. [Applause]

Now, now, you may say, well, where are Catholics going to go to worship? Well, they can go to Corpus Christi. They can go to Notre Dame. I don't care, just not on my campus. Now I think, hopefully, as most of you have grasped, I'm being a bit sarcastic here. I hope that's sort of come across. And the point which I'm trying to get across is, the debate tonight should not be in any sense whether the military is good or whether the military is bad. The debate should be about tolerance and openness. And, you know, is it right for a committee in a university or a senate or a dean to specifically say, We don't like you, you shouldn't be on our campus. And I just don't think it is. I don't think that's academic freedom.

I mean, I see a poster up there which says, Give every student the right to vote on this. Well, hold on a second, even if 90 percent of students are against something, that's no grounds for kicking it off campus. A campus, a university, is supposed to be an open expression of ideas, and I don't think it's right for one group of people, no matter how large or how small, to expel another. Thank you. [Applause]

Mazor: Thank you very much. Next comment.

Aries Dela Cruz: Thank you. I just wanted to say that one of the great things about this campus is that whether you're a Catholic, Jewish, [or] Mormon group, you must allow all members of the community to attend all of your meetings. You cannot exclude anyone whether they are trans or gay.

Thank you, members of the task force. My name is Aries Dela Cruz, and I'm a graduate of GS. I am not anti-war. Before GS I served as a first responder. I'm from a small town in the Philippines, and where I'm from we all know each other. In my town we believe in treating people fairly. That's why it's difficult for me to understand why we'd want to invite the ROTC on campus and why we would ever want to reward discriminatory behavior that would jeopardize the sense of safety and comfort of a group of students. Since 2006 I have spent time helping to build a stronger community at Columbia. I still continue to do so as a recent alumnus. Having a discriminatory program on this campus would divide the community that I have worked so hard to build.

It's difficult for me as an alumnus, as a human being, to understand why anyone would want to do that. I think that we may not all be on the same page on this issue or agree, but we can all agree that it's wrong to hurt students this way. We need to do the right thing and protect to vote [??] our students.

Since 2008 and those debates, nothing has changed in terms of our opposition to military

discrimination. The military continues to discriminate. We are protecting our students and our faculty. It is our duty as students, as friends, as university senators, to uphold our community's values. Over and over again Columbia has rejected the ROTC's discriminatory policies and has affirmed our values of tolerance and safety. As students we are to remind the University Senate of its ultimate purpose. They're the guardians of policy. Protecting students from being harmed by discriminatory policies is and ought to be their top priority. All students have the right to be educated in a safe environment. Thank you.
[Applause]

Mazor: Thank you very much. Next comment.

Daniela Garcia: Hi. I'm Daniela Garcia, Columbia College 2011. First of all I just want to address the fact that a dean just openly spoke in favor of bringing ROTC back, but there was no counter argument, there was no... [Applause and catcalls] I'm sorry. I'm sorry. So for me that automatically biases the University Senate, to have a dean, such a person in a position, to speak about this issue and not at least have a counter for that.

Also I would like to address, Dean Moody-Adams, your points about asking those who know most about war. Well, I believe that there was a famous person who served as university president here, President Eisenhower, who famously warned against the military-industrial complex. [Clapping] And he also wanted greater democratic control of the military, but he warned that with a large bureaucracy there was going to be a conflation of private interests, corporate interests, and military power that can be perpetuated. And he knew a lot about the military.

So also this fact about at Columbia we may possibly be able to influence the military in a positive way. And I just want to say this is still a complete hypothesis. There is absolutely no proof that the ROTC has been a reforming strategy in the military. There has been no proof that ROTC at other colleges, because ROTC does exist at other colleges, maybe they're not considered elite enough for us to make that much of a difference, but there are college students who are now serving in Iraq and Afghanistan, and we have not really pushed the fact that this is not a real reason to bring ROTC back. This is a hypothesis. We have not made the connections. We have not proved that in any way if you study the core curriculum you are more able to positively influence a military officer.

So, also the fact that right now the idea of a citizen soldier, the idea that this is of course going to be an American citizen, and what's stressed in the military.

Mazor: Yeah. Could you please? [Applause]

Fritz Herrick: Thanks. My name is Fritz Herrick and I'm a Continuing Education student at Columbia University. And I am very concerned about the influence that the United States government wants to have on the discussions, the academic discussions that are happening here at Columbia University. Specifically I'd reference the recent email that was sent to the career development services at SIPA by a graduate who was working at the State Department, warning current SIPA students not to discuss the WikiLeaks documents in public if they wished to seek future employment at the State Department. This indicates to me that the United States government wants to know what's going on on this campus and wants to influence what is discussed on this campus and that causes shivers to go up and down my spine.

This is a very international campus. It's a campus where we should be free to criticize the United States government and even to criticize members of the military. Remember that the military has been known in the past for showing its incompetence in very flagrant ways, such as failing to secure the

weapons of mass destruction in Iraq, failing to capture Osama bin Laden after ten years. The military—we should be free to criticize members of the military, American foreign policy, without worrying about influence of government-sponsored groups on our campus that are doing things like threatening us students with future job opportunity challenges related to our discussion on campus. Thank you.
[Applause]

Mazor: Next comment, please.

Max Rubicoff (SP?): Hello. My name is Max Rubicoff. I'm a sophomore at Columbia College. It is an unavoidable yet unfortunate fact that our military's not perfect, that our world is not perfect. Every day wrongs are committed in alarming numbers, and there is little that we can do about them. However, now by denying the chance for ROTC to return to Columbia we are doing more harm to our stated goal than good. This is not an issue of Don't Ask, Don't Tell being repealed, but a wider issue. We demand change, but refuse to be the vehicle for that change. Now we are faced with the difficult choice, to continue our noble protests and hope that our voices stand out amongst the many, or we can alter our path. We must expand this debate and allow ourselves to influence the future directly by engaging with the future of the military and so bring about this change that we desire.

I agree that there are wrongs in our military. But I believe that by allowing ROTC to return, it will be a call to arms for equality much louder than anything that our current silence has provided us. Thank you. [Applause]

Mazor: Next comment.

Barry Weinberg: Hi. I'm Barry Weinberg again, the junior in Columbia College, and I'm here again. I'd like to address several things that have been said. I guess I'll start with Will's comments about the church. I'm Irish. My family are from the old Sullivan clan in County Kerry so I'll give him a run for his money on his commitment to the church and to militant opposition to things. But I also am a representative on the student governing board, and among the student governing board's commitments and missions is its commitment to being a protector of free speech on campus. And I can tell you as a representative of many of the religious groups under the student governing board, religious groups at the university are not permitted to discriminate against any member of the Columbia community. I mean this is something that is important enough that we have established that, and I don't want anyone to be confused. I as a flamingly gay Catholic have to be accepted if I show up to a meeting of a religious group whose doctrines may or may not allow that. I have to be accepted.

And to kind of continue to that, the group opposed to trans-equality is asking us as a community to deny trans students a secure and safe environment. The program would thus divide our community, and it's difficult for me to understand how anyone could allow that, much less want or support that. Our commitment to our values of a free and open discourse require us to extend certain basics like guarantees of being allowed a place at programs, at discussions, at tables to everyone in our community. Excluding members of one community discriminates against them and ends that. And it doesn't matter what the program is, whether it's the ROTC or whether it's a service program to end famine in Africa. If it discriminates against Columbia students, we cannot allow it. And I think that Will's comments only lend themselves to that. And to speak personally here, several of my friends identify as trans and are what some people may say is gender non-conforming, and a value of mine and I think a value of the community and I think also a value of the military is that just because you may be safe, you

don't throw your friends under the bus. If your friends are going to be attacked or discriminated against, you don't say well, that's okay, I'm fine. You stand with them and you do not allow them to be discriminated against or attacked. Thank you. [Applause]

Mazor: Thank you. Next comment please.

Catherine Christensen: Hello. My name is Kate Christensen and I'm a first-year at Barnard College. I believe that the lack of ROTC on campus is leaving a gaping hole in the dialogue and perspective that students and faculty alike could be having on current foreign affairs. Having ROTC at Columbia would magnify and diversify the discussion and information available to our community of how our country is concerned in conflicts abroad. I come from a family, a long line of public servants, and it is our informed opinion that no one understands current foreign affairs better than our involved military. Why would we want to deny ourselves the privilege of having these people and perspectives in our classrooms, leadership, and student organizations. Simply put, it would enrich our experience of being students here at Columbia University. I think it would be absolutely irresponsible for an institution of such stature as Columbia to not contribute our students who choose to be involved in ROTC to bring a much-needed aspect of diversity to our military. Thank you. [Applause]

Mazor: Next comment please.

Nick Bloom: My name is Nick Bloom. I'm a sophomore at the College. And I come from a small town in the middle of Pennsylvania, Carlisle, and I went to public school there. And every lunch, in fact every morning, there would be a bunch of tables lined up outside the Army and the National Guard and the Air Force and the Navy, and I would watch as the recruiters would systematically go to the tables of kids who clearly looked lower-income, oftentimes minority students, kids who looked as if they were rural, probably poorer, and would systematically recruit at those tables, and how those kids always ended up enlisting in the military.

I have a ton of friends in the military. Because of this, my school just has a ton of kids who went to the military. We live in an Army town. So when I came here, I was shocked to find that a lot of people here don't even know anybody in the military. I mean, I know we have a lot of students at GS who are in the military, but the response I get to most people is why would we want that here, why would we want that evil institution here. And I guess I understand that we want to shelter ourselves from that institution that was preying on low-income students. On the other hand, shouldn't we be doing something to change it, or should we just isolate ourselves and make a little Utopian community of people who don't know what the military is? I mean, I think if it's here, we can have a much better debate about what's really going on in the military, what military people are really being taught. And then we can talk to people who are in the military and have a discussion about it and change people's minds. And I think that absolutely the core curriculum will definitely help people, and a liberal arts education will definitely give a new perspective in terms of people going in the military.

A lot of my friends who are in the military have either a high school education or went to West Point or went to state schools where they're not getting the same sort of core curriculum discussions that we're getting here. So we can both diversify the military and help out our nation, help out our community, help out everywhere instead of making ourselves a little bubble Utopia of people who pretend like we don't have a military.

If you are completely opposed to wars, are completely opposed to violence, I think I agree with

Dean Moody-Adams that, fine, then you should be against ROTC. But if you accept that the Army helps you out, and accept that we need the Army, and accept that we are going into these wars and doing them, then you have to support having ROTC here because we are part of America. And seriously, I mean I think we just need to understand that this is part of who we are, and if we are going to make a positive influence on the world, it needs to be here. [Applause]

Mazor: Next comment, please.

Avi: Hi. My name's Avi. I am a senior. And I just want to say that there's been a lot of rhetoric thrown around tonight, and I think it's great. I think it's really fantastic. I think that people's passions, people's experiences, people's anger, I think that's why I came to this university, and I think it's great from people who believe what I believe, and I think it's great from people who believe something different. So I wanted to start by saying that.

What I wanted to talk about is not my personal anger or passions or experiences, but my real honest fear. And that fear is that, is of what we might be preparing to do. At my time in this university I feel I've had the opportunity to engage in some of these debates and discussions about this and about a whole host of other things, and it's been such an enriching experience. And the reason it has been is because I've known that no matter whether most people agreed with me or most people didn't, no matter whether I won or lost the campaign on an issue, I was safe in my community to say what was on my mind, to feel what I feel and to express that. And we've seen in the just past couple of years the administration work with students to change housing policies to be more exclusive of trans students and their allies.

And so my real fear is not what message we will send to the world, it's not what message we will send to the military. It's what message we're going to send to the students on this campus if we decide that transgender students and their ability to participate in this university as equals with everyone else is just not something that's our primary concern.

And so I look forward to continuing this debate. I look forward to hearing what everyone has to say. And, you know, even though I have my beliefs pretty set, I really do enjoy coming to these discussions and hearing people's passions. And I hope we get to continue to do that in the years to come, and I hope we continue to make this a safe environment where all students really feel that their university is there for them. Thanks. [Applause]

Mazor: Thank you. Next comment, please.

Andy: Hi. My name is Andy. I'm a student at GS. I was in the Navy for six years, and two of those years were at the Naval Academy. I just transferred here. So I think I have a bit of a unique perspective on having been on sort of both sides of it. And there's one issue I'd like to touch on real quickly and that's of agency. Understand that the military does not set its discrimination policies. Congress in Washington, D.C., the civilians set that. So I think that if we're going to talk about discrimination, then our first beef should be with the Congressmen and Congresswomen that we've elected that have set that policy. The military, they have no say.

I have had many gay friends in Annapolis and when I was enlisted who didn't agree with the policy, and a lot of us were like, hey, man, it sucks that you can't come out, but there is nothing we could do about it. So I think it's important to discriminate, if I can use that word, between the military and the people who set the military policy.

Second of all, it's, there's a matter of conversation. When we're conversing with the military, this isn't a cement wall that kind of does it at once. This is made of human beings, flesh and blood people. I've seen people from every social stratum. And the thing that I have to say is that if you're conversing with someone, that by them, by ROTC kids coming here, you're going to expose them to a transgender student. Because believe it or not, many people who are in the military, they don't even know what transgender means. And I think that the more you incorporate them in the policy, it's like, oh, so this is what the LGBTQ community is like. But there's not so bad. I know them; they're my friends. That's a perspective that is unique to Columbia. Columbia, I can tell you, like at the Academy whenever we had a foreign affairs conference or we had other schools in there, we were so hungry to pick the brains of the kids on the outside, outside of the yard. It was like what it is like for you? Like, you talk to women, you don't have to dress in a uniform every day, you get to grow a beard. It's an amazing perspective that we take for granted that we have to understand that is, if we have a say in that culture, that, or by allowing them to come here, we can have a say in that culture, and if you want to start changing the military from within, then you have to have a conversation with the people who are going to be inside the military. Thank you very much.

Mazor: Thank you. Next comment, please.

Brian Donnelly: Hi. My name is Brian Donnelly. I'm a third-year law student at Columbia, and I was an ROTC student at Cornell from 2000 to 2004 so I thank Dean Moody-Adams for her service there. And first I'd like to address the argument that the military preys on low-income individuals. I could have afforded to go to Cornell. I would have had to sacrifice. I would have had to take out loans like I'm sure many of you have, but I could have done it. And to say that the military somehow preyed on me, demeans my choice to join the military. [Applause] It also demeans the free choice and the dignity of people from those low-income communities that also might make a choice to join the military. [Applause]

The one other point I'd like to make is that society pulls military culture forward. I had so many relationships with gay, lesbian, transgender people at Cornell that changed my outlook on life profoundly. And because of that I was able to change people's minds within the military to the extent that I could. So I think, we keep talking about questions we need to ask ourselves. We also need to ask ourselves, as many people have, do we want to continue to pull the military forward or are we going to cut the rope and let them make these decisions for themselves? [Applause]

Mazor: Thank you. Next comment, please.

Lisa Royceman (SP?): Hi. My name is Lisa Royceman. I'm a Barnard sophomore, and I'm transgender. A lot of the discussion today, rightfully so, has been about university policy and about whether or not the military's discrimination against transgender people is in conflict with our policy. And I agree with people who say that it is. But that's, that's not what I want to talk about.

One of the questions listed is whether there's a relationship between military engagement and Columbia's identity. And I want to talk a little bit about Columbia University's identity and our reputation. I came to this school because I knew that this is a liberal institution that values the contributions of all of its members. And as the gentleman earlier was saying who was discussing the Catholic Church and the role of having diverse opinions, I completely agree with you. And I agree that interaction between students who are in the military and transgender and other lesbian and gay and bisexual students is valuable. But we're not acknowledging a real inequality between those two groups,

and we're making a sort of a false equivalency between kicking ROTC students off campus and kicking transgender students off campus. And I don't think that's what's going to happen. Honestly.

As Dean Moody-Adams was saying earlier, there are lots of ROTC students on this campus, and I think that's fantastic. I have friends who are in the military, and I have benefited greatly from that interaction. And I don't think that if we were to, you know, we haven't allowed the ROTC on campus and those students who have continued to come here. If our university espoused a policy that was discriminatory towards a group that's already discriminated against more than almost any other group in the United States. You know, somebody was describing Columbia University earlier as a safe haven, and that is absolutely true. And it's not, the students who are in the ROTC don't need that safe haven, and transgender students do honestly. And I think that if we were to institute this discriminatory policy there would be less discussion because I don't think that transgender students would come here. Honestly. I don't think they would come here in great numbers. I don't think they would feel safe. I don't think they would engage in the discussions that we currently engage in. And I think it's one thing to acknowledge the benefits that this policy, that bringing ROTC back could have on students who are in the military, but I don't think. There are other universities in which students can experience that.

Sorry. Basically people who come to Columbia University who are ROTC students will feel welcomed here regardless whether or not we change this policy. And I don't think that's the same for transgender people. Thank you for your time. [Applause]

Mazor: Next. Next comment, please.

Learned Foote: Hi. My name is Learned Foote. I'm a senior in Columbia College, and I'd like to say that there is a principled stance that a school can take against ROTC and that is not Columbia's stance. An example of a principled stance would be Hillsdale College, which does not accept federal tax dollars. It doesn't have that commitment to it, and it doesn't allow the program because of this. Our policy does not make sense because we allow these programs for ROTC students to exist as long as it's not here on this campus. As long as it's somewhere else, it's fine. And meanwhile we accept the money that's coming from the government. And I think the chief point there is that we are, in accepting these dollars and for so many of these students who are American citizens and otherwise, we're acknowledging that we are part of a society. And as has been pointed out, these rules that are in place are not determined by the military. They are determined by our elected leaders and by us in turn. And we are abdicating our stance if we think that by pushing it off campus, by ignoring it we will remedy anything.

An argument was made in the Huffington Post a couple of days ago that ROTC should not be allowed back on campus until gay marriage is legalized because the benefits that veterans then receive for their partners would still be unequal. That is discrimination, and as a gay person, I am very excited for the day that gay marriage comes, and I am fighting for that. We cannot afford to wait as an institution for that day to come.

And I'd just like to move beyond the negative arguments against ROTC and why it should be kept off campus for a moment to reflect on the potential of what an ROTC program could bring to campus. It's been said that there's not that much interest in ROTC among Columbia students, and we do have a small number. But as a tour guide I'm asked very frequently by students whether an ROTC program is available, and many students choose not to come because of the difficulty of ROTC. There are 605,000 students in New York City that are college students. It's the largest population in the country. It turns out 30-40 [%] ROTC graduates a year. There's a greater population in New York City than there is in Virginia and North Carolina. These states have 12 programs. New York City has two. There is none in

Manhattan. There is none in Brooklyn. And it is time that we look for a military that reflects the population more broadly and that we take action ourselves in order to bring about these changes, and we don't wait for other people to do the work for us. Thank you. [Applause]

Mazor: Thank you. Next comment, please.

Michelle: I'm Michelle. I'm a junior in the College, and I was approached by recruiters all the time in high school almost every day, and so the military was a very big option for me, but I chose against it. I did not join. But now I'm here expressing a concern for what this can do to our campus. Not just having people from the military be students on the campus, but having a military program become integrated into our curriculum. The military being a system, technology's a force. It's not just people. It's something else. It's a system that comes along with it, and I question Dean Moody-Adams, with all due respect, the very idea of a citizen army.

The military is under a different system of law despite the oath to the Constitution. And throughout history and recently, we have seen soldiers try to change policies in the military from the inside, and we have seen them court-martialed under the military law. [Applause] And I'm very concerned about what this will do, what this integration will do. And so not everyone thinks alike in the military, but there are certain practices and technologies and actions that are expected from the military, and I am very worried about this. [Applause]

Mazor: Actually we are going to go into our ten-minute break and we'll resume at ten minutes from now. Thank you.

Mazor: All right, folks, if we could get you to take your seats again, please. And at each mike there were a total of nine people lined up so if they could get precedence please on the mikes. Before we begin again, I have a couple of points to make. I've been asked to reiterate that if you feel comfortable doing so, we would really appreciate if you use your full name when you introduce yourself. Additionally, I have been asked to introduce the panel and so I'm happy to do so. My name is Ron Mazor. I'm a College graduate, 2009, from Columbia College, and I'm currently a law student and a university senator from the Law School. To my right is Molly Finkel. She is a nursing student at Columbia. To my left is Roosevelt Montas. He is a former university senator, Columbia College grad, also a graduate of GSAS and current director of the Core at Columbia. To my far right is Dean Peter Awn of GS. Additionally Scott Saverance of SIPA is manning the computer, also on the Task Force, also a member of the University Senate. We additionally have Julia Hirschberg of the faculty of computer science, Jim Applegate of astronomy, also faculty, Tim Qin of undergraduate SEAS, Alex Frouman of the College, and I believe that's the entire Task Force. Sorry. In any event, next comment. Some of our students actually have class at the same time as we have our hearings. So we have a flexible policy about attendance. Next comment, please.

