

MINUTES OF A MEETING OF THE FACULTY SENATE
Wednesday, April 9, 2003

Robert J. Cooke, Dean of the University Faculty: "I am calling the meeting to order for Speaker Howland, who will take the chair as soon as he arrives, so as not to take up your valuable time and get the meeting under way. I should remind you that cell phones should be turned off and that the proceedings should not be tape-recorded. We do produce an official transcript, so if you need to know what was said, there will be a record of it. I now call on Provost Martin."

1. REMARKS BY AND QUESTIONS FOR PROVOST BIDDY MARTIN

Provost Biddy Martin: "Good afternoon. Have you all seen the Doonesbury the cartoon about faculty and parking? No? Should I pass it around? That was not going to be my presentation, but I thought you might like it. By the way, thank you for sending me a picture of my twin."

Dean Cooke: "Is she related to you?"

Provost Martin: "No. Professor Burkhauser sent me a picture of a Dutch scholar who apparently looks just like me. When I saw myself in someone else, I was stunned. Let me say no more. Many of the rest of you have done nice things for me lately. I can't recall what they are at the moment, but I thank all of you. In the way of announcements, I really don't have any significant ones. The dean searches in the Law School and Arts and Sciences continue. We hope that the search for a Dean of Arts and Sciences will be concluded in the next few weeks, and the search for a new Dean of the Law School is proceeding quickly. Other than that, we have no more budget news from the state, so there is nothing new to tell you there. I think I should leave the rest of the time for your questions."

Professor Steven Shiffrin, Law School: "I wonder if you could comment on plans for faculty participation in the strategic alliance, and what plans, if any, there are?"

Provost Martin: "What strategic alliance?"

Professor Shiffrin: "The corporate strategic alliance."

Provost Martin: "Oh, the corporate strategic alliance. As I understand it, and Bob will correct me if I'm wrong, the plans for corporate strategic alliances were

shared with your Local Advisory Committee. They sent a response back to Bob Cooke who also sent that response to Vice President Reichenbach who is responsible for that planning. I believe they approved it and also emphasized the importance of having a faculty committee to review each and every agreement that got negotiated. That was actually already part of the plan to have a faculty review of each and every such agreement. So as far as I know that was the procedure that was endorsed and that has occurred."

Professor Kay Obendorf, Textiles and Apparel: "I have a question on that. Is it possible that the Faculty Senate could hear more about this at some time?"

Provost Martin: "I don't see any reason why not. I think a report from Inge Reichenbach and maybe the subcommittee would be in order. That would certainly suit me fine."

Professor Peter Stein, Physics: "We had a mailing from the Local Advisory Committee I believe in the call to this meeting. It seemed to me (my memory may be faulty) that they expressed some serious reservations about it. I didn't read it as saying that they had given approval of it. Am I wrong?"

Dean Cooke: "No."

Provost Martin: "Is there anyone here on the Local Advisory Committee? Do you have a reading of it that you want to share?"

Dean Cooke: "They have a copy of it. There were some reservations, but the main thrust of it was that it sounds like a reasonable thing to do if there is faculty independent participation in reviewing. That was my understanding. Bob Richardson has agreed to be present and has reserved his calendar to be here next month."

Professor Brad Anton, Chemical and Biomolecular Engineering: "I have to admit to being sort of cynical and wary, but it appears to me that this is a plan that has been drafted by administrative people that commits the faculty to a certain type of behavior and activities and so forth. It's not something that was put together by the faculty as being what they envision as the best view of their future and what they want to do. Is that correct?"

Provost Martin: "No."

Professor Anton: "Then can you please explain to me why that's not the case or what is the case?"

Provost Martin: "What is the case as I understand it, and Inge Reichenbach or Bob can give you a better history, but here is what I know about it. This has been in the works for a couple of years. The people who have worked on it are primarily trustees, experts in technology transfer from this university as well as others and then those faculty/administrators who either served on what's called a sub-committee of the Board of Trustees or have been invited to participate with them. So that's one domain in which this has been developing for some time. It wasn't actually primarily administrators; it was primarily our Board of Trustees and some of the members who are interested in Cornell's seeming to lag behind other peer institutions on this front who had gotten this underway.