Martin Willner: Hi. My name is Martin Willner. I'm a junior at Columbia College. And I think this Senate hearing is about just hearing students' opinions so I just wanted to give one that hasn't necessarily been heard. It's more like the moderate liberal opinion. It's just my personal opinion. But I think what we're dealing with here is two sets of values. One is individual liberties and respecting, especially transgender students at this moment in time, and the other is respect for our servicemen and -women. And I feel like a lot of students at this university have those two values that they're trying to reconcile.

For me personally, I feel in response to that first question, I do think that Don't Ask, Don't Tell has been a step in the right direction, and I also feel that not responding to that equally by at least—responding personally—allowing ROTC back on the campus is a slap in the face to the military. And that's my opinion. Thank you. [Applause]

Mazor: Thank you. Next comment, please.

Neal (Rudy) Rickner: Good evening. My name is Rudy Rickner. I'm a dual degree student at Business and SIPA. I'm also a Marine. I'd like to talk about three things tonight. First the right to serve. And I acknowledge that the military has done some terrible things. The Iraq invasion, for example, was a terrible mistake, in my opinion. But should we forsake our military for its misdeeds or acknowledge its mistakes and try and make it better?

I became a Marine in large part because of a trip I took as a teenager to the D.C. Holocaust Museum. I was determined not to let such things happen again. I was young and idealistic and I wanted to serve. Having an ROTC program on campus is about giving individuals, such as I was, the opportunity to serve as it fits with their goals and world view. If we want to change our military, change what it is used for, change the discriminatory policies that govern it, then let's address those grievances with our elected leaders, not hold our young people, not hold it against our young people for attempting to do something larger than themselves.

Second, talk about influence at Columbia. The influence of Columbia. Excuse me. Quite honestly I believe that our military needs more liberal thinkers. It's been alluded to here several times tonight. In my opinion having an ROTC program at Columbia would liberalize the military and not militarize Columbia.

Third, the civil-military gap. Less than one percent of American citizens serve in the military, and there is a risk over time of developing a cadre of military leaders that has less and less in common with the people that they are sworn to defend. The roots of this are evident here tonight. The us-versus-them tone of much of the debate is discouraging to me and essentially proves my point that there is a civil-military divide.

Finally, I've been a student here at Columbia for two years and have been well received as a veteran. And I believe that most Columbians want to close the civil-military gap and would welcome an ROTC program here on campus. Some because they were changed by 9/11, others because they recognize that it's possible to hate the war but love the soldier, and others simply because they recognize that service in the military, though not the right choice for all, should be available to all. Thank you.

Mazor: Thank you. Next comment, please.

Nick Lomuscio: Hi. How are you doing? My name is Nick, Nick Lomuscio is my full name. I am a junior at General Studies. I'd like to start off by saying that I am not transgender and I sure ain't no pacifist, but my heart goes out to all of them in the room and on campus because I feel they were wrongfully excluded during the opening comments at this hearing. I'd like to start by saying I'm kind of embarrassed that Columbia University doesn't seem to know what conversation is. The ROTC, as far as I'm aware, does not have a conversation branch of it. It is a part of the military. This isn't a conversation group. This isn't a debate team. This is a part of the military. If we are going to have debates about military actions with members of the military, with veterans of the military, and with non-members of the military, we can do that on our own. We can do that with separate groups. We do not need the military

establishing ROTC at Columbia University. That is a logical fallacy.

I'd like to also add that the reason ROTC left Columbia University was due in large part to anti-war protests. The idea that the military has somehow changed since then and has somehow liberalized I also feel is a logical fallacy, and you can ask any member of IVAW, Iraq Veterans Against War, what happens when soldiers try to speak up and try to change what is happening within the military ranks. It does not happen. It does not happen that things have been liberalized.

If what we are trying to say here is that ROTC should be welcomed back to campus to open up debate, to encourage student interaction with members of the military, we have members of the military here. We have veterans of the military. We can do that on our own. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please.

Eric Rosenberg: Hi. My name is Eric Rosenberg and I'm a senior at Columbia College, president of the policy debate club. I agree with many of the goals of those who support the ban on the ROTC. However, the ban has had zero efficacy in terms of it bringing it about the changes that we're trying to get, and there are better alternatives out there. By banning the ROTC we're ceding national security to the right, and thereby weakening our ability to engage in effective political action on behalf of transgender students.

For example, the argument that the military's imperialistic, exclusionary or predatory, that just alienates members of the military from us. Essentially, where is in fact our progressive politics are pro-military. We are against unnecessary wars that cost our soldiers their lives, and we are for including transgender persons who may be extremely vital to the success of our military efforts.

The better alternative to the alienating ban on the ROTC would be to directly address the problem by engaging in Congressional politics. The left needs to reorient their focus toward we are better for security than the right, rather than we're just anti-military. We should elect progressive members of Congress who will enact these policy changes. Most importantly, the ROTC ban weakens our ability to engage in this Congressional politics. It's thus they're both mutually exclusive because to have the ban on the ROTC discredits the left because our university is associated with the left. So it weakens our ability to have a progressive political stance.

And in addition we are alienating us from Americans who are strongly in favor of U.S. national security, and they think that we as progressives are against them and are their enemy. As a result, the majority of the country is less inclined to trust our arguments, despite our arguments are actually pro-military and pro-national security. Case in point, the lifting of Don't Ask, Don't Tell was not the result of ROTC bans, but rather the building of consensus about how gays can fight in the military, their exclusion was detrimental to our national security, and how it went against our democratic values. You know, I know not a lot of people are like Joseph Lieberman, but he was a champion of the repeal, and he's a centrist. He was won over both on moral and on national security grounds. And that's the method, that's the path towards political change, to get the change that we want for our progressive values.

Therefore, we should lift the ban on ROTC and pursue Congressional political change. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please.

Michael Zapata: How are you doing? My name is Michael Zapata. I'm in the Columbia Business School. I come to you from a few different experiences in my life. One is I'm a nine-and-a-half-year veteran. I served in the Navy as a lieutenant, and I served as a Navy SEAL for nine and a half years. I just recently

got out in October. Now what does that mean? I've been fortunate to serve in Afghanistan, Iraq, Africa, the Middle East, and I can think that there's no denying the fact that there is some sort of inequality in the military. Having said that, we can't deny that. There's discrimination, there's inequality. I think they do prey on lower-income housing, but again, from a personal experience, I grew up on welfare. I personally find it insulting that I can't make my own decisions whether to join the military or not.

Okay. Having said that, now we've acknowledged the fact that the military has some lacking and Department of Defense is shortcoming. I would suggest to you that right now having ROTC here is an opportunity to start effecting change. I think we've started seeing the very forefront of that with the Don't Ask, Don't Tell repeal. I think it begins here at Columbia. Another fact that we can't deny is that Columbia University, they produce leaders. They produce leaders that can affect both domestic and foreign policy, and there's no better opportunity than to get them right now.

ROTC, I was in ROTC before I joined. So I went to A&M, joined the ROTC, they didn't pay for my school actually. I put myself through college, and I decided to join the Navy afterwards. What is ROTC? ROTC there's a few elective courses that get you prepared to go in the military. The majority of my classes were in subjects that everybody else was in. Everybody that sits next to you they're going to be. ROTC is ROTC. They are students first with the intention of going into the military. I've had quite a few of my friends that decided not to go into the military for various reasons, but they're still your friends. I went into the military, couple of my friends went into the military. What I can tell you is what you take from your time in ROTC is you take the relationships that you built around you.

So this is your opportunity to welcome your peers, to have an influence on them, to start to have an impact on them so when they go in the military they become leaders that Columbia produces. You can start the change. A change from the inside, and it's an opportunity to start here at Columbia. Thanks. [Applause]

Mazor: Next comment, please.

Daniel Amzallag: Hi. My name's Dan Amzallag. I'm a senior in Columbia College. I'd just like to thank you, the Task Force, for putting together this fantastic debate tonight. I have my own opinions like everyone else does. Ultimately that won't be as important as the opinions of the senators.

What's become clear is there's one reason that everyone is here, and that's that we all love Columbia. We all care about and are passionate enough about this place that we either want to protect it from discrimination or to provide it with the fullest access to opportunities possible. And again, I have my own opinions. But what seems to me is if we believe in the efficacy of our university at producing young adults who are thoughtful, who are prepared to grapple with moral questions of the next generation. If in fact we believe in Columbia's power as an educator, how we can possibly deny a space as influential as the United States military access to these students? The answer is we'll never agree with everything the government's doing. We'll never agree with every law that's on the books. That doesn't mean there's not value in public service. To say that disagreement invalidates service is to undermine Columbia's position in providing leaders for the next generation and in fact to make our society and our way of life unsustainable. Thank you. [Applause]

Mazor: Next comment, please.

Janine Balekdjian: Hi. My name is Janine Balekdjian, and I'm a sophomore in Columbia College, and if I wanted to start a student group, even if this student group had no more impact on campus than taking

up some space a couple of times a month, I would have to include whoever wants to join, including transgender students. Now ROTC would have a much more significant impact on campus than many of our student groups does. It would be involved more intimately in the curriculum and it would be a significant portion of the lives of the students who decide to join that program. To hold ROTC to a lower standard than other student groups, a lower standard of acceptance, doesn't make any sense. They should at the very least be held to the same standard as everybody else, the same standard of inclusiveness, if not face higher scrutiny because of their higher involvement with the lives of students.

Now, President Bollinger has said that since DADT was repealed he believes that the time has come to welcome ROTC back on campus, and this is addressed to him even though he's not here right now. It's not acceptable to oppose ROTC because it discriminates against one group of students, and then not oppose it even though it's still discriminating against another group of students. Now there may be a smaller minority of trans students, but that doesn't make discrimination against them any more okay. If there were a very small minority of students of color, that would not make racism okay. And I think that we all recognize that. And I think that because of the minority of trans students, their rights and their right to not be discriminated against often gets overlooked, and that is not acceptable. Thank you.
[Applause]

Mazor: Next comment, please.

Henry Nass (SP?): Hi. My name is Henry Nass. I'll tell you my affiliation in a second, but I'd just like to say that is a wonderful technology, but I'd like the guy whoever is in charge to stretch it so I can see its URL. This thing that has no wire I understand. My affiliation to Columbia is that I, my mother, I'm the child of an alumna of Barnard who graduated in 1942. Her name was Edna Kaden. She's deceased. She graduated in '42 from Barnard because she went to college at Mount Holyoke in 1938, but because of the war came to be closer to her family. Boy, I'm going to have to skip a lot. I also am the uncle of a person at Columbia, a sophomore at Columbia, and the nephew of a Law School grad.

Anyway, I want to also to tell this young fellow that the reason that people in the military came to his school every day was because Carlisle, Pennsylvania, is the home of the Army War College. Okay?

Okay. Now I'll jump to the LBT transgender thing. Actually, I am, I considered running for Congress about 25 years ago. My district is the Eighth Congressional District of New York, which is the west side, lower west side, just below this one. It includes Greenwich Village and Wall Street, I might add. And to do some research I went down to Greenwich Village and LBT center there, and, you know, tried to understand the situation, which I think I do.

Anyway, let's see. I, let's see. Well, I have only a couple of seconds left. Let me give a big perspective. My e-mail has the number 1732 in it, just by coincidence the birth year of George Washington, our first president and general.

Mazor: I need to ask you to wrap up, please. Thank you. [Applause] Next comment.

Brian Morgan: Good evening. My name is Brian Morgan. I'm a junior at the School of General Studies. I just have a quick statement that I prepared while I was sitting here with my fellow veterans. Why are we as a university so brazenly open in discriminating against a population of extremely motivated and intelligent young citizens who seek to serve their country in ROTC while simultaneously pursuing an Ivy League education? Why are students who aim to be citizen soldiers treated as second-class citizens, forced to participate in ROTC at alternative locations? This reeks of a paradigm that was addressed many

years ago under the heading of separate, but equal. At an institution which prides itself in openness and democratic process, why is the university content to not even give the ROTC community a seat at the table?

I understand that many people here are upset about transgender equality, but boycotting ROTC as has been previously mentioned does nothing to address this concern by depriving those who wish to serve on campus the ability to do so. The transgender debate is definitely worth addressing, but the fact is that it is clearly a Congressional debate and not a military one.

I'm a proud veteran of the United States Marine Corps and stand before you today because of the opportunities afforded me by the military. If we as a university are truly dedicated to educating tomorrow's leaders, I feel we are doing the nation and the university itself a great disservice by discriminating against ROTC and the caliber of students who seek to continue the American tradition of citizen soldiers. ROTC has been discriminated against since 1970, and it's time we took pride in those who answer the call to service and welcome ROTC back on campus. [Applause]

Mazor: Next comment, please.

Gavin McGown: Hi. I'm Gavin McGown again. I think that we just focus on a couple of red herrings we've been following in the debate. The first is the argument about engaging in Congressional politics as opposed to opposing ROTC. Well, first the ban on transgender students is interior to the military. It has nothing to do with Congress. But even if that were not the case, we would still be admitting a group that conflicts with our own stated anti-discrimination policy. So we would still be countenancing discrimination that otherwise we do not countenance. So it's a bit of a non-issue.

The second issue, I think, is that to borrow a line from Victor, to borrow a line from "Casablanca," our problems right now don't amount to a hill of beans. I think that we can deliberate about this issue in a number of manners, but the consequences of allowing ROTC or not allowing ROTC are going to have, well, let's say a much larger effect on campus than on the military, than on America, than on the world. So we should probably not be deliberating about what we're going to change in the world. We should be deliberating about what we're going to change right here.

On a quick note, one of the most I think compelling arguments for introducing ROTC back to Columbia is that it will give students who are participating in the ROTC an enriching experience by exposing them to a wide range of diverse students including gay students, lesbian students and transgender students that they wouldn't get elsewhere. I think that that's very fair, but it's very important to recognize in what situations conversations can be had, and who gets to have them. In what relevant sense can someone be exposed to a transgender student if a transgender student cannot be part of this program? Oh, you sit beside them in Lit Hum. Perhaps that's important. I would absolutely agree. But the point is that the social situations that are supposed to introduce this enriching experience are strictly closed off to those people who would be enriching that experience. So I think that is similarly a misguided argument in our deliberation. [Applause]

Mazor: Thank you very much. Next comment, please.

Benjamin Ilany: My name is Ben Ilany. I'm a new student here at GS. I'm a veteran of the Air Force and I'm also gay. So I understand in a very personal way, and I'm sensitive to what transgender people would feel about ROTC and about the military's policies on alternative gender identities. But I think it's important, and I want to address the very first point on the agenda there in that I do think that recent

events have shifted my opinion of ROTC on campus, namely, that this time around in the debates about Don't Ask, Don't Tell that occurred in Congress, we had generals that stood up and said this policy should go. That has never happened before, ever. This was something unique, and it was particularly important that Admiral Mullin, who was the chairman of the Joint Chiefs, was the one who spearheaded that effort.

In the debates that will happen years from now about transgender people being permitted in the military, be those debates internally or in the houses of Congress, we're going to want generals to stand up and make those same points that they made about Don't Ask, Don't Tell in regard to transgender people. And we're going to want those generals, who by the way are going to be from our generation. I mean, that's it. We're training future generals. That's a cliché, but they're going to come from people that are our age, and in 20, 30 years these are the people who are going to be making policy internally in each service branch and they're going to be the ones paraded in front of Congress to give their opinions on what policies should be. And I think Columbia can contribute to that future conversation in a very meaningful way, and I think that's a compelling reason to allow ROTC back on campus in order to shape those future debates and make sure that in the future transgender people and whatever other identities, you know, we either discover or that I don't know about right now enjoy the same treatment that gay and lesbian people have all of a sudden been able to take advantage of. Thank you very much. [Applause]

Mazor: Thank you very much. Next comment, please.

Ted Graske: Good evening, everyone. I'm Ted Graske. I'm the chairman and spokesperson for the Columbia alliance for ROTC, which is an ROTC support group. Conversations among alumni quickly go to the fact that it's about ROTC. But upon reflection the alumni think about a bit and think it's about something bigger. What we feel it's about, it's about preparing talented young people though liberal education to assume leadership in our society, to prepare them not only for law and medicine, but for nation's service, and most importantly to give them the skills to deal with an imperfect, morally ambivalent and sometimes in your face world.

Now it's about an approach to learning here at Columbia, a deep commitment to exposure to new and different ideas of all kinds. It's about preparing individuals to deal with ambiguity and change. And Columbia argues that a very powerful educational tool is diversity and experience. This idea supposedly motivates the challenge that broadens. And it's one of the reasons that in many schools like Columbia the schools set up offerings in gender studies, gay studies, ethnic studies, peace studies. Now some of those are at Columbia, not all of them. But that's part of the tradition of having an open academic environment where you may not like the idea, in fact, you may detest it, but you're free to communicate about it.

So having said that, I would ask the panel to consider very strongly how the adoption of an ROTC program contributes to fulfilling the values of a liberal education in this university now and in the future. Thank you. [Applause]

Mazor: So actually we're going to start closing off the lines for comments in about two minutes because of the timeline of our program. But just so you guys know that's going to happen. Next comment, please.

Lauren Salz: Hi. My name is Lauren Salz. I'm a senior at Barnard College, and I'm also the president of the Columbia University College Republicans. And I want to emphasize that the ROTC question is really not about politics. It's about opportunities for students. As a conservative, there are a lot of groups on

this campus that I don't agree with politically, and I'm sure there are a lot of people on this campus who feel the same way about my organization. However, I would never suggest that they shouldn't be allowed on this campus or that they should have to go to Fordham in order to meet or participate and that's because I believe that our community should value diversity and also provide as many opportunities as possible for our students.

Allowing ROTC back at Columbia would provide several opportunities. First of all, the opportunity for Columbia students to participate in ROTC on their own campus, as well as the opportunity for students who want to serve in ROTC to have the benefits of an Ivy League education. It would also provide the opportunity for non-ROTC students to gain a better understanding of the military and those who serve in that. And also the opportunity for Columbia University to have a bigger role in educating our future leaders.

I also want to point out that right now we're all sitting very safely in Havemeyer Hall while there are people around the world who would love to do us harm. Thanks to the protection of the U.S. military that's why we have the ability to have this debate, that's what provides our safe space. It seems that we generally value diversity, but not all diversity. We want protection from the military, but we don't want to see ROTC cadets on our campus. Columbia University historically has been a very important educational institution that has shaped many key leaders in public service, including our current president. And as a community that values diversity and public service, we should provide the opportunity for our students to benefit from an ROTC program. Thank you.

Mazor: Thank you very much. We're going to close the lines now. So whoever's up will be able to speak. But no one comes after this. Next comment.

Kaley Hanenkrat: Hi. My name is Kaley Hanenkrat. I'm a senior at Barnard. I'm also the president of the College Democrats. I don't necessarily represent the views of our entire organization, but I would just like to say that I support the return of ROTC to campus. I'm a first-generation college student. I'm also the first generation of my family not to serve in the military, but what I really love about Columbia, what a lot of people have been talking about that defines the Columbia experience as they come up for me, has been the fact that we believe that we can change the world, that we can effect change in our society, in our country, in our politics, in government. And I really think we should ask the question, How can Columbia change the military for the better?

I really don't think that retaining the ban on ROTC would do anything to change the policies that we believe are discriminatory and that I agree are discriminatory, just as I don't believe that DADT was repealed because Columbia had a ban on ROTC. ROTC is a part of an external institution, and by refusing to engage with an institution just because it's not perfect isn't going to help us solve any problems.

I really think that it's important to redefine what the military looks like to make sure that it is this great progressive thing that isn't discriminatory. I think we do this in two ways. First, as many people have mentioned, pressuring our civilian leaders to change policy. As we've seen with DADT, things can change for the better. Things that we thought wouldn't happen a decade ago have happened, and I think that's fantastic.

Secondly, as some people have also noted, having the values that we share at Columbia within our military would be fantastic. Certainly the military leaders couldn't just go and change things on their own, but when discussions would happen in Congress, as they did for DADT, as someone else noted, we would want generals there who are saying that we are able to have transgender individuals serving in our

military. We'd be happy to do so. So I really think that Columbia could take the lead on this. I really want to see students meeting with their Congressmen, lobbying Congress, working with non-profits to make sure that these issues are being addressed and that we find a solution. I don't believe that people in this room who believe that ROTC should not return based on non-discrimination are against ROTC. I think that they do believe that ROTC is a good program, and I think that to make sure that it can come back we should do everything we can to make sure that these policies are fixed. [Applause]

Mazor: Thank you very much. Next comment, please.

Another voice: All right. We're talking about how bringing back the ROTC to campus will affect the Columbia community. But I want to remind everyone here today that there are two flags flying over this university, and one of them happens to be the flag of the United States. And the reason we are in this room today [Applause], the reason we are in this room today is there are brave men and women around the world fighting for us to have the right to protest and make these signs, to debate, to argue. And we owe it to the veterans of this country who have served us faithfully to open up this campus to ROTC.

I sometimes wonder what this country would look like if more members of the House and the Senate and even the White House actually saw combat, actually knew what it was like to face gunfire in the line of duty, just to fight in Iraq or Afghanistan. I wonder if they would be so willing to send young men and women off to war if they knew the cost of it.

Columbia University is an institution that prepares men and women to go out into the world and become leaders in their countries. And I think it's essential that we give students the opportunity to experience war, to experience combat, to experience the military, and know what it's all about because that's the only way I think we'll be able to have thoughtful discussions in Washington, around the world, and the United Nations about ending war. I think once people see the horrors of war, they'll be much less willing to fight.

I know we talk about discrimination and all these other things. I'm going to remember this country has never been perfect. I mean, we've done a lot of bad things in history. I mean, we've done a lot of terrible things. This is no reason for us to discriminate against the United States Army which has always been there for us in our time of need, and has been there to fight and liberate countries. We might disagree with the war in Afghanistan and the war in Iraq, but I don't think anyone in this room disagrees that we fought the Nazi tyranny in World War II and we liberated Europe from a regime that was persecuting people.

The U.S. military has always been there for us. It's always been there to protect our interest and to protect the American people. So I think it would be a shame if we do not allow this institution back to campus. [Applause]

Mazor: Thank you very much. Next comment.

Abenda Wappa (?): My name is Abenda Wappa and I'm a graduate student at the School of Public Health. I wanted to draw to the point that the reason Columbia University should be against ROTC is not because of the Don't Ask, Don't Tell policy, which was obviously discriminatory, but because we should take a stance on the imperialist nature of the United States military. [Applause and catcalls]

As of 2007 the U.S. military is deployed in 150 countries and is involved in two wars. In Iraq the U.S. military has killed at least 7,500 Iraqi civilians during the initial invasion and subsequently 60,000 civilians during the military occupation period which is still continuing now. And these facts are

according to the NGO, the Iraq body count.

ROTC and the U.S. military are not just discriminatory against our LGBT community, but also oppress people of color. For example, as the Yemeni people have been protesting against their autocratic dictatorship for the past five days, the U.S. military has announced in the last few days that it will pledge \$75 million to the Yemeni government to allow them to strengthen their armed forces furthering the stranglehold of the Yemeni dictatorship.

The question here should be, do we as a university want to take the stance that the U.S. Army and our government are justified in their imperialist conquest and propping up of the dictatorships all over the Third World? Columbia has a history of supporting social justice policies from opposing the Vietnam War to apartheid in South Africa to the movement for ethnic students, to the movement for ethnic studies, to curriculum reform, to opposing the Manhattanville expansion, and this legacy of moral and social reform should not stop with ROTC. [Applause and cheers]

Mazor: Next comment please.

Sumayya Kassamali: Hi. My name is Sumayya Kassamali: I'm a graduate student in anthropology. I'd like to begin by just again repeating how shocking it was that this debate opened with an implicit endorsement of ROTC and a glorification of just war theory. [Applause] I think this puts into question –

Mazor: Quiet from the audience please.

Kassamali: -- I think this puts into question the entire process and exactly how decisions are being made here. But more importantly I'd like to address the series of arguments that were raised today.

First of all, the idea that Columbia will produce better leaders for the military. Let's look first of all at the leaders currently in the military. So both Generals Petraeus and McChrystal who are the forefront of the Afghanistan war are graduates of Ivy League colleges. If we look at U.S. generals around the world they are as Abenda [?] just alluded to involved in propping up dictators, involved in training the most violent and brutalizing police forces around the world.

If we remember back to Abu Ghraib, how many people said that what they did was just following their leaders' orders. So let's be clear, the military will not be reformed by better leaders, and the military cannot be reformed by leaders regardless of where they come from.

Second of all, the idea that Columbia is somehow sheltered from the military. I think this is absurd. First of all, if we look around us, between having the presence of journalists, having departments like SIPA where military is constantly discussed, the fact that all of us read the news. If you ask a lot of people who involved in Palestine stuff on campus, ask us how many times we've been harassed by former IDF vets on campus. The fact none of us are sheltered from the military. [Applause] Our opposition from the military –

Mazor: Quiet from the audience, please.

Kassamali: -- comes from the fact that we have a clear and articulate understanding of what both the U.S. military is engaged in and the nature of the military as an institution. And so the distinction that we're trying to make here is, with an institutional relationship between the space of the university that even in its contemporary corporate initiation exists for things like promoting space for a debate, intellectual possibility, rigor, diversity of opinions. There's a distinction between this and the military,

which is not only premised on violence, on authority, a chain of command, but also when we have this institutional relationship that gives class credit for what one Barnard College graduate described her ROTC experience as playing war on the weekend. This is not a relationship that is comparable to just individuals sharing in debate and dialogue.

And lastly, I think our opposition has to be regardless of the policies. We don't want to reform the military to a more perfect employer cause that's impossible. [Applause]

Mazor: Next comment, please.

Paco Martin del Campo Hi. My name is Paco Martin del Campo. I am a senior in the College. And I also want to echo worries about the way the administration has gone about with this process of reviewing ROTC at Columbia. The fact that so many students and faculty aren't allowed to make any vote which is supposedly just a survey to gauge campus opinion I think is problematic. The fact that we've been discussing inequality and its relationship to the military so much and that we still don't know what ROTC at Columbia would mean for off-campus recruitment in Harlem and Washington Heights. [Applause] The fact that we're going to have a vote tomorrow without knowing any of these things is problematic. That's my first point.

My second point is the idea that Columbia, that Ivy League education can somehow produce better moral leaders. I think this is a very dangerous idea and ignores the history of intellectual racism, including at Columbia. And for those of you who aren't familiar with that, just research the actual founding of the core, not to mention the history of it. The history department and the poli sci department at this school and their role in perpetuating racist arguments for imperialism.

And so in addition to that, I'd like, my third point is the fact that ROTC is a recruitment arm. And bringing it at Columbia is a categorical endorsement of military policies. And for some people, I noticed some people said, you know, why don't we petition Congress. Well, guess what, Eisenhower when he mentioned the military-industrial complex, wanted to say the military and Congressional complex, but he had good relations with Congress so he didn't say it. But his daughter's come out and said this. So the idea that we can just vote, and somehow that's going to put the war away or that we can lobby our leaders, ignores, well the recent citizens united case among other things. Thank you. [Applause]

Mazor: Next comment, please.

Aarthi Sethi: Hi. My name is Aarti Sethi and I'm a graduate student in Columbia University. To begin with I want to reiterate what Sumayya, my colleague, just said that I'm profoundly disturbed by the procedural impropriety of having an ostensibly open discussion begun with a statement by an authority figure in this university which was pro-just war and pro-ROTC. I think there is something deeply flawed about a procedure that begins like that. [Applause]

Secondly, I want to say with all due respect that someone who is trained as a political philosopher would make the most fundamental error forgetting that the premise of an open and democratic society is the separation between civilian and military institutions. Those of us who are not American and come from parts of the world which have unfortunately forgotten that distinction to our great peril are amazed that America, which prides itself on its democracy and democratic traditions, would invite the military onto their campuses.

The problem for democratic societies around the world is not as Dean Moody-Adams seems to suggest how do we create militaries that support democratic institutions. Rather it is how do we maintain

democratic institutions despite the fact that we have an organized institution of violence such as the military in the middle of our societies.

Many here have said that the military is not perfect. No, it is not. But violence is not an imperfection of the military. It is an organizing principle of the military. [Applause] The problem with an institutional affiliation between the military and the university is not because the military is not a perfect employer. It is because the military as an institution and the university as an institution are based on fundamentally different values. A military is an authoritarian, hierarchical, closed structure of organized violence. And I'm saying this not judgmentally. I'm saying this descriptively. A university is an open democratic structure where we come together to think critically. These are fundamentally opposed values. It must not be the task of civilian institutions to train leaders of the military. It is not and must never be the task of universities, to use Dean Moody-Adams's unfortunate phrase, citizen soldiers.

I am not a stranger to the military. My father served all his life in the military. Both my grandfathers served all their lives in the military. I went to military schools till I was fifteen years old. The military for me is not a strange institution. The military to me is not a faraway institution. And that is why as a member of this university, I am urging and begging everyone here to please realize what it means when you invite the university onto your campuses today. Thank you for listening. [Applause]

Mazor: Quiet from the audience, please. Next comment, please. Audience, you're out of time. Next comment please.

Anthony Maschek: Hi. My name is Anthony Maschek. Can I see all the signs raised up high for me, please. Everyone that's holding signs. Okay. First of all, if you want to villainize the military, you're looking at in the face right now. My name is Anthony Maschak. I served in the Army nine years, deployed three times. I've been in a lot of bad places, sniper trained. I was shot nine times in Iraq. I spent two years in Walter Reed. None of it I regret because it all led me right here to this microphone.

Many of these arguments that you have have merit in some instances, but they do not have merit in the terms of ROTC. What my speech is going to be about is personal responsibility. If you invite ROTC onto this campus right now, are you going to hate transgender people? Are you going to discriminate against them? If you do, that's your problem, that's not ROTC's. I don't believe that anyone that joins ROTC is going to suddenly discriminate against transgender people just because they're in ROTC.

If you think that the military preys on the poor and the weak, then you have to think of you're the one that's excluding them from Columbia University. I think we can all agree that this is a very expensive place to go, and when you exclude the ROTC from this area, you are forcing them into those poor areas. So that is not just the military's fault, that is your fault as well.

It doesn't matter how you feel about war. It doesn't matter about fighting. Other parts of the country, or other parts of the world are plotting to kill you right now when you go to bed. [Yelling, clapping from the audience.]

Mazor: Quiet from the audience, please.

Maschek: It's not a joke. There are a lot of tough men out there willing to do bad things to bad people to keep you safe. These people seriously are trying to kill you. They hate America. They hate you. [

Someone in the audience: That's completely offensive. [More cross-talk]

Mazor: Audience, please.

Maschek: It's true, and I'm not lying about it because I've been there. I've seen it. I know these people. So when you think that war is evil, it's true. I believe you, and I agree war is evil.

Mazor: Audience.

Maschek: But it's not a choice that you have, and it's not a choice that I have. I mean, I guess choices don't fight and die or you can stand up for yourself and not.

When you decide that you want to exclude ROTC from Columbia, you are yourself discriminating against people that want to do great things for their country. So you're discriminating against discrimination. It's confusing that you want to be discriminatory towards people just because. You have to take that discrimination on yourself.

Saverance: Please finish up your point.

Maschek: That's it. Thank you. [Applause]

Mazor: Just to reiterate. There are to be no catcalls and no addressing commenters from the audience. There's to be no catcalls, no addressing commenters from the audience. It needs to be an open place where the people who come here to speak are not threatened. Next comment, please.

Feride Eralp: Hello. I'm Feride Eralp. I'm a first year in the Columbia College, and I do come from another part of the world, but I want you all to know that I'm not here to harm any of you. [Applause] So the gentleman who spoke before me said you are looking at the military. And I find that really interesting because he seems to think that he as an individual, he as a person can personify and be what the military is. Well, I don't want to break the news to him, but he is a human being and the military is an institution. And I feel like this is where we're all sort of having this weird sort of individualistic language, we're letting it shroud what's at the bottom of this thing, which is a system.

The military is not this sort of random aggregate of individuals coming together completely equally. It's a hierarchical institution, and a hierarchical military institution which is a war machine. And having a war machine in a relationship with our university is what we're opposing here. It's not having a conversation with people. Having a conversation with individuals and having a relationship between two institutions are two separate things, and all the things that we've been saying here tonight like educating leaders, producing new leaders, influencing the people in the military, changing from the inside, and all of these things are part of the same, this individualistic language which hides the fact that it is two institutions we're talking about. And Columbia as an institution is being tried to make part of this war machine. And yeah maybe to some extent it is already part of that war machine, and I regret that. We have to combat that. But it does not mean that we add one more, and we consolidate that.

And another thing I want to say is that we've, yeah, somebody who spoke before me talked about being from a conservative group and other people not liking her group, and she not liking other groups, but this being okay. Yes, that is okay because her organization is not a military institution. It's different.

And, well, changing leaders. We seem to think that changing leaders changes the system. We all

know what happened when Obama replaced the Bush administration. We all know how much U.S. policy changed. This is about policy. This is about a system. It's not about changing, educating leaders, it's about individual people, it's about the whole. Thank you. [Applause]

Mazor: Next comment, please.

Anim Talukter (SP?): Hi. My name is Anim Talukter. I'm a sophomore at the College. I agree with Dean Moody-Adams. There are justified wars, but these are wars to fight for freedom and against oppression. Struggles that are currently going on in the Middle East right now, I have no idea what the hell's going on in, right now with these current occupations and wars. There's everything shrouded in absolute mystery and I have no idea what's going on.

It's fantastic that this debate is going on, and I would just quickly want to ask if we want to have an institutional relationship with an organization that is imperialistic and to be quite honest absolutely shrouded in mystery in terms of its agenda. Thank you. [Applause]

Mazor: Next comment, please.

Zoe Wolma (SP?): Hi. My name is Zoe Wolma. I'm a sophomore at, or a junior at Barnard College. [Chuckles] And I'd like to start off by echoing what somebody else had said that it's completely unfair that certain members of this community get to vote on the matter, and that's what the Senate's decision will be influenced by. If one graduate school gets to vote, every graduate school should get to vote, as well as faculty and undergrad. [Applause]

Aside from that, a lot of what's been brought up tonight and in the last town hall is the point that being against ROTC is discriminating against members of the ROTC at Columbia University. Speaking for myself, I'm not against the individuals who participate in the ROTC program at Columbia or at any other educational institution. For me this isn't a struggle against individuals, it's a struggle against the military as an institution. As a woman, as an activist, and as an individual I opposed the military as an oppressive institution that perpetuates violence, discrimination, unjust wars, and continues to attempt to destroy nations based on American imperialist motives that get masked as defense and national security.

I also believe in human rights, and included in that, I believe in the right of individuals to join the military should they choose to by their own choice. However, unfortunately, the U.S. military plays a crucial role in denying basic human rights to people are the world in the name of democracy. I can't support a system that is as destructive as the U.S. military. I can't support an institution where one in three women experience sexual violence and only 45 percent of these cases get investigated by the military itself.

I personally feel less safe at the thought of a military presence in my educational place, and allowing ROTC to be on campus of equal opportunity and diverse opinions. The military is a destructive institution and not a student group or a platform for discussion so it doesn't have a place in an educational setting. Thank you. [Applause]

Mazor: At this point we're actually about ten minutes over our allotted limit for our hearing. I'm going to ask that those who have already spoken from the lines please step away and let those who have not yet spoken yet get a chance to speak. I will stay until the lines finish. Next comment,` please.

Nick Worthier (SP?): Hi. My name is Nick Worthier. I'm not transgender, I'm not an Army vet. I'm just some dork in CC. But, wow, my whole life I've been extremely pro-military. I've been even chauvinistically pro-military, but from some of the things I've heard here such as the arguments about transgender students not being allowed. Those have been really moving to me. And we live in an age of skepticism where nothing really makes sense anymore, nothing really makes philosophical sense. Everything's absurd. But I submit to you, I'm a nihilist. I don't believe in anything you say to me. But I believe there are some things in this world that are worth fighting for, that there are some things that do make us want to live this life, that there are good things. And a gentleman before brought up the Holocaust, and I hate when people bring up the Holocaust. They do it all the time, but I'm going to do it now.

When the American soldiers were liberating the concentration camps, did it matter to them whether a black person or a white person liberated them? Absolutely not. That does not negate the good the military has done in this world. I think it's terrible. I mean, I've heard all these things, transgender students not being allowed, the history of black, of segregation of the units, that's really troubling to me, and I'm ashamed that that's part of my country's history. But still, you have to ask yourself the question, would our country be better off without a military? Would the concentration camp survivors be better off if we had never gone in there in the first place? The answer is obviously no. That there's enough in the military that is worth fighting for and worth believing in. So I urge you to not get hitched up in the idealism that there is practicality to the matter of the military, that there is things that they do. Many positive externalities, yes, I'll say that, that the military provides in defending our borders and that we should welcome the ROTC back to campus, despite these many philosophical contradictions that I think should be ameliorated. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please.

Amanda Torres (SP?): My name is Amanda Torres. I'm a junior at Barnard College. So on a year-to-year basis the high school I attended didn't have textbooks or enough desks for all the students, but we definitely had a huge military presence in our school. We had ROTC. We had, yes, predatory recruitment in our schools. They were at every lunch period, they were at every career fair, they were the only types of literature at our guidance department. And people try to put a positive perspective on this saying that you're giving an opportunity to go to school through scholarships, but why should they have to choose that route to get a better education.

In 2010 the U.S. government spent \$663.8 billion on the military and only \$46.7 billion on education. Maybe a juggling of those funds might help students get to college on their own. Just saying.

I'm not against individuals in the military. As I just said about their presence in my school, obviously I have many, many friends in the Marines and in the Army and Air Force. And my brother just signed his contract to the Marines for officers candidate school, and for the people who are arguing that it's good to have ROTC here, to have elite leaders, officers' candidate school will do that because then you could finish college and then choose to be in the military instead of using it as a way to be in college.

There are many reasons why I'm against bringing ROTC back to campus including my stance against sexual violence, discrimination and war. But as someone who has witnessed predatory recruitment firsthand, I want to bring up a question that's been asked today and which was asked at the last town hall meeting. I'm not sure if we're ever going to get an answer for it, but I'd really like to know how this is going to affect the Harlem community, because it's much too close for comfort. That's all. [Applause]

Mazor: Thank you very much. Next comment, please.

Jessie Stolman (SP?): Hello. My name is Jessie Stolman, and I'm a freshman at Barnard College. And I just want to bring up one point. It's been a little unnerving hearing people associate bringing back ROTC to campus and changing military policy, especially in terms of discrimination. But I just want to point out that DADT was repealed without ROTC coming to Columbia's campus. And I don't think we need ROTC to come to Columbia's campus in order for transgender individuals to be allowed to serve in the military. That is all. [Applause]

Mazor: Thank you very much. Next comment, please.

Darryl Baruzzi (SP?): Hi. I'm Darryl Baruzzi. I'm a junior in Columbia College. I wanted to stress the point about the role of a liberal arts education in a democratic society. I think it's really predicated on the commitment to free thought as an inalienable right of all human beings. ROTC, to give academic credit to a curriculum that teaches people to kill, to extinguish free minds, is just completely antithetical to the values, to the commitments of a liberal arts education. And we're talking about specific people who are the targets of this extinguishing. We're talking about 7,000 civilians in Afghanistan who have been killed from 2007 to 2010. I mean who has the right, the inalienable right to free thought that a liberal arts education is supposedly founded upon. Thank you.

Mazor: Thank you very much. Next comment, please.

Nathan Ashe: Hi. My name is Nathan Ashe. I'm a sophomore in the College. I just had two quick points. The first is in this meeting in the past when people have made the logical fallacy of assuming that if something didn't happen to them, it doesn't happen at all. Specifically with sexual abuse in the library and with predatory conduct. Just because it doesn't happen to you, does not mean it does not happen. I just want to clarify that. [Applause]

And my second point is about the word discrimination, which, if you will allow me one second. Okay, good. To make a distinction in favor of or against a person or thing on the basis of the group, class or category to which the person or thing belongs rather than according to actual merit. So because we do not allow a discriminatory institution on campus does not make Columbia discriminatory itself. I just want to clarify those two things. And I fully support and am extremely happy and honored to have veterans and ROTC cadets on campus, but we need to clarify the whole transgender issue before we allow ROTC back on campus. Thank you. [Applause]

Mazor: Next comment, please.