"However, Inge Reichenbach who is responsible for drafting a plan that might work for Cornell, actually worked primarily with faculty members in the Life Sciences with whom she has been working in any case on the fund raising initiative for the new Life Sciences. So it is not the case that it is a bunch of administrators and/or Trustees who are now hoping the faculty will either endorse this or participate. It was actually a combination of all of the above and primarily, as I say, Life Sciences faculty who have been consulting with Inge Reichenbach for probably a year, perhaps somewhat short of a year. There is actually a large number of biologists who have been working with her on the Life Sciences fund raising initiative, and I'm sure they would be willing to come and talk to you about their deliberations with her office as well."

Professor Anton: "I think that would be very worthwhile."

Professor Kathleen Whitlock, Molecular Biology and Genetics: "I second this concern. I am in the Life Sciences, and I have never heard of this until it arrived in my mailbox with the minutes for this meeting. I come from a university where they tried to do something like this, and it wasn't a big success, and there is a very prominent scientist, Frank Stahl, who wrote a wonderful letter addressing the problems of academic and corporate alliances. I really think that as a scientist I would really enjoy having more discussion on this, because it is potentially a big issue. A lot of people don't know about this."

Provost Martin: "I frankly think it is absolutely appropriate to have more discussion of it, and it is good that Bob Richardson is coming to the May meeting. I would suggest that you have Inge come as well to answer questions about those faculty with whom she has worked. As I said, it is probably wise to have some of the faculty who have been working with her on the Life Sciences fund raising initiative come and talk about their interactions with her and other members of the Development Office. I would have faculty from your own committee, the LAC, come and talk about it. The plan is based on a number of such plans at other universities with some revisions that make it more

appropriate for Cornell specifically. While I share your sense that we should be wary and cautious about all such developments, they are well under way at other institutions and I think that I would urge you not to be overly cynical about how this one developed. Even if you decide in the end that you don't like it, or you think it needs more work or that it needs to be changed, or there needs to be more oversight, I can tell you in all honesty that it wasn't something cooked up by a bunch of administrators that is just now being floated for faculty. That just isn't the case. I see absolutely no reason why we shouldn't discuss it in May and beyond. It is that important. I agree with those of you who have said so. Any other questions on another topic? Anything else worrying anyone?"

Professor Elaine Wethington, Human Development: "I don't want to complain, but I'm one of the faculty who gets about 200 e-mails a day from various sources from things I'm involved in, and the conditions under which e-mail has been delivered in the past three weeks at the university are just extraordinary."

Provost Martin: "Yes, I agree."

Professor Wethington: "I have spent 72 hours without e-mails and then had to catch up with 600 e-mails coming at once. What is under way at the university level to solve this problem."

Provost Martin: "Other than Biddy Martin whining and complaining, I think there are some things. I haven't had e-mail at home since Friday, which for me actually is an enormous problem, because as at least some of you know, I do a lot of e-mail between 8:00 p.m. and midnight. They are working on it, and since I'm no technology expert, I can't tell you exactly what they are doing, but CIT is aware of the problem and they are working on it. Even when they thought two days ago that they had it under control, I still wasn't able to get e-mail and I still haven't been able to get e-mail. I know they are aware of the problem because of my own somewhat frustrated form and annoying kind of complaining. I hope it will be under control in a few days. Have you been urged to switch to Postbox 8?"

Professor Wethington: "Yes, and it crashed."

Provost Martin: "Yes, mine too. I think we are all in the same boat, and I think it's completely unacceptable. So I think you should complain as much as you wish, but be assured that I am also complaining."

Professor Wethington: "You can't do it by e-mail."

LAUGHTER.

Provost Martin: "Well, we used to have louder voices probably. All I can tell you is that I am complaining. I am without e-mail and I am complaining. I would be glad to send around a report, but you probably won't get it."

Professor Andrew Ramage, History of Art: "Is this problem confined to those people who have gone onto the POP 8 business or other people? I haven't had any problem."

Provost Martin: "No. Are you still in POP 3?"

Professor Ramage: "I don't know what POP I'm in."

LAUGHTER.

Provost Martin: "I've been in POP 8, back to POP 3 and then on an iMac using only Kerberos. Do I sound as though I know what I'm talking about? None of those has worked. I recommend that we just complain until they do something on a broader scale. Bill, do you know something about this?"

Professor William Arms, Computer Science: "I know what it's like to be complained to. I just know that CIT's budget has been very severely constrained in the last few years, and I wonder if perhaps complaining to CIT is the wrong group of people to complain to rather than the people who decide how the resources are issued. Just a hunch."

Provost Martin: "Why don't you just complain to me."

LAUGHTER.

Dean Cooke: "Do you believe it is at capacity or is it a bug or virus or some misuse?"