David Fine: Hi. My name is David Fine. I'm a sophomore in the College, and I'm sorry that she left, but I think I would be embarrassed if my dean got up and spoke for ten minutes and that speech was devoid of any opinion or substance. So I just want to say that to begin with. [Applause]

I want to address the last question: is there a relationship between military engagement and Columbia's identity? Herman Wouk, in his Pulitzer Prize-winning novel, "The Caine Mutiny," opens with the protagonist sleeping in Furnald Hall. I lived in Furnald Hall last semester. And Herman Wouk was a graduate of Columbia College, and he also served in the military during World War II. Anybody who's read that novel will know that it heavily criticizes the institution of the military and the hierarchical

organization of it. But to me Herman Wouk represents the ideal of the Columbia student, someone who's committed to public service but also willing to criticize the institutions that he or she serves. To me Columbia is the institution of Hamilton and Herman Wouk as much as it is the institution of Edward Said. Organizations like CU Dems and CU Republicans operate on campus here. LGBT community, CSJP, the Hillel—all these organizations who have varying divergent opinions operate freely on this campus, and we're all better off for it.

I see no reason why we should exclude one more voice in the diverse community that we have now. And that voice would be the ROTC. John Adams once said, sorry, "I must study politics and war that our sons may have the liberty to student mathematics and philosophy." Fortunately today, the soldiers who protect our freedoms have the ability to do both. They have the ability to serve in the military and study mathematics, and philosophy and art and dance if they want to. But unfortunately they're not able to do so at the elite institutions of our country. To discriminate and to withhold that opportunity from the people who serve our country seems to me to be the most discriminatory. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please.

Logan Donovan: Hello. My name is Logan Donovan. I am a sophomore at SEAS. I'm also a transfer student from the University of Virginia, which has three ROTC programs, and I just want to speak a little bit to my friends' experience in ROTC. I am pro-ROTC. I want to say that. I am also in that regard not condoning everything that the military does. I think they discriminate, I think there are a lot of things that aren't right about it. But in that regard, I think we should also allow students the opportunity to choose to be in ROTC if they wish.

I have several friends in the Engineering School of UVA who would sit next to me in class in their uniforms, participate alongside me. I admired them because they would get up at 6:30 every morning to go running and training and do all this extra work. And they took it on because they chose to. None of them had to join. This was a choice that they made. And I think that people should be able to have that choice because like it or not, the military is part of this country, and I don't think that, you know, we can necessarily get rid of it. I hope that in some ways we can work to change it and make it more in line with some of the ideals that, you know, that Columbia holds that it may not currently hold.

And also to that point, it seems like there are some perhaps irreconcilable differences between the view of the Columbia community and the military. But if we can't bring them necessarily onto campus, I think at the very least we owe it to the ROTC students who do want to participate to make it easier for them to do it in other schools. Whether, you know, making some of their credits apply here, because I don't believe they do currently, or things like that. So I think there are a lot of options even if they can't fully bring it back to campus even though I'd like to see that happen. Thank you. [Applause]

Mazor: Next comment, please.

Another voice: I'd like to speak about first the word "global." Today, whether inside or outside the academy, "global" is the catchphrase. But what does "global" mean to Columbia University and what does being global to the U.S. military? Let us recall how many bases the U.S. military has across the globe. A friend said the number, I think it was around a 150-something, maybe more. The point is that diversity and global education are completely antithetical to the flagrant imperialism not just believed but enacted by the military daily.

I want to call to mind the radical history of Columbia University as many others did. Whether students who were against apartheid occupied buildings against expansion for the last time they tried to build a gym and ROTC tried to come here. The list goes on. If we have a check and balance system in this country, we have to remember that the university is a place, a system, and an institution which should check and balance institutions such as the government and the military. It is the responsibility of the university to question, rigorously question, the status quo.

This university should not be subjected to the propaganda of the military, but instead should learn its real history. What is this country even founded on? What is the military conquest that founded this country? We can turn to Howard Zinn here, and I'd like you to imagine this in this situation. This is speaking about Columbus. For all the gold and silver stolen and shipped to Spain, it did not make the Spanish people richer. Instead, it gave their kings an edge in the balance of power for a time, a chance to hire and lure more mercenary soldiers for their wars. They ended up losing these wars anyway, and all that was left was a deadly inflation, a starving population, the rich richer, the poor poorer, and a ruined peasant class. This is what Marx called the primitive accumulation of capital. These were the violent beginnings of an intricate system of technology, business, politics, and culture that would dominate the world for the next five centuries. Unfortunately, it is still dominating the world, and it is the right and the responsibility, the duty of the university to challenge this, not to allow it here. Thank you. [Applause]

Mazor: Next comment, please.

another voice [Name inaudible]: I'm a freshman in the College. I first wanted to start off by addressing a more personal issue. I heard a lot of people saying tonight that they don't imagine being here unless the ROTC paid for their education. But I come from a low-income community in the Bronx, and I'm still here due to my own merit. [Applause] So I just wanted to start off with that.

Mazor: Quiet in the audience, please.

Same voice: I also want to address the matter that every, not everyone, but the many people who spoke pro-ROTC tonight did admit that there would be discrimination against transgender people. We should not, there's no reason for us to allow this to happen in order to get some other goal. We cannot allow people to be discriminated against. [Applause]

Mazor: Quiet from the audience, please. Next comment.

Matthew Arciniega: Hi. My name is Matt Arciniega. I'm a freshman in Columbia College, and I just want to address one point real quick. That we said that Columbia doesn't have enough interest in ROTC to start it. And I just want to say that I'm proof that there is interest in ROTC that is undocumented, and that there are people that don't want to go to Fordham early in the morning on Saturday and take extra classes which are the two things which every Columbia student hates. And aren't going to be out there giving those reports quite yet, and if you bring ROTC to campus you might see that there is more support for that.

The second thing I wanted to bring up is I see three points up there against ROTC. One that I disagree with, one that I agree with, and one that I know nothing about. The one I know nothing about is the militarization and the imperialization of the world. I don't really know anything about that, but I do know something about kids that come from impoverished communities. I came from Richmond,

California. I think it has the second-highest homicide rate in the country, and I came from a school where 60 percent of kids did not graduate. I'm here on my own merit as well as this young woman from the Bronx, but there are a lot of kids that aren't, and for those kids the military was the best thing for them. They're either, right now some of them got into jobs, some of them are out, some of them are in college, which is awesome, but a lot of them are still out there on the streets. A lot of them are in jail, a lot of them are addicted to drugs, a lot of them are dead, and the other proportion of them are in the military and now have stable jobs and are respectable.

The last thing I wanted to bring up is a point I agree with, the transgender point and the discrimination point in the military. I hate that. I hate that. To join the military and fight for the country I love, I have to join an institution that discriminates against the people I love. I think that's ridiculous. I think because I think that's ridiculous that's another reason I want to join the military, is to be a liberal voice and to be able to get in there and to say this is wrong, why are we doing this? And it frustrates me that I can't do that right now because the military is so messed up. And to get to that point, I think that the people that change that are people like Barak Obama and people like Robert M. Gates, who were at the top of the military and brought it down. And I think that one thing we can all agree on is the repeal of Don't Ask, Don't Tell was an amazing positive event for the military, and that only happened weeks ago. And the military is starting to move in the right direction. I want to be a part of that change. I think what you have to decide is to whether you want Columbia to be part of that change. Thank you. [Applause]

Mazor: Thank you very much. At this point the event is concluded. For your information, tomorrow we will be releasing the poll to the five schools that we are releasing it to: SIPA, CC, GS, SEAS and Barnard. We should have our third town hall on the 23rd, and you will be having a report released to the Senate on March 4th. Thank you very much and have a good night. Hope we will see you at our next meeting.

END OF MEETING

Appendix VIII: Transcript of the Public Hearing of February 23, 2011

PROCEEDINGS OF THE UNIVERSITY SENATE TRANSCRIPT OF HEARING OF THE TASK FORCE ON MILITARY ENGAGEMENT

Ron Mazor, Co-Chair, Task Force on Military Engagement: Thank you all for coming out tonight. The task force is pleased to introduce our third and final hearing. For your information, the task force is made up of nine members: five students and four faculty. The four faculty are Roosevelt Montas, to my left, director of the Core Curriculum; Dean Peter Awn, dean of General Studies; Julia Hirschberg, professor of computer science; and Jim Applegate, professor of astronomy. The students are myself, Ron Mazor, Columbia College graduate and current law student; Alex Frouman, member of Columbia College; Tim Qin, member of SEAS; Molly Finkel, to my right, student of nursing; and Scott Saverance, a student at SIPA. At this point I'd like to introduce Provost Claude Steele, to deliver the opening remarks.

Claude Steele: Thank you, Ron. [Applause] Well, it's a real pleasure to be here and see such a robust crowd on this cold winter night for what Ron described as the third, I guess, and final open forum on the topic of the university's relationship to the military and to ROTC. As you know, what you say here tonight will inform the task force's thinking and their information base about this issue, and as I understand it, they are writing a written report that will be due I think at the Senate in early March, maybe March 4 is the date that somehow sticks in my mind. So they're in the final days of preparing this report, and this kind of a discourse is going to be very important in their thinking I'm sure. The Senate will then read the report and vigorously debate the report, I'm sure, and then it will take a vote which will inform the president and board of trustees about the feelings of the Columbia University community about this issue of how we should engage the military and how we should feel about ROTC programming at the university.

So that's the progression of events as I understand it, and this is how tonight's event fits into those things. It will be the last chance for a broad sampling, I think, of points of view on this. So welcome to that.

I don't really have a lot to say in the way of introduction. I might make two brief points. One is a point which is just to position myself, I guess, with regard to the forum tonight and the discussion. I think if there's any word that is applicable here, I think of myself as a learner, someone who is in the process of learning about as much information as I can. I've been reading as much as I can, and this will really help reinforce that in terms of facts and information, and also just the full variety of points of view that people have towards this issue. That's something that is very important to me. I understand that this is an incredibly important issue for the university community. This is something that is of historical significance in that sense, and so I'm very anxious and excited to be here and part of the debate tonight.

I, like I think everybody else, have a personal history from which I could extrapolate some view toward this issue. But as best as I can, I don't want to do that. I would like to take the issue on in as a fresh a way as possible, and consider things anew with regard to the relationship between universities and the military. So that is the general disposition by which I approach this evening's discussions.

The second point I might make is that I'm proud that Columbia University has the capacity to have open forums about controversial, difficult, complicated issues like the one that we're going to take up tonight. I think this is a really important capacity for a university to have, the ability to be able to have open forums about complicated issues. I think it's one of the things that is a fundamental justification for the kind of institution we are. That this is the place where these kinds of discussions can take place in society. So I think it's our obligation, and I think it's something that we do rather well here. It seems to be part of the DNA of Columbia to have rousing discussions about important issues. And I'm also proud of the fact that for the most

part, maybe not always, but for the most part we do this in a very civil way. And I think civility is an important part of the capacity to have these kinds of discussions. It's a lot more than just a nicety. We could think that civility is something that's almost an expendable nicety, but I believe that civility is important to the quality of the debate. And the reason it's important to the quality of the debate is that it's through civility that everybody feels safe enough to say what they really think in these situations. And so as soon as civility gets broken, it's harder for people to say what they really think in a situation, and it's harder then to trust the debate as a full range of viewpoints being offered in it. So that's how important I think it is. I think it's a real foundational thing and I think it's something an institution like this has to strive for.

You know, it's not always easy to be civil. [Chuckle] I think everybody understands that. There's no such thing as perfection, but I think it's something that's very important to strive for on the part of an institution, especially in forums like this. So I just wanted to stick in a little reminder like that as much to myself as to anybody else in this kind of situation.

So I can end by just again welcoming you to this evening. We've got a grand crowd for this discussion. I think it's going to be clearly a very vigorous discussion. So thanks for listening. [Applause]

Mazor: Thank you very much, Provost Steele. Just to recap as Provost Steele did nicely. These hearings are meant to be open forums for the members of our community to come and express their views on ROTC, military engagement, what have you. The ability to express one's views without fear of judgment or without fear of threat or the ability to speak openly and freely rides on our capacity to be civil. So thank you very much for those remarks.

Just to go over quickly the rules and guidelines for debate. We will have a two-minute-and-30-second counter for all comments. Please limit your remarks to that time limit. These hearings are meant to be open as a public record. We're trying to preserve these comments and opinions for posterity, and have a good chronicle of the process of debate at Columbia during this, our task force's deliberations. What this means is that we have been making available transcripts of the records on our websites, and there is media present. So please be aware.

At this point, additionally given that there are media present, we would ask that interviews take place outside the meeting hall. We will likely take a five- to ten-minute break at the halfway mark of this hearing. Because we are checking IDs, we ask that individuals try to remain inside the room. If you have to leave the room, it's understandable, but because of the process of checking IDs, as much as possible, please do remain inside the room.

At this point we are open for comments, and you're welcome to take to the mikes. If we have multiple lines, we take at a varying level both mikes. Oh, wow! [Applause]

Scott Saverance, Member, Senate Task Force: Folks, if we can, just a reminder about the microphones. Please do leave them in the stands. Don't cover the base or take them out of the stand. Thank you.

Mazor: Okay. Middle mike, first comment, please.

Jason Lemieux: Good evening everyone. My name is Jason Lemieux. I'm a February, 2011, graduate of the School of General Studies and waiting to hear back from the School of International and Public Affairs. I served five years in the U.S. Marine Corps, three tours of Iraq. When I got out of the Marine Corps, I joined the activist organization Iraq Veterans Against the War, and in 2008 I testified at the Winter Soldier hearings about abuses of the rules of engagement in Iraq.

And with that out of the way, I'd like to start by saying that I respect the right to freedom of expression of all students and faculty at Columbia, but I find that the concerns that have been expressed about ROTC are largely hyperbolic and uninformed about the complexities of ROTC and the military in general. There are cadets in the room that anybody who has concerns can ask questions, like, How do you view academic freedom? How do you reconcile your oath to obey with the university's need for intellectual integrity? How do you respond when a student disagrees with you in a classroom? And I think that if these questions are asked of real people in an honest and humble way, that many of the concerns could be relaxed about the supposed incompatibility of ROTC and Columbia.

To the University Senate I'd like to say that one of the healthiest things that I did coming out of the all-male Marine Corps infantry was attend a poetry class at Barnard College, that Columbia-affiliated institution that discriminates on the basis of gender, because I was forced to deal with ideas and with people [applause]

Mazor: Quiet from the audience, please.

Lemieux: -- with whom I was unfamiliar and kind of uncomfortable. So I think that there are, if there are people with misgivings about the military, then that's actually an excellent reason why you would want them at an institution that purports to be about growth and development.

As a student and as a veteran, I accept that this university needs to take a long and hard look at its relationship to organized violence. But I think that in the end it'll be good and healthy for people with misgivings about the military, for cadets who need to keep their military status in perspective, and to the extent that it really changes the university one way or another, I think it can only be beneficial to have any of the services' ROTC scholarship programs at Columbia. Thank you for your time. [Applause]

Mazor: Thank you very much. Next comment, please. Side mike.

Justin Jackson: Sure. My name is Justin Jackson. I'm a student in the Graduate School of Arts and Sciences, and I want to comment on the question of whether Columbia's relationship with ROTC and the military is an issue of institutional concern. And I would just call attention to a piece of news that I came across recently which may indicate that it might be an issue of institutional concern. Steven Zoons, a professor of politics and chair of Middle Eastern studies at the University of San Francisco, last month reported at the University of San Francisco where there's an ROTC program, he read a memo sent to ROTC programs there and at other colleges and universities that effectively prohibits ROTC students from completing any assignments that professors may make involving any material released through WikiLeaks. According to a December 8th memo from Colonel Charles M. Evans, commanding officer of the Eighth Brigade, U.S. Army Cadet Command, quote "using the classified information found on WikiLeaks for research papers, presentations, etc., is prohibited." A follow-up memo from the cadet commander at the University of San Francisco advised against even talking about it, precluding ROTC students from taking part in classroom discussions regarding WikiLeaks material.

I would like the University Senate to deliberate on how Columbia would facilitate this kind of proscription of material that arguably may enter into course assignments in the ROTC program; whether that kind of proscription would be something that could occur in other parts of the university and impact curriculum in other parts of the university, and to know whether classified material that has been declassified and entered the public domain, can that be proscribed in the our curriculum. One thinks of the Pentagon papers, which were classified material that we declassified and in the public domain, which have been, I'm

sure, used in many academic papers and research at this university. Would that suddenly be problematic? So I think the issue of academic freedom is something that needs to be explored very seriously by the University Senate, and how ROTC as a program that has its prerogatives determined not solely by this university would impact the university as a whole. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please, center mike.

Richard Betts: Dick Betts, political science department and Saltzman Institute of War and Peace Studies. I think it's important not to confuse what's at issue in terms of institutional relationships over time as opposed to concerns about political policies at any one time. Also I think that the issue should not be defined in terms of military engagement with Columbia, but rather in terms of government engagement. The military is only an agency of the U.S. government, for which the university for better or worse already provides lots of services in exchange for lots of money.

For me the main policy question about ROTC at Columbia is first whether the United States should have any military at all, for which one can respectably answer no if you're a consistent pacifist. But if it should, whether that military should be led by graduates of Columbia as well as other places, or only led by people from West Point or ROTC programs at East Jesus State. [Laughter] The understandable visceral association of the ROTC issue with concerns about improper or outrageous American policies at any one time, the war in Iraq or anything else, which by the way a number of military leaders opposed, should not be confused with the question of whether the university should cooperate with the government in allowing students to become officers through the normal public means that have been institutionalized. [Applause]

Mazor: Thank you very much. Next comment, please, side mike.

Brendan Rooney: Good evening. My name is Brendan Rooney, and I'm the president of the U.S. Military Veterans of Columbia University, also known as Milvets. I'm going to share with you our recent press release concerning last week's ROTC hearing and Columbia's relationship with its veterans.

"Last week's heckling of Columbia University student and [?] Anthony Maschek by anti-ROTC activists triggered outrage across the country. U.S. Military Veterans of Columbia University organization, or Milvets, of which Mr. Maschek, an ROTC supporter, is an active member; the Columbia SIPA veterans' association, CSVA; the Columbia Military and Business Association, MIBA; and the Columbia Law School Military Association, CLSMA, share this deep sense of indignation. Nevertheless, following the media controversy engendered by this event, all four organizations wish to state that the disrespectful conduct of a few students in no way reflects the consensus attitude of Columbia students and faculty towards the student veteran population. On the contrary, its enthusiastic support of military veterans is precisely the reason why Columbia now hosts the largest veteran population of any Ivy League institution—340 in total, over 200 of whom are undergraduates. To those everywhere who have been following the story, and especially to fellow veterans considering the pursuit of higher education at Columbia, Milvets, CSVA, MIBA, and CLSMA unanimously profess their full confidence in the Columbia academic community's ongoing support for military men and women. The disgraceful actions of a few individuals should not be used to condemn Columbia's aggregate, of which so many proud veterans are themselves a part. Thank you." [Applause]

Mazor: Thank you very much. Next comment, please.

Alba Garza: Hi. I'm Alba Garza. I am a senior in SEAS, and I'm also a native of San Antonio, Texas, which is known also as Military City, U.S.A. In San Antonio we have Lackland Air Force Base, we have Randolph Air Force Base, which is not even a mile away from my high school. We have Brooke Army Medical Center, which is known for its burn unit and has treated many people, not even military. We have Lackland also, which passes all new Air Force, sorry, airmen, through through the basic training. Most of the medics also in the Army go through Fort Sam Houston, and many of my friends personally, at Judson High School, which in the New York Times was profiled as one of the biggest schools to get students into the military, went into the military. My friend Lisa is now a registered nurse because she's in the military. My friend Roberto is living his top-gun dreams as a Navy fighter pilot at the Academy. One time when he visited here at Columbia he was heckled because he was in his white cadet uniform, which he wears daily at the Naval Academy.

What I would like to show is that the military isn't this all-evil organization which does nothing but kill. I saw a poster walking over here saying, Do you want your fellow students to be taught war tactics? That's like faulting a chemistry student for maybe learning how to make LSD, or faulting me as a computer scientist for creating [?]. It makes no sense.

And also, I'd also like to give a bit of thought to the people we've lost. My friend Chris Baldasar died on September 4, 2009, in Afghanistan fighting there, and to hear of a veteran being heckled at a hearing made me embarrassed. My friends back in Texas messaged me on my Facebook blog saying, Classy, representing me and my school that way. It's not very nice.

So this is a very touchy issue. There are many facets. But we have to observe it all, and try to remain objective, but also think about everything. [Applause]

Mazor: Thank you very much. Next comment, please.

Matthew Bishop: Good evening, ladies and gentlemen. My name is Matthew Bishop. I'm a U.S. Marine and a student at the School of General Studies, and I'm also the vice president of the Milvets organization here. But it is not in that capacity that I'm speaking tonight. I speak as an individual. And I'm going to speak from the heart, and I don't want anybody out there to feel like I'm putting them in their place or chiding them, but I do have some pretty strong feelings about this issue.

So tonight I'd like to ask what makes this institution free and what enables all the students here, all the grad students and all the faculty to do what it is they do at Columbia University? The answer is a lot of money and a lot of protection. That's what I find so ironic about the hearings that—I've heard a lot of ROTC opponents speak of an obligation to their fellow student. And I respect their motives. But I find it ironic to hear them speaking of this obligation as a primary plank in their argument against ROTC and against the U.S. military. Am I the only one who sees this irony?

Perhaps you don't believe that there are people out there actually plotting to kill you specifically. Fair enough. Perhaps you don't agree with the operations that the U.S. military is currently engaged in. Again, fair enough. But I am dumbfounded that you can speak of protection in one breath and then decry your own military in the next. This university, like all American institutions, is protected, but it is not protected by student organizations like yours or mine, and it's not protected by mathematics or philosophy or even by the University Senate. It's protected by the men and women of the United States military. And if that military did not exist, then rest assured this institution would not exist.

In my opinion, the desire of a few students to play politics will never trump Columbia's debt to the institutions that protect it. That is to say, the Army, Navy, Marine Corps, Air Force and Coast Guard. Also the NYPD and the FDNY. And those institutions are staffed by people and they depend on their ability to

recruit. For Columbia to place roadblocks before students who would volunteer to staff any of these institutions for any reason, well, to me it's an act of deep ingratitude.

Saverance: Please finish your thought.

Bishop: I urge you all as you consider whether ROTC belongs here at Columbia University to consider who and what actually protects this place of free exchange and tolerance. Thank you. [Applause]

Mazor: Thank you very much. In the future, please make sure that you address the panel. We're here to listen, and this is an event which is geared towards getting opinions about ROTC addressed to the task force. So please address your comments to the task force. Next comment, please.

Ashley Larson: My name is Ashley Larson. I'm going to begin a little bit non-traditionally by telling you first who I am not. I'm not a military veteran, nor am I the daughter, the granddaughter, the wife or the sister of one. I have never been in ROTC, and I have never served my country in any formal capacity. Here's who I am, though. I'm a second-year M.B.A. candidate. I'm a loyal member of the Columbia community and I am a very proud American.

I'm here today because of who I am and in spite of who I am not. I'm also here to publicly express the disappointment, disgust and outrage that I saw at how members of my community treated heroes among us. You know, we all have one overarching commonality, even though we may have differences in opinion, and that is that we are all human, and we deserve to be treated that way. As fellow members of the Columbia community, if we cannot treat each other with respect, how do we expect others to respect us?

My position is simply in support of ROTC on Columbia's campus. One, the military is a volunteer-based organization that works to preserve our freedom. Two, individuals who volunteer their service to protect our freedom deserve the same freedom to choose an education at Columbia University over Fordham University. Three, an ROTC scholarship is a scholarship just like any other scholarship, be it religious, cultural or vocational. The refusal to allow ROTC on campus is discriminatory and imposes your moral and political beliefs on others.

The military is a minority in our society, currently less than one percent of the population. So we should give them the right to practice anywhere they want to just like we give religious organizations.

Our freedom is the result of incomprehensible sacrifice given by our troops and the families who support them. The graduates at Columbia University routinely prove leaders in every field, no doubt owing in some part to the education and instruction they receive here while at Columbia. If we value our freedom and believe in the value of an education at Columbia, why not play a role in educating these future leaders?

To those of you in opposition, if you don't support the actions of our military, fine. Don't just sit there and complain. Do something about it. Take a role in educating the next generation of military leaders. Let Columbia be part of that change.

In closing, regardless of our different religious, political and moral views, we are all Americans. We all have the right to choose to receive a top education, one from this institution. Thank you. [Applause]

Mazor: Next comment, please, side mike.

Kenneth Jackson: My name is Ken Jackson. I'm a professor of history at Columbia. I've taught here since 1968. It would be wonderful if we could live in a world without a need for soldiers. Think of all the great things we could do with the money for parks and hospitals and schools. Alas, we do not live in such a world,

and given that circumstance, I'll support the reinstitution of ROTC here, and would like to just make a few points.

First, the military has been a leader, not a follower, in civil rights for at least the past generation since it was integrated formally long before the rest of the United States in the late 1940s. I was an ROTC graduate, and 45 years ago I worked for a lieutenant colonel who happened to be black. But in the military you don't look at race and you don't look at gender and you don't look at religion. All you see are the insignias on the shoulders. In this case I saw Colonel Evans's silver oak leaf. So the appropriate response for me, because I was a lowly lieutenant, was "sir." I also lived in an integrated housing complex called Page Manor, which in 1965 was fairly unusual for the United States. And I would say further that I don't think there would be a single category of the American people who would be more pleased with the end of the war in Afghanistan and Iraq than the military families who have seen their loved ones spend two and three years [applause] over there.

Secondly, as has been said before, Columbia students have a broad liberal education, and their presence in the armed services might present more diverse perspectives in that group.

Thirdly, Columbia presumes to seek a diverse student body. At the moment, however, it is not receptive to that broad spectrum of opinion which suggests that military service is an honorable occupation. But of course we do regard service in the legal profession as honorable, even though it might be just as problematic. [Laughter]

Fourth. And by the way I could mention others. I'm just pulling one out. [Laughter] Fourth, ROTC provides financial assistance to college students as it did to me. And the financial aid program at this institution, as you know, is under extraordinary pressure. Pushing some of those costs to the federal government would free up more money for other needy students, including those that are against the military forces.

Saverance: Please finish your thought.

Jackson: Finally, if Columbia should be among that tiny group of schools that does not welcome ROTC, and I think virtually all will, I can see it now almost in front of me-- the Tea Party congressman from some other state saying that if Columbia University does not see fit to welcome the United States armed forces, then the people of the United States do not see fit to support Columbia University. We get hundreds of millions of dollars.

Mazor: Thank you very much. [Applause] Next comment, please.

Barry Weinberg: Hi. Some of you on the panel may recognize me. I'm Barry Weinberg. I'm a junior at CC, and I've been to all three of these town halls. [Applause] And I have three points to make tonight, generally speaking. And the first is about process. And that is, I would like to call attention to the relative lack of transparency with which the process for gathering opinions on ROTC [Applause] has been gathered.

Sorry, it is unclear to me how the panel was chosen, at whose request, and the panel recently released a statement on that, I believe February 21, where it said it is non-partisan facilitator of discussions about military engagement on campus with the strong focus upon participation in the ROTC program. I would like to point out that Jim Applegate, a professor who apparently formed the task force and who is on it, has numerous times in the past and this round as well, endorsed the return of ROTC to campus in numerous petitions and statements. That is not non-partisan. And I would like to call attention to the fact that

predicating [Applause]—excuse me, sorry—that predicating discussion on the idea that ROTC may return when it is in conflict with university policies is not necessarily non-partisan or unbiased.

My second point today is a point of elitism I think that we find on both sides of the argument, not by all presenters, but by many. But Professor Richard Betts’s argument, Betts’s statement tonight that we may worry that someone from East Jesus State would be in the military is an adequate example. Even though that there are programs at Princeton, the broader issue is the idea that somehow people who go to Ivy League universities are more open-minded than those serving in the military or in ROTC on state campuses. I’m from Indiana. I happen to take issue with that idea. And also in regards to discrimination against the military, Columbia’s committed to continue contact with people from the perspective of the military. They are in our non-discrimination policy, and we have the School of General Studies, which has done a remarkable job of working to incorporate veterans into student life and welcome them with open arms.

Finally, unlike what Ashley may think, ROTC is not like any other scholarship, but instead a forward payment of service due after graduation. And in this case it is a program that discriminates on the basis of, among other things, gender identity and expression. As Provost Alan Brinkley in 2004 and 2005 noted, that while he considered the return of ROTC to campus to be a practical good—that was his personal opinion—the moral good of sticking with the university’s non-discrimination commitment and principles far overrides the practical good. Thank you. [Applause]

Mazor: Next comment, please, side mike.

Noah Baron: Hello. My name is Noah Baron. I am a senior in Columbia College and I am president of Keshet Reformed Jews on Campus. I speak for myself tonight. But at first I would like to indicate that both of my grandfathers fought the Nazis in World War II, and I currently have a cousin fighting in Iraq, and I pray for his safe return every day.

I also support the eventual return of ROTC to campus, but not now. There are those who say that being opposed to bringing discrimination to campus is a front for my general opposition to the military. They say that I’m a liar. They say that I am being hyperbolic. Hilariously, these are often the same people who complain about the lack of respect in our dialogue. In any case, I have this to say to these points. As a Jew, I’m committed to the precept that all people are created *b tzelem elohim*, in the image of God, and as such are entitled to be treated with dignity and respect. It is from my fundamental commitment to the Biblical injunction “Justice, justice shall you pursue” that I fight passionately for equality for my transgender brothers and sisters. It is from also this commitment that I am committed to keep discrimination and the ROTC program as it is currently embodied in the military policies off campus.

As a Jew I am committed, as it is written in Leviticus 19, to not stand idly by as my neighbors suffer. I shall not. I am in earnest, I am no liar. My concerns are real and affect real people, and I will be heard. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please, center mike.

Kate Swerijen [SP?]: Hi I’m Kate Swerijen. I’m a student in the Law School. I am not a veteran. After almost ten years of war in which a tiny population of Americans has borne the brunt of sacrifice, bridging the civilian/military divide is more important than ever. In order to bridge that divide, I believe it is essential that Columbia reconsider its relationship with ROTC and bring ROTC to this campus.

Several years ago at a speech at Dartmouth College, the journalist Thomas Ricks was asked by a member of the audience, “How can you support ROTC at a place like Dartmouth? ROTC will militarize the campus and it will threaten our culture of tolerance.” Thomas Ricks said, Wrong. ROTC will liberalize the

military. The military should reflect the best of American society. It should not stand apart from it. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please, side mike.

Tyler Williams: My name is Tyler Williams. I'm a Ph.D. student in the MEASAS department in GSAS. I speak today as someone who actually applied to ROTC as a high school student, one, because I believed it was my only shot at affording an education; two, because I believe that every citizen had some debt of service to pay to their country. And so I want to start off by paying my respects to the veterans and ROTC members who are here tonight and who have come to speak. I am glad to hear what they have to say.

However, my feelings about ROTC as an institution have changed greatly over the past 15 years. One of the things that I've noticed is that the debate is unfortunately centered around the idea that bringing poor students to campus from low-income backgrounds through ROTC is somehow doing them a favor by asking them to give up their weekdays, their weekends, their vacations to train with ROTC and then give four years of service to the military afterward. Meanwhile, the rich students here and the students from high-income backgrounds spend their weekdays and their weekends studying, their spring break in Cancun and Jamaica, and go on to lucrative careers in investment banking afterwards. My feeling is that if you want to make a fair and equal playing field, then give scholarships to those students coming from low-income backgrounds. [Applause] Either that or require high-income students to have to participate in military service. It is either one or the other. [Applause]

Institutionalizing ROTC at this campus will only go further in institutionalizing this class difference and this type of class discrimination. Unfortunately, one other point has to be clarified. The debate tonight and the debate in the Senate will not be deciding whether or not ROTC students, veterans and the like, military service people, are accepted and welcomed on this campus. Military servicemen, both active and veterans, are welcome on this campus. They should be welcomed on this campus. And I'm sure that they will be accepted on this campus and welcomed in the future. The question is, Are we going to institutionalize ROTC? Some of us apparently live in a fantasy land that that is somehow going to liberalize the military and somehow give students who are not participating in ROTC a greater understanding of what it means to have military service.

ROTC is an officer training program. Nothing more, nothing less. It trains officers and those who volunteer. Those who won't volunteer will not be exposed to that. Yes, maybe through some personal connections with these students, but it's not going to lead to a greater debate. Therefore, I want to clarify that most of us who are against the institutionalization of ROTC here are not anti-ROTC student, we are not anti-veteran, we are not anti-military servicemen, but we are against any system that would suggest that a poor student in order to get an Ivy League education has to put themselves in front of a bullet in Afghanistan or Iraq during this war.

Saverance: Please finish your thought.

Williams: We are against anyone who thinks they're doing a favor or doing a charity to low-income students by offering this kind of choice. And we are against anyone, especially those in the audience, and I'm sad to hear this tonight--

Mazor: Thank you.

Williams: --Professors included who would suggest that we adopt ROTC to avoid, to avoid. One, to gain more money.

Mazor: I'm sorry. At this point, we need to move on.

Williams: And two to avoid.

Mazor: Sir. We have to move on. Thank you. [Applause] A few issues quickly. If the time runs out and you're still speaking, we ask that you finish the sentence and then leave the podium. And also given our limited amount of time for comments, we ask to try to mitigate and limit interruptions during the speakers' comments. Thank you very much. Center mike.

Rajat Roy: Hi. My name is Rajat Roy. I am a graduate student in Engineering, and I'm also an alumnus of Engineering. I'd like to raise a few quick points. Prior speakers have said that we can't change the military from the inside out. Yet direct evidence contradicts this. Marine General Conway attended Southeast Missouri State University. He was pro Don't Ask, Don't Tell. The repeal of Don't Ask, Don't Tell's main proponents, General Petraeus and Admiral Mullen, have graduate degrees from Princeton and Harvard. These degrees are short-term. Mullen's operations research degree was two years like mine. And clearly universities of Columbia's caliber absolutely do make an impact on the military students, even if they're there only for a short time, not the full four years of the ROTC program. And we can change the military from the inside out.

Earlier speakers have said that the military covers up sexual abuse. Yes, we've seen reports of that. But Columbia, honestly, does the same. On May 2 last year a student wrote an op ed in the Spectator about how Dean of Student Affairs Kevin Shollenberger threw out the punishments against a rapist after a sexual assault here and concluded that he was guilty. Given my experience in Columbia's graduate and undergraduate student councils, I would be surprised if this was an isolated incident. The sad reality is that we also have swept sexual abuse under the rug at all schools at Columbia.

So I'd like the task force to reevaluate any notion that we're somehow pure. Both the military and Columbia are trying to rectify their mistakes, and we should give them the opportunity and give ourselves the opportunity to do so.

Finally, I'd like to express that I'm a little worried that the task force has kind of ignored the alumni perspective on this. A lot of us alumni are looking at this both on campus and from at home, and we get worried when we hear articles in the New York Post and on Fox News. But fundamentally, we were behind the university when Don't Ask, Don't Tell was in place. We said, okay, fine. ROTC shouldn't be on campus. But once it was removed, I think the university will have a very hard time telling us that we should give a lot of our money and a lot of our time to the university when it made an unreasonable decision. So I ask that you carefully analyze the fact that a lot of people here today on both extremes of the ROTC argument aren't going to be involved alumni, and you really should be paying attention to those perspectives of those who will be involved. Thank you [Applause]

Mazor: Thank you very much. Next comment, side mike.

Joel Ramirez: Good evening. My name is Joel Ramirez. I'm a second-year at GS majoring in creative writing and philosophy, and I'm a Marine Corps veteran. Let's talk about what ROTC stands to benefit from Columbia. Let's talk about how Columbia's heritage is more rooted in providing leaders to our battlefields and in garrison than not. Let's talk about how Columbia accepts responsibility for grooming women and men

of the highest intellectual and moral character to lead and contribute to industries and societies all over the world, and should extend that responsibility to our own military as citizen/soldiers.

I'll concede that there's still progress to be made on the bias and foreign policy fronts, but the nature of progress is that there's no end to it, and Columbia should participate in cultivating leaders in every area of our society, not abstain from contributing to particular ones. I find it unbelievably self-defeating and cynical that students and faculty have said that influencing the military is a condescending notion. No one has said that there's a lack of bright people in the military, but Don't Ask, Don't Tell didn't get overturned simply because the incumbents reversed their opinions. We didn't elect our first black president because nothing could be changed. Progress is conventionally assumed to take time. Some are convinced it takes money or for a certain party to be power, but one thing that it is never absent is leadership. This is something that Columbia knows how to cultivate, and those of us in support of the ROTC on campus submit that this is what is most germane to the conversation. Why deny our part in providing an integral part of our society not just qualified leaders, but exceptional ones?

These officers from ROTC programs will leverage their education, accomplishing their missions as much as we will in our professional endeavors. There are willing and qualified people who would benefit from an ROTC program even in our midst and many more in the surrounding communities. We are purposefully and now without even the slimmest of moral veils discriminating against these people. And I know firsthand, as do all student veterans on campus, how greatly this caliber of education would contribute to a servicemember's career. Having leaders that feel this way, highly educated and with the preparation of the ROTC, more directly benefits us all.

Finally, I believe that ROTC cadets at Columbia would benefit from leveraging the student veteran population currently at Columbia. Perhaps you will see Columbia ROTC cadets benefiting from hearing about our experiences, from receiving non-biased insight into military culture, and perhaps see them go into active duty with an enhanced humanity because of the anecdotes of my peers. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please, center mike.

Karen Woodin: Hi. My name is Karen Woodin. I am a senior in Columbia College and an international student from Monterey, Mexico. I was also the chair for IvyQ, a conference that happened this weekend, the second annual conference for LBGTQA students hosted at Columbia. And I don't speak as a representative of IvyQ. I speak as myself. When I came to Columbia something that impressed me, especially coming from a very homophobic country, was that the norm at Columbia is tolerance and non-discrimination. I was very impressed by the fact that there was a Queer Alliance, there was Everyone Allied Against Homophobia, Gender Revolution and many others.

What I'd like to say now is that what we all know: that ROTC discriminates against trans students, and therefore violates Columbia's non-discrimination policy. While these discussions are fruitful, I don't think that the issue at hand is about the value of the military, which I think is a great discussion, or about whether Columbia can benefit from having ROTC on campus, or whether the military can benefit from having Columbia-educated personnel. I think the issue at hand is, Can this university that has for years created safe spaces for students have a program that blatantly discriminates against specific members of its population? And therefore I oppose ROTC.

I believe that there is a lot of misinformation. I do not know why the task force was created. As a student what I know is that DADT was repealed, and almost immediately after, this task force was created. What this tells me is that there is a belief that with the repealing of DADT, there is no longer discrimination against the LGBTQ community, but the fact is that the military still discriminates against trans people. So

that argument does not hold. So what message, and this is something that someone said at another town hall, which I think very adequately reflects what I feel, is, What message does it send to our trans students that when DADT was in place Columbia's policy was clearly against ROTC, and the moment that it is repealed, we're like, oh, let's have discussions about whether it should come back or not? So I think that message is, We really care about our gays, lesbians, and bisexual students, but we do, I mean, it's okay if we discriminate against trans students, and I just don't think that is the safe space that Columbia has committed itself to. [Applause]

Mazor: Thank you very much. One simple issue. Looking at the lines now, if everyone takes the full amount of time, we will be out of time for the evening. I'm going to close the lines for a minute, or rather until further notice. If people take less time, I'll reopen them. Next comment please, side mike.

Joseph Awm: Good evening. My name is Joseph Awm. I'm a student at Columbia law, and I have two points to make. The first is to address the concern about discrimination, basically asking whether we can invite a group on campus that discriminates against members of our own student body. And I think that the answer to that has to be yes, and the reason that I say that is because of Columbia's value for the virtue of tolerance. And what that ultimately means is that tolerance of viewpoints that you agree with is meaningless. You have to have tolerance for viewpoints that you don't agree with. Because if you only subscribe to a narrow ideological sliver, ultimately what you will be is paralyzed by perfection. And that's not a virtue. That's not a noble thing. That's a bad thing.