Professor Arms: "I have no understanding at all. My e-mail has been fine."

Provost Martin: "I don't think they know, because I think they thought it was a capacity problem, now it's turning out to be something else. No one has complained that the problem and fixing it is a budget problem or a personnel problem or a resource problem. And I actually don't think it is. Whatever one can say about CIT having budget constraints, my view is that when the Workforce Planning Review of Information Technology is done, we'll have a better sense of whether their budget constraints are appropriate, given the fact that we are all under budget constraints. And if we were to increase the

resources in CIT to the level CIT thinks it needs, then I would have to ask myself why we are not doing the same for, say, Philosophy.”

Professor Paul Hyams, History: “We received a chilling message about the demise of EZ-Remote a few weeks ago. Do you know anything about the future of this? I, like many people, yourself included probably, do a lot of my work from home and regard it as part of my job to be connected to the network.”

Provost Martin: “A few weeks ago I knew about the EZ-Remote problem, and I did understand why it was going away, because there wasn’t the use to justify the expense. I also knew the explanation for why this wasn’t going to be problem over the longer term, but, for the life of me, I’m not going to be able to rehearse it here right now. So again, if you would like me to send you an e-mail about it”

LAUGHTER.

Professor Hyams: “Could the same people who sent out the gloomy notice explain why it’s not desperately gloomy?”

Provost Martin: “Yes, that’s a good idea. I will have the same people who sent out that e-mail send out an explanation. I’m not trying to make light of the problems. They really are real. Although someone in my household did point out that it might mean we could have a life if we didn’t have e-mail at home for a long time, but I suppose that’s more or less forfeited by our jobs anyway.”

Professor Gary Rendsburg, Near Eastern Studies: “I don’t know if I’m asking this question because of my departmental affiliation or because I’m watching a lot of CNN of late, but how are we doing ...”

Provost Martin: “Is it the Provost’s fault that the war is going on?”

LAUGHTER.

Professor Rendsburg: “No, no. My question is about the medical school in Qatar. This is its first year of operation if I’m not mistaken. Do we have any data on how things are going? These may be pre-med courses. Is that still correct?”

Provost Martin: “Yes, everything is going very well in Qatar. There are conferences calls daily to ensure the safety and security of the people who are there. Things are going very well; they have fabulous students, a majority of whom are young women. The faculty say that the students are of a quality that exceeds what they are accustomed to even at our own great universities or at

least comparable to it, and they are enjoying teaching there. As far as we know now things are certainly going well in the program and on the security front there has not yet been a decision nor has it gotten very close to a decision that they should be moved out. So that's the situation in Qatar."

2. REMARKS BY DEAN J. ROBERT COOKE.

Dean Cooke: "Thank you. The Dean's report is very brief, and I'll not leave the chair in order to do this. One word of explanation on the strategic alliances discussion is that would have been on the agenda today had any of the three principals – Reichenbach, Richardson, or Adler – been able to be present to give competent responses to your questions. That's why it did not appear and why we asked the LAC to render some advice in this interval. I also want to make note of the final Senate meeting of the year that is late during exam week. So I hope you will put it on your calendar and remember that it is later than usual, but we still need you here, because we have a very strong list of important topics to be completed. The Associate Dean election – we are required to approve the slate by the full Senate, and we will do that by e-mail unless we receive some objection. Otherwise we will have to wait until May, the end of exam week, and then conduct a ballot and that would impact surely voter turnout. So we are trying to do something that would speed that up. I also would mention the faculty on-line forum, because we are dealing with some issues that are multi-faceted and in case you wish to submit an essay send it to the Office of the University Faculty, and it can be posted. We'll have those three topics in May. You should also be aware that it is the season for the disclosure statement. It starts April 14 and will extend through May 9. Part One is the short two or three question statement that can be completed on-line. It also can be handled as an interactive PDF, so you can do it on paper, and Part Two remains definitely on paper. So expect that. That is intentionally made to coincide with the income tax period so that you have your records handy. Finally, I would like to call on Professor Wethington for a comment."

Professor Wethington: "As announced on the slide, I am heading what I think is a relatively modest fund raising effort to fund a gift to President Rawlings in honor of his tenure as President of Cornell and his stepping down from the presidency. A very appropriate gift, a Greek coin, has been acquired in honor of his scholarship in classical studies. It will be mounted in an appropriate way. You will all be receiving a solicitation via e-mail, God and CIT willing, and I will also be making personal visits to many of you who I think could contribute. Thank you."