And I guess to say it a little more simply. What I'm saying is, Sure, we can all sit here and admit the military has flaws. And I say great, 'cause I have flaws too, and you have flaws, and everybody has flaws, and if we wait for an institution to be perfect, we'll never get there. So there has to be that first element.

The second thing that I want to bring up is that ultimately the ROTC inculcates virtue in students that Columbia is training to be leaders around the world. And that's something that Columbia should value. And there are two specific virtues that I want to point you onto. The first is that of love, and the second is that of courage. And now I know that the idea of love in the military sounds a little bit crazy. So let me just explain that. The first introduction of love into the idea of western culture was done by Jesus, and he mentioned that greater love has no man than this, than that he lay down his life for his friends. So by that reasoning, in that sense, those who take up arms on our behalf are doing the greatest demonstration of love that there is. That's something that Columbia should try and support and try and get behind however it can.

And then the second point is ultimately that of courage, which we all know—the fact that they are willing to sacrifice themselves to die. But there's another kind of courage that I think we have seen today, and we've seen in the other meetings, which is a courage to show up even if there is heckling, even if there is discrimination against them. And that isn't because they enjoy being heckled. It's not because people in the military like being looked down on or viewed as being wrong in some way. It's because they're courageous and they believe that that is something that should be valued.

So I ask the Columbia community to be courageous and as well to facilitate student involvement in the military because a healthy academic community permits students to pursue their callings. [Applause]

Mazor: Thank you very much. Next comment, center mike, please.

Edward Krasniewski: Good evening. My name is Edward Krasniewski and I'm an undergraduate student in the College. Already a lot of things have been said about last week's hearing, and I want to draw from one particular statement which was made public record. "Other parts of the country or other parts of the world

are plotting to kill you right now when you go to bed. It's not a joke. There are a lot of tough men out there willing to do bad things to bad people to keep you safe. These people are seriously trying to kill you. They hate America. They hate you." To those who endorse this world view, I would like to ask, who are these people? And yet more importantly, who created them? It is this very brand of one-dimensional thinking which, if not partly encouraged by the military, it is in no way discouraged. Not only does this statement ignore the fact that the vast majority of U.S. military action has been offensive, not defensive. It also brings into question the place of an institution generating such a facile world view within our campus gates.

Although there is the very obvious and very important matter of discrimination in the military, which Columbia has a responsibility to denounce in accordance with its non-discrimination policy, we must not forget the most basic fundamental fact. The academy is an establishment based on inclusion and free discourse. The military is not. As an inspiring global university, Columbia must remain an institution dedicated to tolerance. Our pedagogy must be one of critical thinking and open discourse, not one whose very foundation is based, both in rhetoric and in action, on the promotion of violence and otherization.

As a civilian institution, it is not our responsibility to reform the military. Even so, the fact that the military needs to be reformed cannot be blamed entirely on the military itself. Our armed forces are not an independent entity capable of autonomous action, but rather one which has historically been wrongly used by those with the legal power to issue orders. As such, it is silly to think that bottom-up reform is possible. As a soldier at the bottom, one accepts orders from the top. This is a basic fact in the military. You follow a chain of command.

In order to amend the role of the military, reform needs to be made within the legislative and executive branches, which encourage the military's hierarchical nature as well as permit the discriminatory recruitment practices which were already discussed previously. However, importantly, the inclusion of ROTC on campus will not change anything about how the military is structured, nor how it is used as a tool of coercion and violence in our nation's foreign policy. Its inappropriate presence will, however, have a negative impact on student life and bring into question our university's commitment to free expression and tolerance, which is a requisite of any aspiring global institution. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please.

Cynthia Gao: My name's Cindy Gao, CC 2012, and I'm the political chair of the Asian American Alliance, and I'd like to speak tonight with this particular position in mind. Asian American as a term and concept is a recent invention, was coined by activists working in the late 1960s to constitute a political coalition that reached across ethnic lines. A central component of the term's history is these activists' involvement in anti-war movements, in particular the war in Vietnam, but also U.S. militarism more broadly in the Third World as well as within the United States itself. In the words of activist Gordon Lee, the injustices and racism exposed by the Vietnam War also helped cement a bond between different Asian groups living in America. In the eyes of the U.S. military it didn't matter if you were Vietnamese or Chinese, Cambodian or Laotian; you were a gook and therefore subhuman.

This speaks to my second point, which is in response to critics of the anti-ROTC coalition who say that we live in bubbles and have had little to no interaction with the U.S. military, and therefore are not in a position to make the claims that we do, or that our claims are purely ideological and are not grounded in reality. Aside from the fact that many of us in fact do have friends, family, classmates and colleagues who serve or continue to serve, I want to also make clear the relationship that Asian-American populations have with the U.S. militarism on a profound, intimate level. What Asian country has not been touched by U.S. imperialism and military force? As Asian Americans we do not live in isolation but are profoundly aware of

the world outside of the immediate U.S. as it affects not only the countries of our heritage but our own status within this country. U.S. militarism has not simply enforced the dropping of atomic bombs in Hiroshima and Nagasaki, but the internment of Japanese Americans. U.S. militarism has not simply enforced the wars in Afghanistan and Iraq, but the domestic detention of Arab and South Asian Americans on no more than the basis of their skin color, ethnic heritage, national origin, and religion. What freedoms does the military uphold and for whom?

I am against the institutionalized militarization of Columbia's campus because of my relationship with the military and militarism. To call oneself Asian American is to recognize and feel deeply the role of the military in occupying and destroying our family's Asian homelands and the policing of our and other minority and low-income American communities. We stand in solidarity with others who recognize and feel this history and present too. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please. Quiet from the audience.

Avi Adelman: Good evening. My name's Avi Adelman. I'm the president of Everyone Allied Against Homophobia. To my transgender and gender-nonconforming friends and peers, it can be very disheartening to recognize the limits of the historical moment in which we live. To see despite our decades of gains on the path towards equality just how far the road still extends ahead of us. Though I continue to celebrate the ability of our university to foster robust civil debate, I confess that as one who considers himself an ally to your community, the past few weeks have elicited in me a deep pessimism and a visceral fear.

I fear that many students here don't actually know you, and if they do, they do not understand your identities or your struggles. I am perhaps more aware than most, and I would be the first to admit how much there is about your experience that I struggle to grasp. I wish I could speak to you today to offer hope, to herald the day when we can look back with shock on the time when your voices didn't matter, but the only words that really come to my mind tonight are, I'm sorry. I'm sorry that the desire to protect your dignity as equal Columbia students has been framed as some sort of passive boycott. I'm sorry that my peers have so easily stated that the benefits of our engagement with the military and our potential to reform its practices from the inside somehow unquestioningly overwhelms the commitment our university has made to protect you, not in some nebulous future, but right here and now.

Whenever I hear that phrase, "change from the inside," I cringe. To me, those words will never indicate anything but the suffocating silence of a closed closet door. I'm sorry I cannot muster the force of language to change more hearts, and I'm sorry that I've not adequately spoken out about the venom that has been infused in this debate and forums outside of these town halls. And finally I'm sorry that I cannot use this time to be a little more hopeful.

So I guess what I'd like to say to you tonight is to remind you that there are many of us here, so many, who love and support you and who will continue to walk with you on the road towards freedom. Whatever happens in the coming weeks, we have your back. [Applause]

Mazor: Thank you very much. Next comment. Quiet from the audience, please. Side mike.

Alicia DeSantis: Hi. My name is Alicia DeSantis. I'm a graduate student in the English Department and I teach University Writing. For the last four semesters I've taught GS sections of University Writing, which means I've had three, four or five Milvets in each of my classes for the last four semesters. Needless to say, these are some of my best students.

I've heard a lot about the potential future of Columbia, but I haven't heard much at all about the current state of Columbia's relationship with the military. So I'd like to just tell a story.

This is one of many stories I could tell. I had a student who was in ROTC. That student was outed and so lost the ROTC scholarship. When that student went to the Columbia administration and said, I can no longer continue here because I've lost my scholarship, Columbia said, Tough luck, and that student was sent on their way. Thanks to Congress, miraculously that student is back in ROTC and back at Columbia this semester. If that story had happened any time in the last ten years, that student would not be here.

The students who are currently on campus, that student or any of the students who in the GS program at large, are receiving the kind of financial, academic, or in some cases if necessary psychological counseling that seems like it would be appropriate for students coming to our campus from diverse backgrounds, from all different kinds of experiences. We leave that in the case of many of our Milvets to the V.A. That's, you know, not our problem. It seems to me that the military is not my institution, Columbia is my institution, and regardless of what happens with ROTC, whether it comes back to campus or not, this seems like an opportunity for us as a community to demand more from our institution that we currently are in, to do more for its students that it currently has. Not hypothetical future students, this isn't about the future, it's about the people who are on our campus right now. So I'd just like to use this moment to ask that Columbia do more for the people who are here right today. [Applause]

Mazor: Thank you very much. Quiet from the audience, please. Next comment, center mike.

James Dingman: Thank you. My name is Jim Dingman. I want to speak in support of ROTC for the following reasons. First of all, to my brothers and sisters in the LBGT.

Mazor: Please address the panel.

Dingman: I'm addressing you, sir. People may not know that our country has a rich history of women who fought and cross-dressed in its wars, in the Revolutionary War, in the Civil War. And people may not know that a Medal of Honor winner was a notorious cross-dresser in the 19th century. She was stripped of the medal of honor in the early 20th century. That's common ground for all of us to sit there and take this and look at this and maybe come up with a solution of this issue of transgender. This is a reality that happened in the Civil War and Revolutionary War.

Secondly, there's common ground between both sides. There's much on both sides' arguments I agree with completely. Both are dedicated to selflessness over themselves, to think of wider issues and causes, and that's common ground between those against and for ROTC.

Thirdly, the class issue. That's a real issue, and I think that we all can agree on, that we could all get together to fight for greater federal aid to everybody so that we don't have these class distinctions. But I don't think that a young person who decides to pursue the profession of arms should be denied that right to come here.

Fourth, the idea that there's going to be some [?] and super person coming out of Columbia University. The bravest person I ever knew was a platoon leader who graduated from Oklahoma State University, one of the brightest people I ever knew in my life. [Applause] And that person didn't go to a school that was considered quote pedigreed. He went to OSU. So that issue I think we have to throw out the window.

Finally, we've gone through serious constitutional crises in our country: Watergate, Contragate, the Bush Administration. [Laughter] And we have to understand that we don't live in a situation where our army

should not reflect the general populace of our society. It's important for a democracy to survive into the 21st century to have it reflect everybody and have the same kind of anti-militarist arguments coming right at the ROTC cadets and everybody here, the same way they're doing it right now. [Applause]

Mazor: Thank you very much. Next comment, please, side mike.

Stephen Snowden: Hi. I'm Stephen Snowden. I'm a GS student and an Iraq vet, and just before I say my thing, I feel like someone should make the distinction. I think that most people would say that there's a difference between cross-dressing to disguise your gender and being a transgender individual. [Applause] I think that's worth pointing out.

Now, I could reiterate my argument from last week. As I said, I want to bring ROTC back, and a lot of people have spoken and said many of the same things I would say. But I'm not going to do that. What I'd like to say is that in the first place, I was disturbed like everybody and embarrassed by the heckling of the wounded vet last week. But if this is even possible, I was even more disturbed that a reporter from the New York Post sat in what had been a civil and respectful and thoughtful debate for two and a half hours and the only thing he thought worth reporting on was the four seconds when a handful of students heckled that wounded veteran. [Applause] The faux controversy that has been manufactured over Hecklegate has been extremely disappointing to me. Ha, ha. And I'd just like to say, one of the things that I love about Columbia, I'm in my second year now, is that we don't treat people who disagree with us like the enemy, and we're able to have these civil discussions.

And just in case anyone here still thinks Columbia is anti-military, I'd just like to say very quickly, as I've said elsewhere, I've had students I don't even know come up to me and thank me for my service. I've had professors who have made accommodations for me when I've had to miss class due to military training. There are hundreds of vets here. Most of us, because Columbia fully supports the Yellow Ribbon program, are going here for free, which is just an incredible opportunity. And if I thought for one second that Columbia hated the military, I would transfer, and I don't believe that. I think Columbia in general has been very, incredibly supportive, and I'm grateful to be here. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please, center mike.

Aquia Gemra [?]: Hi. My name is Aquia Gemra [?], and I am a doctoral student at the School of Public Health. I'm also part of the coalition against ROTC on campus, and I speak for myself. Although the coalition agrees with a lot of the arguments I'm probably going to say.

The first thing I want to say is that I'm greatly disappointed by the undemocratic nature of this process, as well as the non-transparent nature of the process of deciding whether ROTC should come back on campus. I do not understand and do not buy into the argument that only five universities, five schools should vote on this issue because those are the only schools that ROTC cadets have graduated from. We're talking about the future here, which means individuals who come into this school might be going into other schools beyond the ones that the cadets have graduated from. So this argument I do not see justifiable for the way in which this has been set up. It's gravely undemocratic and really questions the stance that we are open-minded and inclusive in everyone's opinions.

Additionally, I'd like to really problematize the fact that the task force has posted some of these Post articles on their website. This article is extremely one-sided and clearly mischaracterized what our side is trying to argue. And as the person before me said, it really took a small incident and sensationalized it. And

as people on the left, we're used to being marginalized, but this should not be happening on the campus with the task force putting articles like this on the website.

I think a lot of great arguments have been made already. I don't want to be repetitive, but I do want to really point to this. We really need to question why the university has not come out with a description of what this means for this campus. This is not a simple change. ROTC has been on Columbia's campus for only 25 years. We really need to talk about that history. We leave things very vague so that people assume for themselves. And this is unjust for the student body. We really need to talk about what it means that ROTC is coming back on campus, how much money students receive, what courses are going to be provided, what jurisdiction these courses have, I guess on campus, whether the university has any say on what's taught and what's not, and really problematize the whole process instead of making it as vague.

Saverance: Please finish your thought.

Gemra: Excuse me. But anyway I just wanted to add this to the debate. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please. Side mike.

Natasha: Good evening. My name is Natasha, and I'm a graduate student here. And I want to speak tonight as an international student and my expectations of what kind of education I hoped for in applying to a university like Columbia. So it is to a university that I applied to, that is, an environment which I hoped would foster open, critical dialogue among, and this is very important, students and faculty, An environment in which intellectual growth and enrichment are encouraged despite one's affiliation, cultural background or multiple locations, but as students, all here to learn.

A militarized campus is not what I signed up for, and as a graduate student, we are not only here for many years, but we are also deeply invested in this university as potential future teachers. So I am extremely concerned about the introduction of ROTC on campus, and quite frankly I feel cheated because again, this is not what we signed up for. The learning space, safe discussion and debate which many of us still cherish will be jeopardized, and compartmentalized, by ROTC, dividing students into students and soldiers. And so we're not against the military, I'm not against the military, but I want to emphasize that people should be here as students primarily, interested and engaging in furthering their education and critical thinking. So this is going to affect Columbia in fundamental ways.

And last but not least, why aren't graduate students allowed to vote, whether for or against ROTC? Such a decision completely disregards the fact that we will all be affected, and undergraduate students are here for an average of four years. We're here for at least seven years, and we'll be affected way after some of the students would have graduated. So we demand the right to vote for or against ROTC as graduate students. This vote should be extended to all of us. Thank you. [Applause]

Mazor: Thank you very much. Quiet from the audience, please. Next comment, center mike.

Marilyn Ivy: I'm Marilyn Ivy. I'm a professor in the department of anthropology. I do not support the return of ROTC to Columbia University, which does not mean that I think Columbia should not welcome individual soldiers or veterans into our classes, and this has been said repeatedly. We certainly do welcome soldiers and veterans, and it is my understanding, and this has been said tonight, that Columbia has more veterans in its classes than any other university in the Ivy League. But I do not support the return of ROTC because I believe the university should not have a formal institutional relationship with the military.

But I want to speak now, though, about how appalled I am at the lack of transparency of this task force on military engagement. I've been to all three of these hearings. I don't think there are too many professors who have. And just a few days before this first hearing I tried by the e-mail for questions posted on the website to obtain the names of the members of the task force, just obtain the names. In a series of e-mail exchanges, Mr. Mazor, who's one of the co-chairs of the task force, repeatedly refused to tell me who the members were. I found that unacceptable and indeed strange, and I still do.

So how was the task force chosen? We don't really know. Earlier this semester, before this even came up, I noticed that Professor James Applegate was one of the signatories to a statement circulated by a group called the Faculty for Reserve Officers Training Corps program at Columbia. That's fine. But since then, I've discovered that not only is he himself a member of this task force, but that he also wrote the pro-ROTC statement that was included in the 2005 task force report to the University Senate when he was the co-chair of that task force, and an earlier speaker also mentioned this.

We are repeatedly told that the task force is impartial and non-partisan, but surely the person who plays such a central role in these task forces should have at least the appearance of neutrality. These hearings themselves are not forums for open and thoughtful discussion as the phrase goes, as they are repeatedly termed in the e-mails and information we get from the task force. They are not discussions. They are individual people coming up to a microphone, and talking into the microphone, and then sitting down. The speakers look at the task force without any dialogue or engagement whatsoever. There is no one to whom we can address questions, and no one to answer them. When asked about particulars of a future ROTC arrangement, task force members responded that they do not know. Who does know, then?

Many of our students don't even know what ROTC is. How are they then supposed to give an informed opinion in the poll that is being held now? I feel that at the least the possibility for real information-sharing discussion and non-partisanship should have been held open instead of the false spectacle of democracy that these hearings constitute. [Cheers and applause]

Mazor: Thank you very much. Quiet from the audience, please. [More applause and cheering] You're taking time away from other speakers. Next comment, please. Side mike.

Fatima Mojaddedi: Good evening. My name is Fatima, and I'm a student in the Graduate School. And I have a brief comment that I hope helps us approach this very grave issue of opacity regarding the forum and the content of ROTC. ROTC is often spoken about as if it's the recruiting wing of the military, and indeed for most of its history it was. But for the last 15 years it was privatized, and it now represents one of the largest and most important contracts awarded to a private military consulting firm, MPRI, Military Professional Resources, Inc.

MPRI has over \$300 billion in contracts with the Department of Defense. It runs Civilian Police International, which is exactly what it sounds like. It's composed of retired military personnel who now use their military expertise for profit. Its president, Retired General Craddock, was a staunch supporter of Guantanamo, not only as a site of detention, but he also came to the support of several officers who were charged with abuse.

And so I disagree. I disagree with some of the comments that we should expunge our moral and ethical prerogatives from the debate. And I think that it behooves us to think very seriously about the ethical price that would be brought to bear should Columbia participate in abetting the privatization of warfare, and in the ongoing pattern of not only the destruction, of the destruction and the gambling of innocent life for profit. Thank you. [Applause]

Mazor: Next comment, please. Center mike.

Gavin McGown: Hi. My name is Gavin McGown. I'm a sophomore in Columbia College. I'm also a board member of Everyone Allied Against Homophobia and Gender Revolution. My God, it's been a very long week for a lot of people. I think people are rightly concerned about civility within these walls. I think we should be equally concerned about civility outside of them, and what happens after we leave this debate.

Last week I was privileged to hear classmates of mine talk about how the transgenders are getting in the way of patriotism, and to hear being transgender compared to anorexia and pedophilia. I cannot help but think these are people I go to class with. And these are the people I cannot be forbidden to be in any group with. But should this policy pass, should we bring ROTC back to campus, then there will be a group, and I cannot even be included in that discussion in virtue of being a transgender student.

Now the point has been raised about discrimination and, Is keeping ROTC itself off of campus an act of discrimination, is it an act of intolerance? I think we have to ask ourselves, What is tolerance? And if tolerance means that we countenance not intolerant attitudes, not intolerant speech, but intolerant action. If that means that we allow groups to exist that do not allow students, faculty, persons to be within them on grounds that we have judged perfectly non-salient, that means that tolerance is no more tolerance than it is intolerance. That means that we have no more a policy than we have none, and alas our principles become no more than sophistic, empty names.

And what on earth are we thinking? Thanks. [Applause]

Mazor: Thank you very much. Quiet from the audience, please. Next comment, side mike.