3. APPROVAL OF MINUTES OF THE MARCH 12, 2003 SENATE MEETING

Dean Cooke: "Thank you. Let's now go to the approval of the minutes for March 12. I'll ask for unanimous consent, but I'll pause long enough in case you do have any corrections. If not, the chair assumes that you have unanimous consent to approve the minutes. The speaker now calls on the Associate Dean for a Nominations and Elections Committee report."

4. REPORT FROM THE NOMINATIONS AND ELECTIONS COMMITTEE

Charles Walcott, Associate Dean and Professor, Neurobiology and Behavior: "I have a list of people who have been nominated to the various and assorted committees to be elected. These are the nominations, and you will receive in due course the ballot to elect these folk, and in addition to those people, I have nominations for the University Faculty Committee. That's my report."

REPORT FROM THE COMMITTEE ON NOMINATIONS AND ELECTIONS

SLATE OF CANDIDATES
(All terms commence July 1, 2003)

AT-LARGE MEMBER, FACULTY SENATE (tenured) - 2 vacancies, 3-year terms

Cornelia Farnum Professor, Biomedical Sciences
David Henderson, Professor, Mathematics
Howard Howland, Professor, Neurobiology and Behavior
Anna Marie Smith, Associate Professor, Government

AT-LARGE MEMBER, FACULTY SENATE (non-tenured) - 1 vacancy, 3-year term

Antje Baeumner, Assistant Professor, Biological and
Environmental Engineering
Marci Scidmore, Assistant Professor, Microbiology
and Immunology

NOMINATIONS AND ELECTIONS COMMITTEE -
4 vacancies, 3-year terms

Brian Chabot, Professor, Ecology and Evolutionary Biology
Richard S. Galik, Professor, Physics
John Hopcroft, Professor, Computer Science
Isabel Hull, Professor, History
William Kennedy, Professor, Comparative Literature

David Lipsky, Professor, ILR

UNIVERSITY FACULTY COMMITTEE - 3 vacancies, 3-year terms

A. Brad Anton, Associate Professor, Chemical Engineering

Andrew Galloway, Associate Professor, English and
Medieval Studies

Yrjö Gröhn, Professor and Chair, Department of
Population Medicine and Diagnostic Sciences

David Grubb, Associate Professor, Materials Science
and Engineering

John Guckenheimer, Professor, Mathematics

Francis Kallfelz, Professor, Clinical Sciences

Dean Cooke: "I ask for unanimous consent. Hearing no objection, they are approved. Moving along now to the first motion of the day, Professor Stein."

5. RESOLUTION TO ESTABLISH A UNIVERISTY CLUB

Professor Peter Stein, Physics and Chair, University Club Task Force: "I am reporting for the University Club Task Force Committee. Here are the names of the members of the committee (Carolyn Ainslie, Florence Berger, Hal Bierman, George Conneman, Henry Doney, T. Michael Duncan, Louis Hand, Lillian Lee, Vicki Meyers-Wallen, Steven Strogatz), and they have made a report to the Provost and the President. I'm bringing the following resolution to you from them, which essentially says the following – that we have discovered a problem that we think Cornell has, namely that it doesn't have an adequate University Faculty Club, and we propose a solution. The problem is very generally stated, namely it is this one over here, which says our vision of what a University Club should be. This we do not have at Cornell, and we believe that Cornell would be a better place if it had such a club. We, therefore, wrote down a very general statement about what it would take to have an organization that would accomplish this purpose. I'm doing the thing I tell people never to do, namely to whip through slides, but there are copies of the resolution and the mission and the characteristics of the club.

"Let me now tell you. I'm going to try to be extremely brief about this. The task force that was appointed by the Provost labored mightily for some six or seven months and came to some conclusions. I'm going to go through the conclusions very quickly. The first conclusion is that thriving clubs By the way it's

important to understand the lexicon here. What used to be called faculty clubs are now called university clubs, and the significant difference is that it is now assumed that membership is available to any person who works at the institution. That generally, as far as I know, is what happens at all university faculty clubs, some of whom continue to have that name but are, in fact, open to everybody who works at the university. Thriving clubs are the norm at peer institutions. We have a group of peer institutions that we use for faculty salary comparisons, nineteen institutions. We investigated those institutions and found that sixteen of the nineteen had thriving faculty clubs, conclusion number one. Conclusion number two is that the Statler Club as currently structured cannot accomplish the mission statement as formulated. I don't have time to explain why. If anyone wants to know and they would like to have a copy of the report, please e-mail me and I would be happy to send it to you.