Rebecca Jordan-Young: Rebecca Jordan-Young, faculty at Barnard. I want to address the rules that would govern the relationship between ROTC courses and the Columbia curriculum, as well as the position of ROTC faculty, because there's been some confusion and requests for clarification. Here's an excerpt from the U.S. law that governs the ROTC program, most recently updated in February, 2010. This is from the general military law, part 3, chapter 103, which is the ROTC portion, under section 2012 on establishment of ROTC programs. Part B reads: "No unit may be established or maintained at an institution unless (1) the senior commissioned officer of the armed force concerned who is assigned to the program at that institution is given the academic rank of professor. (2) The institution fulfills the terms of its agreement with the secretary of the military department concerned, and (3) the institution adopts as part of its curriculum a four-year course in military instruction or a two-year course of advanced training of military instruction or both, which the secretary of the military department concerned prescribes and conducts."

The group Advocates for ROTC maintains on their website that some elite institutions with campus ROTC programs, namely Princeton and MIT, do not actually offer credit for ROTC classes. It's interesting that military leaders have chosen not to enforce the statutory requirements of ROTC programs at those schools, but we must make the decision at Columbia based on the actual rules and the law, not on guessing whether those rules will be enforced here.

Briefly, I also want to address the idea that reinstating ROTC would help to diversify Columbia in terms of class as other people have addressed. Because the military is one of the few ways the poorer students in the country are able to pay for education. I am myself the daughter, niece, sister and aunt of both veterans and active duty service members. I was a first-generation college student. Most of my large, working-class family has not gone to college. I have watched as my nieces and nephews, as well as many of my young neighbors from Brooklyn, have joined the military, nearly always with the rationale that it would be a ticket to college. Overwhelmingly they have gotten tickets to Iraq and Afghanistan, and very few have gotten the

education they have sought in the military. Incidentally, as with most working-class kids, the education they have gotten has mostly not been, actually none of them have been through ROTC but instead through the regular GI Bill. I do have one brother who did ROTC.

Sending poor and working-class kids to the military is not a just education policy. It's discrimination and it's blackmail. Columbia doesn't set that policy, of course, but I'm concerned that if we reinstate ROTC as a formal program at Columbia under the notion that this is a means for redressing educational inequality, we endorse that blackmail. So I oppose the reinstatement of ROTC. [Applause]

Mazor: Thank you very much. Quiet from the audience, please. Next comment, center mike.

Tanya: Hi. My name is Tanya, and I'd like to begin by addressing something that already a few of my colleagues have addressed. But as a graduate student, I would like to be able to vote. I'm also a student at this institution, and I feel that the process has also been very undemocratic, and the lack of transparency is really alarming. I find that no matter how much I try to search for answers to, you know, where would the faculty come from, what sort of courses would be taught, I can't find those answers. And how exactly this would happen at Columbia? We don't know the answers to that, and I don't feel like it's something we can fully comprehend at this point.

But I would like to speak on the issue of discrimination, and I know it's been addressed some, but I'm going to pull out a few statistics, and these all come from the Department of Defense and from the V.A. Seventy-five percent of blacks, 67 percent of Hispanics and other ethnic minorities report experiencing racially offensive behavior. Many believe they were given poor assignments or evaluations based on race. Racist hate groups are actively organizing the military. On one military base alone 320 neo-Nazi extremists were identified; only two were discharged. Twenty-eight percent of women veterans said that they were raped while in the military. Those women who did report military sexual trauma while in the military state that once they filed the report, they were transferred to less desirable positions or experienced other negative consequences such as being traumatized or being court-martialed for fraternization. Not to mention that they would still have to serve with their attackers.

According to the V.A., more than 48,000 female veterans screened positive for military sexual trauma in 2008. Army studies have shown that up to 30 percent of troops deployed to Iraq suffer from depression, anxiety and PTSD, and one out of every three homeless adults is a veteran.

And you might ask why I'm bringing up these statistics. Hopefully it's already clear that the issues of PTSD, the way that actually the military does affect communities of color and low-income communities is a very serious issue on this campus. And institutionalizing, and that's a very important word for us here. It's not that we're not accepting students of the military. They're more than welcome to be here and to receive scholarships from outside funding just like anyone else would. But to institutionalize the military on this campus is a very different question, and I think institutionalizing a military that has such policies of imperialism and sexism and racism and homophobia brings that to our campus here and would make many students feel uncomfortable. I know I am one of them as someone who would be discriminated against in the military for various reasons, one, my religious background and, two, being a woman, I would not feel comfortable having ROTC on this campus. [Applause]

Mazor: Thank you very much. Quiet in the audience, please. Next comment, side mike.

Michael Taussig: Good evening, everybody. I agree with my colleague Millie Ivy that you have produced a very dishonest, untransparent process, totally illegitimate, and we have to start over again and have real

discussion, not this ping-pong sort of bickering stuff of two minutes and 30 seconds. I am confused and I'm fearful about this suddenly announced intention to invite ROTC on campus. My name is Michael Taussig. I've been a professor in the anthropology department here since 1993. I've been working in the country of Colombia since 1969 where there are three major wars occurring. I've lived with people in all parts of the countryside. I think I know something about guerrilla war and why people resist the United States and the rich. I've also been in Afghanistan, and I've also been a medical doctor. And I think that probably all adds up to why I'm very leery of the military, and certainly against the institutionalization of the military in the form of ROTC. I support the people who've spoken. I'm not against soldiers coming to the campus. I don't think it's going to make the army liberal. That's pie in the sky.

But it's the institutional presence of the army that is at stake here, and what people haven't mentioned enough of, I think, is the political-historical background, and this is really a war of symbols. It's so important to the pro-military people to have the legitimacy provided by the aura, by the halo of the universities in general and the Ivy League in particular. That's what this is about. It's not about getting poor kids an education, or, you know, training liberal leaders and corporals and majors and so forth.

Now why am I confused? I'm confused because there's a dearth of necessary information about what is entailed, what's going in the curriculum, who's going to be teaching, what are the courses, what numbers of people are we talking about, why are some constituencies voting and others not. Where's the information? Why haven't you guys done your homework?

And I'm also worried about the unseemly speed with which this is being rammed through. A mere six days elapsed between university-wide notice and the first of these three public meetings set a week apart. What's more, the format of these meetings is hardly conducive to discussion. That's the confusion.

As to the fear, let me start with undergraduate Dean Moody-Adams, who was involved with ROTC at Cornell, facing down our undergraduates last week with a rhetorical question: Is there any reason not to welcome ROTC here at Columbia?

Saverance: Please finish your thought.

Taussig: My response is yes. Abu Ghraib, Guantanamo, institutionalized torture, using military tribunals that are not courts at all, nine years of war in Afghanistan getting nowhere against an enemy that was created by the Great Communicator.

Mazor: Thank you very much.

Taussig: And waging war, waging war on weapons of mass destruction that have yet ten years later to be found.

Mazor: Thank you. Next comment please. [Cheers and applause] Quiet from the audience. Center mike. Please speak.

Robert McCaughey: Great timing, Bob. My name is Bob McCaughey. I teach American history at Barnard College and I've been here at Columbia since 1969. In the interest of full disclosure, I went to college on a NROTC scholarship. It allowed me to leave Rhode Island forever. [Laughter] If you're not familiar with Rhode Island, it's a little bit in this regard like New Jersey. [Laughter]

Mazor: Quiet from the audience, please.

McCaughey: I'm breaking with what I think is the single consensus that we've achieved tonight. Everything, everyone has had something, either nothing to say or something bad to say about the Senate's precipitous taking up of this issue. And I would like to dissent on that as at least part of our remarks. I think at the moment Columbia University is living in a, let us call it an inconsistency, if not a lie.

Back in 2005, the last time, there have been since some affirmations of our position, but back in 2005, the university took a position that there was a basic conflict between the university's view of what are appropriate rights of minority groups on campus and the military's current policy that goes back to 1994, namely, Don't Ask, Don't Tell. And it was largely on the basis of that, there was reference to the provost at that time, Alan Brinkley's rather strong moral statement about his views of that matter, and the university's official position seemed to be very strongly couched in terms of the inconsistency between the university's position and the military's current position as dictated by the legislature, by Congress, not by the military. That has changed. It changed in December, and there are still some issues to be sorted out. But I think since that period, the university remains in a position that it took in 2005, but it took in 1969 as well, namely, virtually a sign out on 116th and Broadway that the military ROTC programs are not welcome at Columbia. And it has held to that position over nearly now 50 years. And I think in its last iteration of that policy it left itself with a position that is no longer viable.

I think the position is wrong. I think it is wrong full stop as the first point. I think it is wrong because it misrepresents Columbia's position with respect to the military, which has I think just about everyone who has spoken to this issue tonight has agreed.

Saverance: Please finish your thought.

McCaughey: It's far more open than it has been before. I think also we are doing ourselves and the country a disservice by not engaging in the very issues that have been asked. What kind of ROTC program –

Mazor: Thank you very much.

McCaughey: Thank you. [Applause]

Mazor: Next comment, please. Side mike.

Amiel Melnick: Hi. My name is Amiel. I'm a student in the Graduate School of Arts and Sciences. What I'm going to say has been said before. I think it bears reiterating. One of the larger questions underlying the discussions of ROTC, although not as much tonight, has been that of the military-civilian divide in the United States, and the sense that this is a bad thing has been one of the ideas motivating an argument for inclusion of ROTC even for those who are anti-war. I've been struggling a lot with this question myself, and I think that there's a confusion as to whether we're talking about civilian individuals, getting to know individuals in the military, or whether we're talking about the political divide between civilian and military, which is in fact a structuring principle of the United States' political order.

Whatever we think of that order, it seems to me that not asking ROTC to return preserves the latter political divide, and does very little to affect the former. The political version of the military-civilian divide is what allows the United States to keep the military subordinate to civilian authority. I think even those who entirely support the global role of the U.S. military, which I do not, would agree that this separation of power and subordination are a good thing. It seems to me that supporting the military's attempts to become a civil

society institution, as one professor put it last night, would confuse a division that we're concerned about preserving.

The question of individuals getting to know each other is a separate question, and is something that's happening in many ways already on this campus, as many people have said tonight. So while I fully support the education of individuals who have been in the military or wish to pursue military careers here, I think those students should be on this campus primarily as students as they currently are. And I don't think that military service is an identity that needs to be protected by being institutionalized on the campus.

So a final comment regarding questions of process that people have been bringing up. Last night there was a panel discussion where people gave opinions against ROTC and there was a question-and-answer period following. And it was a huge relief to be in a space where we were allowed to ask questions, even if those questions weren't substantive about ROTC. You could feel it in the calm and respect in which the conversation was framed. And so I think that event revealed a fundamental flaw of the hearings, and all the opinion-gathering fora that the task force is providing. Our opinions are being solicited, yet no information has been given to us about what the ROTC program will actually look like, and in none of these fora are we permitted to ask questions, other than the infamous rhetorical questions.

This university is being vaunted as a space in which military officers will learn to be democratic. Several people have pointed out that this is rather patronizing, and I think also self-aggrandizing.

Saverence: Please finish your thought.

Amiel: The institutionalized forms of democracy on this campus are revealing themselves to be quite inadequate. [Applause]

Mazor: Thank you very much. Next comment, please, center mike.

Dina Ahmad [?]: Good evening. My name is Dina Ahmad and I'm a graduate student. And I'm against the ROTC program coming back to campus for three main reasons. First, I would like to speak to the undemocratic nature of this process. Many people have already spoke about how opaque it is and how as a graduate student, my voice has been silenced. And I think as somebody coming from my vantage point, I think my voice is something to be heard, or is valuable.

Two. This is an institution of higher learning. Students ought to be challenging and grappling with questions of power at stake in the world. And I think questioning whether or not ROTC should be institutionalized on campus is one of these questions. I'm an American and I have a vested interest in altering the United States presence, military presence, in the Middle East and the Arab world because I am an Arab and I'm a Muslim woman, and for decades presidents and government officials have justified military intervention in the Arab and Muslim world under the guise of liberating women who speak like me and believe in the same things I do.

I know that I'm only one person and I do not represent a homogenous community. But from my vantage point, liberty does not look like the images I associate with the military. One, for example, the tear gas canisters that were thrown at Egyptian protestors during the revolution a few weeks ago were engraved "made in the U.S.A." They were protesting against a dictatorship that had lasted over 30 years that was sanctioned by the United States.

Images of Abu Ghraib prison, the Abu Ghraib prison scandal, images of dead, naked bodies stacked up on top of each other with United States prison guards taking pictures of them—those are things that I associate with the United States military. I associate images of Guantanamo Bay prison. I associate images of

the United States military with rolling vehicles going into my village in Israel, Palestine, picking up my cousin and taking him out to jail. These are the images that I associate with the military.

And as I said before, I attend an institution of higher learning where I would hope that as students we could imagine ways to disassociate and disengage with organized violence committed abroad.

Three. Columbia University already has a relationship with the military. General Studies is where veterans can unlearn what they have already learned in the military.

Saverance: Please finish your thought.

Ahmad: And dehumanize, victimize, occupy the lands, bodies and people like me. Thank you. [Cheers and applause]

Mazor: Quiet from the audience, please. Next comment. Side mike.

Paco Martin del Campo: My name is Paco Martin del Campo. I'm that awful person who had that awful quote in the Spec about the last town hall. I will start by saying I was not a heckler, one of the few. But let me just point out that the response from the quotes that I think I gave in the Spec as I understand it has resulted in death threats against my life from avid right-wing bloggers. I actually wanted to bring that –

Mazor: Please address the panel.

Martin del Campo: Actually wanted to bring this idea up that I was being protected. Well, it's an important idea. If I'm being defended by people, I think in an intellectual environment we'd hold this idea under the microscope and actually think about it. Because I hold that this past town hall is actually a very teachable moment, and we're missing the lessons, which is that free speech is very much an issue in our society, and speaking out against war is very much a free speech issue. And if you cannot, and people like me who did not heckle but are going to be dished out collective punishment just for our opinions that we're holding, then that becomes an issue of free speech. And if we can't speak out without being questioned as unpatriotic, then any student of history can tell you that this is a classic way of silencing the anti-war protest. And I want to pause that this is a serious issue that we need to be discussing as we talk about this.

So with that said, I want to also point out that people who have been tabling against ROTC have been intimidated by having people come up in aggressive manner. We've had things thrown at us. We've been treated as if we are not a part of this community. And as somebody said, as Professor Blackmar said in last night's event, all the threats of violence have not come from our side. None of them have actually. [Applause]

And so I want to close by also raising serious questions about the democratic process of this review of ROTC. And there are plenty of reasons why I could argue, I mean, but I'll use for example the argument that only the schools that can vote are the ones that are, are the only ones that are going to be affected by ROTC. This is such flawed logic it's so intellectually dishonest, I can't believe it's actually being uttered on this university. I mean, honestly, imagine if only people being affected by Proposition A were allowed to vote in California. Imagine what would happen then. But that's not the way it works. This is democracy.

Saverance: Please finish your thought.

Martin del Campo: So I just want to know, and I'd actually like a response to see how the Senate task force actually plans to address these issues with the democratic process. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please, center mike.

Edith Park: Edith Park, School of Continuing Ed. I was told you can't change somebody's mind by being a cheerleader. We lead by example. I'm not an airborne ranger, but I'm airborne qualified.

Mazor: Quiet from the audience, please.

Park: I'm not an infantrywoman, because there's no such thing as one. But ROTC doesn't really make warmongers. I was never taught or I never learned how to point a rifle at a college student or use it recklessly. Nor would I ever order my soldiers to. Sorry, I forgot.

Mazor: Please take your time.

Park: I've never been to the Middle East, and if you ask me what it's like, I wouldn't know because I'm non-deployable as a cadet, but once I graduate I will go. And if I got a phone call tonight for me to deploy overseas, I would go the next day. I've been following the debates from the first debate, and from the first hearing on, and I did my research and I've come to realize that I empathize about why people wouldn't want ROTC on their campus, and I mean, I would empathize, and also I understand, and also.

Saverance: Need you to finish your thought, please.

Park: It's because I live the army values. Thank you. {Applause}

Mazor: Thank you very much. Next comment, please, side mike.

Alberto Aria: Good evening. My name is Alberto Aria. I am a student at Columbia University, at General Studies. I want to make two points. First, ROTC is an exclusionary scholarship program. However, if you go on Columbia's website, there's many exclusionary scholarship programs: African American scholarship programs, Latin American like myself, scholarship programs, there's lesbian, gay, bisexual and transgender scholarship programs. And I embrace them, why don't you embrace us? I'm also a United States Marine.

Second, I'd like to give you a little of my background. I'm Latin American as I said, and my parents both immigrated to this country. My father fled a dictatorship in Cuba, a dictatorship that's still there today. And he's proud to be an American, and not only is he an American, but he's an American by choice. And even though I was born in this country, I'm proud to be an American, and I consider myself an American by choice because I can go to other places if I see fit. But I choose this place because I love this place, and I'm proud of it. And I think this is the best place to live.

Columbia University students and faculty are all members of the United States. Even if they're not citizens or residents, they're just here temporarily, they have chosen to be here, and by doing so they validate the principles of the United States of America. The American flag flies over Columbia University. Columbia University honors the United States. However, there are individuals, groups and or countries, who wish for some reason or another to impose their will on the United States of America and its people. Thankfully, there is one organization whose sole purpose is to prevent that from happening. And that is the United States Armed Forces. [Applause]

Mazor: Quiet from the audience, please.

Aria: It is shameful that the United States Armed Forces are not allowed on this campus in every way, shape or form. Not only should we accept them. We should embrace them. And I cannot fully say that I'm proud to be a Columbia University student until that day. So I request that you return ROTC on campus to honor our country and the men and women who fought and continue to fight for its freedom. Thank you. [Cheers and applause]

Mazor: Thank you very much. Quiet from the audience, please. Next comment, center mike.

Suresh Naidu: Hi. My name is Suresh Naidu. I'm an assistant professor of economics at SIPA. And I'm just, I'm a civilian, and I'm. [Laughter]

Mazor: Quiet from the audience please.

Naidu: I'm just going to bring up a point about governance. I mean, it looks like this is going to go through no matter what we say. So. But. So let me just bring up a point about government. You know, and just as sort of a junior faculty. You know, so the military gets to choose its members, the instructors that come to Columbia that then get to teach Columbia classes and it's subject to Columbia's approval. But, you know, these people are very, very qualified, and I'm sure they know a lot about what they do. But the point is that I think that being a soldier is kind of a full-time commitment of not just kind of your time, but really the kind of profession that has a higher calling. But so is being a scholar. And so is kind of the thing of like being willing to contest ideas no matter where they come from, no matter where they lead, and to be willing to disobey orders to do that is the kind of sort of spirit that the scholar brings to their inquiry that is not clear to someone that's living under orders. And I'm thinking particularly of the faculty, not the students that have to take orders are less willing to do that or unable to do that. And as someone that's actually tried to get studies sort of parts of the military and extract sort of pieces of data from them, it's an incredibly. It stonewalls. If you're not part of them, they don't want to have anything to do with you. And it's sort of, as a culture, it doesn't seem to be terribly interested in having, you know, the free spirit of academia and skepticism sort of in its halls.

So if that's true about inside the military, you know, where we're talking about Columbia coming and becoming, you know, diversifying Columbia. Well, when do I get my rank of colonel? That's all. [Applause]

Mazor: Thank you very much. Next comment, please. Side mike.

[?]: My name is [?] and I'm a student at GS and I'm also a United States Marine Corps veteran. I served three tours in Iraq and I would like to speak in support of ROTC tonight. When I joined the military at 18 years old, 17 years old, I joined in a community that was not particularly military-friendly. I was one of three students out of my high school to join the military. And when I did so, I heard a lot of the same arguments being made that I was joining a force of killers, that everybody in the military were baby killers, that they don't treat minorities well, that they have huge issues with the way they treat women, and, you know, in a lot of ways I would agree with some of these arguments. And I really do feel for the people who oppose ROTC at this point because it seems, it seems like they feel attacked by the military side.

And I want to say I understand what it feels like to feel like nobody agrees with you, and to feel like nobody thinks that you're saying the right thing. Because that is exactly how I felt when I joined the

military, and I could have gone to college. My family could have afforded to send me to college, and I had the grades to do it. But instead I chose to join the military of my own will.