"To accomplish this mission a university club at Cornell needs the following. (We get these needs by having studied a fair number, ten to twenty, university clubs to try to understand what their characteristics are.) It needs a rent-free facility. It needs a large special function revenue. (There isn't a single one that survives without being able to do in-house catering.) It needs an independent management. It needs distinctive high-quality food. It needs an architecturally significant facility, which is not a key word for something else. It is something that came out at a particular conference that I went to where people from university clubs said that clubs that are successful have some kind a home which catches your eye in some way or other. That's what I mean by architecturally significant; that was the word that was used to describe this. It needs a comfortable and upscale ambiance. It needs an alignment with Cornell's character and traditions. It has to be really different than a restaurant in a Hyatt. It has to be something that somehow represents the University to the outside, and it needs a location in the central campus. What it does not need is that it does not need a direct subsidy. The vast majority of these places do not have a direct subsidy from the institution itself. They make ends meet, and they make ends meet with a combination of these factors.

"We developed a conceptual plan, again coming from these studies. We felt we needed a place that was 12,000 net square feet in size; that we would be able to attract the membership of 1,000 faculty and staff, and we would be charging annual dues of \$137, and we wanted a dining capacity of 250. I can also justify all of those numbers or explain to you how we got them but not in five minutes. The estimate of the cost to do this is the following: the capital cost for a new facility is \$6,000,000, and the capital cost for putting this in a renovated facility in an existing building is \$3,500,000. According to path one, it costs \$6,000,000; according path two, it costs \$3,500,000.

“Where would we put such a club? Here is a map of the campus (Appendix 1). We did a calculation as to where the geographical center of gravity of the Cornell faculty is, and the geographical center of gravity is right here where this ‘x’ is. It is between Malott Hall and Bailey Hall. We made an arbitrary criterion, which says that 200 yards ... that if we are going to have a successful club, you have to be able to walk to it. Therefore, in order to service all parts of the campus... Here is the dividing line. Here is statutory; below here is endowed. If we want to have a club that is open to all people at Cornell, it has to span this. Here is our circle of 200 yards. We found empty spots more or less here, here, here, and here, which are our sites for a new building where something of this size would fit, and we found the A. D. House, which we believe is the ideal spot for a Faculty Club. It of course has a problem in that it is already occupied, and our hope was that we could work out a joint tenancy between the Society of the Humanities and the Club. If we can’t, then it can’t go there. Anyway, that’s the end of my report. So what I’m essentially asking you is for approval of this concept. An approval of the concept of a facility of the parameters that I have described that would be located in this general area.”

Dean Cooke: “The motion coming from the committee is the four paragraphs at the top of the page (Appendix 2). It is now moved by Professor Stein. I’ll allow the Speaker to resume the duties of the Chair and then conduct the conversation.”

Professor Rebecca Schneider, Natural Resources: “I’m curious. In the evaluation of the ten to twenty other university faculty clubs, I would expect that there would be changes, particularly recently, as we all change the way we function in society with more electronic mail and busier schedules, working in a different system than we did ten or twenty years ago when many of the faculty clubs may have been established. I’m curious whether you have considered the historical change and how it might affect the success of such an investment of capital here.”

Professor Stein: “All I can say to that is that there are lots of hypotheses floating around. It can’t work any more. People don’t like social activity any more. They only want to sit at their desk and work. They want to stay home. Of course, if that’s true for 100% of the people, it must fail. All I can say is that in the current environment these places are succeeding. It’s not clear that they are having a decline. When ask people whether their membership was constant or declining or rising, about two-thirds, or maybe was all but one, said it was either constant or rising. Declining was a rare event.”

Professor Dominick LaCapra, History and Director, Society for the Humanities: “I think the goals of the proposal are wonderful, creating collegiality,

cohesiveness and a sense of fellowship. I think that some of the initiatives being taken on this behalf are undermining the goals and actually creating conflict in the faculty. Peter Stein came to talk to me about taking over the A.D. White House or a huge segment of it a few weeks ago. I explained to him the many, many functions that are being carried on there. It is a humanities center; it brings in twenty fellows a year. They have intense activities; it's a site for conferences, lectures, workshops, many, many meetings of various sorts. I think the plan is being undertaken in an incredibly abstract and utopian, deductive way, where you draw a circle and pinpoint sites as ideal sites without taking into account any history of these sites, any contact with experience and any reality testing. I think that Peter will agree that when he came to see me, he did not generate in me any great sense of fellowship, collegiality or what have you.