It's frustrating to me that in this debate an issue as sensitive as sexual assault on female military service members has come up as a talking point, and is being used on posters. Because to me it seems to me that that should not be involved in the debate as to whether to allow ROTC on campus or not. ROTC is a volunteer program for people who want to volunteer their time to the military, to be able to train in order to do so. And I think that what really should be focused on is whether or not the opportunity is open to people who are interested in doing that. And currently it isn't really. And that was, I mean, the situation was just as frustrating when I joined the military out of my high school. Recruiters weren't allowed on campus. I had to search out the person that I wanted to speak to about my future career goals. Nobody else had to do that. Everybody could speak to whatever college they wanted to speak to. And that's disheartening.

But beyond that, ROTC is not a bastion of disrespect and hatred. It is an organization, it is part of the U.S. government, and it is part of the U.S. military, which is a facet of our country, and I think it deserves to be included in this university. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please.

Steven Goldstein: Right. I'm Steven Goldstein and I am a professor of earth and environmental sciences, and I'm speaking here—I'm not a vet. I was 18 in 1971 and I received a high lottery number. I was active in opposing the Vietnam War and I would do so again. And I am a graduate of Columbia College. So that's where I'm coming from. My experience with the military comes from the fact that my ex-wife has worked for the army social services in bases in Europe for 26 years, and through my experience as a spouse I got to know many aspects of Army life and many members of the enlisted and the officer corps. And what I learned is that the armed forces have, and this is my experience, okay? I learned that the armed forces have been ahead of society on many social issues, including non-discrimination on the basis of race, ethnic background or religion, integration of living quarters, integration of the workplace, and respect for others outside of the workplace.

My experience with the officer corps is that it is a highly professional group of individuals. Overall they come from a lower socioeconomic background than the typical Columbia student, and I think it would be beneficial to the officer corps if more of them could obtain a Columbia undergraduate education. And I think it would benefit the student body's diversity if there were more students from that segment of the population that feeds the officer corps. Okay?

In terms of the mission. The mission of the armed forces is to follow the decisions of our civilian government. Okay? I've heard a lot of misconceptions expressed here. The military has been accused of preying on lower-income individuals. For someone with a lower-income background, the military offers a job that is attractive compared to the marketplace. There are good housing, medical, social, educational, and retirement benefits, as well as opportunities for career advancement and social mobility.

If we accept that the military is an important institution, then we should aim to make it as good as it could be and educating the leaders is the best thing that we can do for it. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please. Side mike.

Ronald Bronfman: Hi. My name is Ron Bronfman and I'm an M.B.A. at the Columbia Business School. I'm also a veteran and a reservist. I'm pro-choice. I believe discrimination of any form should be condemned and abolished. Therefore, I feel obligated to stand by those who are misrepresented or condemned by such policy.

I am referring of course to those who are less fortunate compared to the majority that is in this room and cannot afford to Columbia on their own terms.

These young people who choose to break the vicious cycle of their socioeconomic background by pursuing an honorable profession serving their country should be praised for that decision, not condemned. Criticizing the military for supposedly preying on these individuals and banning ROTC based on that argument is nothing short of hypocrisy and is demeaning to each and every person who ever made the conscious choice to undertake ROTC. By keeping ROTC out of Columbia we are telling these individuals that while they're good enough to serve and protect, to put their lives on the line so we can practice free speech here and debate whether to accept them or not, they're in fact persona non grata here. This position has nothing to do with the moral stance some people try to advocate here. It is simply elitist, snobbish, and condescending, using pretext of discrimination as an argument –

Mazor: Quiet from the audience, please.

Bronfman: -- using the pretext of discrimination as an argument to support the much wider and far more dangerous agenda which only widens the already large gap between this nation's social elite and less privileged ones.

I find this position immoral and disgraceful, and therefore an unacceptable one. I feel that with DADT out of the way, the primary moral argument for banning ROTC is gone, and any discrimination issue is nothing but pretext for those who stubbornly choose to confuse their views concerning policymaking with their stand concerning the executing arm of these policies.

Furthermore, in order to expedite the proliferation of any liberal policy in the military, one requires well educated and multicultural officers. The way to become such an officer does not start in Fort Bragg; it starts right here. President Kennedy once said, Ask not what your country can do for you; ask what you can do for your country. In my mind ROTC [?]the ultimate reconciliation of that statement. It enables the country to reward those who choose to serve on its behalf, and this should be respected.

Finally, in his State of the Union, President Obama called on, and I quote, all colleges, all college campuses, to open their doors to our military recruiters and ROTC. I implore you to follow his plea. Thank you. [Applause and cheers]

Mazor: Thank you very much. Next comment, please. Center mike.

Deena: My name is Deena and I'm an anthropology graduate student. I'm also an international student. I hope we all know that the world is bigger than only the U.S.A., and so is the student community at Columbia. We have students here coming from all around the world, including those countries where America is at war with, has military bases with, has tear gas made in the U.S. on their heads, has been breathing this tear gas. So yes, many of us do feel attacked by the military because we were literally attacked by the military. So I do think we have a big reason to feel attacked [Applause] by the military.

Mazor: Quiet from the audience, please.

Deena: So if we are saying that we want to bring back ROTC to Columbia in order to broaden the discussion or discourse about the military, you are rejecting those students who are coming from abroad who have experienced military and know what it means. You are excluding, you're not including them in this discussion when you say, yes, you are bringing the military back to this university, and at the same time you

are saying, yes, we open our doors to Iraqi students who have parents being killed by the military or houses being destroyed by the military, and I'm speaking about the U.S. military. And so, yes, if you want to have a discourse, discussion about it, don't keep them out in this way, and I think that's it. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please. Side mike.

Michael Zapata: Good evening. My name is Michael Zapata. I'm in the Business School. I'm a nine-and-a-half-year vet and I last got out as a lieutenant back in October. So I've been fortunate to serve in Afghanistan, Iraq, countries in the Middle East and countries around Africa. I can tell you from firsthand experience that there are issues with the military. Is there equality? No, I think our policy states that we are not completely equal and we don't have open arms for everybody. We can't argue with that.

As for another form of equality, I think, you know, I've said this before, but a friend of mine, my brother-in-law said at my wedding that a Mexican Navy SEAL officer is like a unicorn. You always hear about them, but you never get to see one. [Laughter] So I can tell you firsthand that they don't have full representation across the board. I like to think that I've made a change while I was there, and I also like to think that I've paved the way for others to take the baton and keep going with that. It's all about change from the inside. You're not going to be able to do it from the outside.

Now what does it mean? Life is about choices and opportunities. That's what we're all faced with every day. These students coming to you, these ROTC elective students coming to you, they're not veterans, they're not combat veterans. I'm a combat veteran. I've been fortunately [?] in combat, and I think I'm a better man for that. These students that are going to be with you, they're 18-21-year-olds. They're coming to you at the start of their lives just like you are, coming to college, coming to a university, getting ready to start their careers. And it'd be great to start having an impact on them at this time.

Are they poor students? No. I grew, I grew up on government cheese. I grew up on welfare, and I can tell you that I went to the ROTC as a choice. I didn't take the military money. I worked my way through college, took college loans out. When my parents could help me, they could. But again, it's about choice.

Now, the former connection. You have an opportunity to get these kids now at your level and start having good relationships with them because they're going to take that with you across the board. ROTC is about electives. They don't have to go into the military. I've had friends that did not go into the military. I was in ROTC as well at Texas A&M University.

I will say one last thing. As far as the vote goes –

Mazor: Please finish your thought.

Zapata: -- I also wish the vote was open to everybody because I think now Columbia as leaders, they can prove to the nation that we all do want equality, and by having equality we can actually show everybody by voting for ROTC we want to take this opportunity.

Mazor: Thank you very much. [Applause] At this point we're actually five minutes over our time. We'll remain for the following comments, but the event is concluded, and if you want to leave, you're welcome to. Next comment, please.

Nick Lomuscio: How are you doing? My name is Nick. I am a student in General Studies. I am also a member of the crazy, evil, radical student group Lucha, and I am damn proud of that. And I would like to first address the issue of heckling. Heckling at most is an annoyance. What is outrageous is when students on

this campus are threatened with death from people in mainstream news media, people on this campus, people within our own school blogs, and the fact that the university has done nothing to address this is even more outrageous. [Applause]

Mazor: Quiet from the audience, please.

Nick: I'd like to also address this idea of a vote. It's my understanding that what you are calling a vote is not a vote. What you are calling a vote is merely a survey because this vote does not include the votes of everyone at this university. And more importantly, this vote does not have an actual literal effect in the decision. The vote and its outcome will not be the decision that this task force, this mysterious task force that we have no idea who it is, will be doing.

To call it a vote is as ridiculous as to call what I am doing with you right now a discussion. This is not a discussion. [Cheers and applause] This is not a discussion. I am sitting here, standing here, I am standing here yelling at you, and it's time you learned the difference. [Laughter]

Lastly, I'd like to say something that I said at the other two meetings, and I will say again. I am not against veterans, I'm not against active duty military members. I am against the United States military and the things that it does. If we want to have conversations among people from diverse backgrounds in this community, we can establish our own clubs. We have, as has been said, more veterans on this campus than any other Ivy League campus in the nation. If we want to have these conversations, we can do that ourselves, and we do not need to invite the military back here to do that. And more importantly, I think we will learn from these discussions that we are not all Americans. We are all Columbia students from across the world. Thank you. [Applause]

Mazor: Thank you very much. Quiet from the audience, please. As a reminder, we are out of time. This is time we're spending of our own. Next comment, please.

Rosalind Morris: My name is Rosalind Morris. I am a professor in the department of anthropology. I've been here for 17 years. I spoke against the reinstatement of ROTC in 2005, I spoke against it in 2008, and I will speak against it again this evening.

Like many people here this evening, I have been extremely distressed by the procedures of this task force: its lack of transparency, the lack of transparency about the status of its advice to the Senate, the failure to provide information as the basis of polling, and the failure to assess levels of knowledge as the basis of assessing the polling that it does undertake.

Perhaps most disturbing to me is the way in which the task force has represented its mandate in terms of the recent repeal of Don't Ask, Don't Tell. It has suggested that the default position is the reinstatement of ROTC on campus. ROTC was on campus for only 25 of the last 65 years. To reinstate ROTC is to reverse precedent and to undertake an enormous transformation of the environment of Columbia University. It has done so on the grounds that the repeal of Don't Ask, Don't Tell is the only question that should be the basis for this consideration. Either this means that ROTC left Columbia because of Don't Ask, Don't Tell, or it means that the repeal of Don't Ask, Don't Tell eliminated discrimination. Neither of these things is true. There remains discrimination in the armed forces, not only against transgendered persons, but against persons with disability, persons with mental illness, a whole variety of issues constitute reasons for exclusion from ROTC.

More than that, however, ROTC didn't leave campus because of Don't Ask, Don't Tell. It left campus in a moment in which the majority of the faculty on this university determined that the United

States was engaged in an unjust, illegitimate and murderous war. They did not wish ROTC to be on campus, not only because they did not support that war, but because ROTC entailed the presence of instructors who were not subject to oversight by Columbia University's faculties and offered credit for courses that were not subject to overview by the committee on instruction. Neither of those things has changed.

But I would simply like to second the statements raised by the rest of my colleagues here, namely, that the university and the military have separate functions, separate logics, the separation of powers, the separation of civilian and military institutions as the bedrock of democracy. It is not the army that protects democracy. What nurtures democracy is the cultivation of critical thought in a free and unfettered environment. That is radically undermined by the presence of uniformed members in our classrooms. I do not exclude veterans from classes.

Saverance: Please finish your thought.

Morris: I welcome them. But uniformed presence is different. [Cheers and applause]

Mazor: Quiet from the audience, please. Next speaker. Center mike.

Feride Eralp: So my name is Feride Eralp, and I'm a first-year in Columbia College. I'm going to just make a very short comment and leave the rest of my time to the people behind me. What I was going to say is actually quite useless right now because it was in the vein of what Professor Morris just said. And I was going to say that it's important to remember that, to remember the original reasons for the repeal, for the rejection of Don't Ask, Don't Tell by the University Council. The University Council published a report, and in this report it said that they did not think military courses should receive academic credit, and that military instructors should hold academic rank. These were the two reasons within the report issued in 1969. It's very important to see that these reasons have not changed, and in this report Don't Ask, Don't Tell was not mentioned. And I don't understand how the repeal of Don't Ask, Don't Tell is therefore grounds for even having this discussion. Once again, it was not the reason for the rejection of ROTC.

What the University Council in their report upheld was the separation between military space and academic space, and this does not mean that soldiers cannot exist within that academic space. It merely means that soldiers, once they are within that academic space, are students and not soldiers. When they come to this university, they come as students and not as soldiers representing the military institution. And it is this that makes me feel safe in this university, not the wars that the U.S. military is waging on foreign soil. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please. Side mike.

Biran Donnelly: Hi. My name is Brian Donnelly. I'm a third-year law student. I was a graduate of the ROTC program at Cornell, spent four years as a military officer in the Marine Corps before going to law school, including six months in Iraq. I have no idea where weapons of mass destruction are, but neither was I the guy that said they were there.

I want to make two points. One, when I was in the ROTC program when I was sitting in classrooms with my fellow students, I was first and foremost a student and second a soldier. And so I'd like to make that point. Second, to the task force, this is on the point that nothing has changed since the repeal of Don't Ask, Don't Tell because the military still discriminates against transgender people. First, I want to say that I am a firm supporter of LGBT rights. I was when I was in the military, and I wasn't fired for it, and I wasn't

disciplined for it. And I still am today. But I think, I would just urge you to look into what actually constitutes what's being called the ban on transgender students. I think it's fundamentally different from the ban on gay and lesbian students under Don't Ask, Don't Tell, and that's not to make a normative statement one way or the other. I just urge you to look fully into what constitutes that ban when you make your decision. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please. Center mike.

Sani Baragan [SP?]: Hi. My name is Isani Baragain. I'm a Ph.D. student in history.

Christopher Sanitago: My name is Christopher Santiago. I'm a Ph.D. student in anthropology.

Baragan and Santiago: And we're here today to express our pledge of resistance by showing how the support of ROTC would essentially support the ongoing unjust war in Iraq. And so we believe, we believe, that as people living, that as people living, in the United States, in the United States, it's our responsibility, it is our responsibility, to resist the injustices, to resist the injustices, done by our government, done by our government, in our names, in our names. Not in our name, not in our name, will you wage endless war, will you wage endless war. There can be no more deaths, there can be no more deaths, no more transfusions, no more transfusions, of blood for oil, of blood for oil. Not in our name, not in our name, will you invade countries, will you invade countries, bomb civilians, bomb civilians, kill more children, kill more children, letting history take its course, letting history take its course, over the graves of the nameless, over the graves of the nameless. Not in our name, not in our name, will you erode the very freedom, will you erode the very freedoms, you have claimed, you have claimed, to fight for, to fight for. Not by our hands, not by our hands, will we supply, will we supply, weapons and funding, weapons and funding, for the annihilation, for the annihilation, of families, of families, on foreign soil, on foreign soil. Not by our mouths, not by our mouths, we will let fear silence us, we will let fear silence us. Not by our hearts, not by our hearts, will we allow whole peoples, will we let whole peoples, of countries, of countries, to be deemed others, to be deemed others. Not by our will, not by our will, and not in our name, and not in our name, we pledge resistance to ROTC, we pledge resistance to ROTC. Thank you. [Applause]

Mazor: Thank you very much. Next comment, please. Side mike.

Sumayya Kassimali: Hi. My name is Sumayya Kassimali. I'm a graduate student in anthropology. One of the things about speaking at the end is nearly everything's been said. But I've been here the past two weeks, and I just want to reiterate a couple points. So first of all, I'd like to repeat the comment that has been made by so many people which is to draw attention to the complete lack of ethics around the procedure of this task force, as well as draw attention to the incredible hostility that students who have spoken out against ROTC have faced. One hundred percent of the threats of violence against us have come from the pro-ROTC supporters. It's not clear whether they are campus community members or not. I hope not. And to the person who said that I understand what it feels like to be marginalized, I'd like to say that those who opposed ROTC for reasons of being against war and against militarism, we're actually not marginalized. We represent the majority of this country's population who are adamantly against the wars.

Second of all, to those who say that we only have this space because the military fights to protect us. Our intellectual, physical, personal, political freedoms are not the gifts of the U.S. military. If anything, they exist in spite of what the U.S. military has historically done. [Applause and cheers] Let's remind ourselves

that universities in this country have been historically the centers of social critique and political opposition. And many of the people that we read in class, the authors and the writers who are supposedly going to expand the mind of the military and reform them represent this tradition of resistance to authority and to power. And so I'd also like to remind us that the last time ROTC was on campus was during Vietnam, and we have absolutely no evidence that Columbia graduates from the ROTC program were huge contributors to ending the Vietnam war, absolutely not. Vietnam ended because of a popular movement, not because ROTC cadets had read political theory and decided maybe we should fight the war better. [Cheers and applause]

Mazor: Quiet from the audience, please.

Kassimali: Lastly, I'd just like to say, many people have called upon Columbia to institute better funding opportunities, and I agree nobody should have to risk their life or have to go through a military training in order to access Columbia's education. But we also need to hold the military accountable. If they want their officers to have the type of critical education that Columbia offers, then they need to create those opportunities themselves. [Applause]

Mazor: Quiet from the audience, please. Next comment, center mike.

Allan Silver: Yes. I'm Allan Silver. I'm a professor of sociology, now emeritus. I've been at Columbia since 1964 so I'm a living bridge to the events of the sixties, to the time of Vietnam and to the end of NROTC in '69. I agree with some of the speakers that there has been not enough information about what ROTC would be if it returned here, and I also think that the survey or poll is premature in part for that reason. It's perfectly true that the grounds on which ROTC left here and in nine other private selective schools across the country had to do with the faculties being driven by the passions of Vietnam to discover that they lost control of the curriculum and the faculty appointments in relation to ROTC and the credits were being given for substandard courses. It was exactly the same script in all the other schools, the Ivies and at Stanford.

In my view the same conditions apply today. If ROTC were to return, as I strongly hope it will, it will have to conform with the standards set by the faculty with respect to faculty appointments and curriculum. No doubt about it. Those are the terms. The legislation that has been quoted is in force, but contractual agreements are made with, as at MIT, to apply the proper standards.

Finally, many of us have passionate disagreements on matters of policy. No one set of opinions has the right to dominate the university and exclude others. [Applause]

Mazor: Thank you very much. Final comment please.

Aarti Sethi: Hi. Good evening. My name is Aarti Sethi, and I'm a Ph.D. student in the department of anthropology. This is the third meeting I'm coming for and nearly everything, all my substantive reasons for opposing ROTC on campus have been mentioned by many, many people—my colleagues, faculty here in these meetings, in writing, in conversation. So today I just want to extend my solidarity to all of them, and I also want to reach out to members of the Columbia community who disagree with me, I think, in the concluding session of what has been a pretty exhausting process. If nothing else, at least we have a better sense of where all of us are coming from.

I want to say something very, very simple today which is that at the heart of it, my opposition to ROTC is just based on very simple humanist principle which is that no one should be asked to stake their life or the lives of others as the price of a college degree, and when the university allies institutionally with the

military, it tells a certain section of its students that your life and the life of others are the price of your education. This demand is made on nobody else on this campus, and I think it is a profoundly immoral demand. You could say, as others have said, that the ends of knowledge are dominant. And many courses offered on this campus could be used, you know, potentially toward the loss of human life. You're absolutely right, and that is more the reason we should oppose ROTC because we realize the enormous burden being placed on people when they are in a position when nothing, no policy document, no telephone call, no button, no nothing mediates or stands between them and violence. Nothing at all.

If we really want a citizen army, then let's bring the draft back. It cannot be that some people have the luxury of being citizens and others bear the burden of being soldiers. If we want a citizen army, then let us all share equally the psychic burden we place right now on a small number of people in our societies. Till then, till we are equally willing to share this burden, let's not ransom the humanity of others as the condition of our own. Thank you. [Applause]

Mazor: Thank you very much. A few quick reminders. At this point the hearing is closed. Our survey of opinion, which has gone out to Columbia College, Barnard College, SEAS, SIPA and GS, closes tomorrow at 12 p.m., sorry 12 a.m., midnight. That's our set of hearings. These will all be made public. You'll see a transcript as soon as it's available. We'll make our audio recordings available shortly. Thank you very much and have a good evening.

END OF MEETING