"But I think this brings up a general principle and a general problem. I think there is a dire need at Cornell, and it's a dire need for space for academic programs, for classes, conferences, and colloquium workshops. It's also a very significant fact that we do not have a central university conference center as many of our peer institutions do. What the A. D. White House does is to provide this, not simply to the humanities but in related social sciences, for government, for anthropology and for history. I sent to Peter just a two-week period, just the last couple of weeks, to show the intense level of activity at the A. D. White House. I think that the question that was posed to me should not be posed to me or to any faculty member or program. That is to say, 'What 10,000 or 12,000 feet of space associated with your academic program, your department, your center, your interdisciplinary program, should be sacrificed to create a faculty club?' That for me is a totally senseless question, and I would propose very strongly at least one principle and that is no proposed site for a faculty club should take away space dedicated to academic programming."

Professor Louis Hand, Physics and President of the Statler Board: "I am rising to support the work of the committee which I'm on, not surprisingly I guess, and to argue that we are being sidetracked. There is a dire need, as Professor LaCapra said, and why don't we focus on that? I have been here for forty years. I'm old enough to remember the Rathskeller and what we lost when we lost the Rathskeller, which is quite a lot. The question in my mind is: Are we friends? Do we know people from other departments? The structure of Cornell makes it almost impossible to do that. This is a solution. It's really minor where it goes. It costs two or three percent of a new dormitory. Why don't we think about the big picture here and not whether somebody wants a piece of land?"

Professor Ray Craib, History: "I was just curious, I'm relatively new, as to why this former faculty club is gone?"

Professor Stein: "Depending on how interested you are, I would be happy to send you a copy of our report, but it devotes some six or seven pages to that. The general conclusion is that the old faculty club failed because of a variety of circumstances that hit at a particular time. The popular version is that the number of members declined, that there was a lack of interest in it; it was an empty facility and therefore it closed, this is absolutely not true. It had at the time when it was closed or was downsized more members than we are proposing for what we call a successful faculty club at that time. The reason it was closed was that the administration needed student dining badly because Sage Dining had been closed. It is our belief that it was not declining interest; it was because of a number of factors that came together."

Speaker Howland: "I think we have pretty well exhausted our time on this. If it's very brief, I'll recognize you on this."

Professor Hyams, History: "I like being at Cornell, despite the salaries. The thing that depresses me most about this is that outside Senate Meetings there are so few occasions when we identify ourselves with the University. We almost always identify ourselves with a particular department or school and sometimes with sub-groups within those departments. There are very few places where you can meet people outside your own area or discipline. Most of the friends I've got who are not historians nor humanists or whatever the tag is, I have met through the faculty club. That's important to me, not just socially. Some of the results are in my published work. I would like to support Peter Stein, that we need some facility of this kind. How we are going to get it? Where the money is going to come from? God will provide. I'll vote for it."

Speaker Howland: "I'm sorry we have virtually exhausted the question time allowed."

UNKNOWN: "Just a question. Would the Provost care to comment or say anything regarding this issue?"

Provost Martin: "At the May meeting I'm certain we'll have good news on our improvements in faculty salaries."

LAUGHTER.

Provost Martin: "And I think this is a great motion, but I absolutely oppose having it in the A.D. White House."

Speaker Howland: "Are you ready for the vote? Hearing no objections, we'll move to the vote. All those in favor of Professor Stein's motion say aye."

AYE.

Speaker Howland: "Opposed?"

NO.

Speaker Howland: "I think the ayes have it. The resolution is approved.

Resolution to Establish a University Club

Whereas, the Provost, with the approval of the Senate, charged the University Club Task Force to " ... develop a plan for a more vital and appealing university club on the campus", and

Whereas, the Task Force found thriving clubs on 16 of the 19 peer campuses Cornell uses for faculty salary comparisons, and

Whereas, the Task Force has visited and examined the characteristics of successful clubs at a number of Universities, and based on its findings, has presented to the administration a plan to establish a self-supporting club at Cornell,

Therefore be it resolved that the Senate strongly supports the recommendation of the University Club Task Force that Cornell establish a University Club with the following mission and with the following characteristics and capabilities. (Appendix 2)

The Speaker will call now on Jonathan Ochshorn, Architecture and Chair of the Task Force on Suspension Policies for a committee report. This is suspension of the faculty, is it not?"

6. PRELIMINARY REPORT, TASK FORCE ON SUSPENSION POLICIES AND PROCEDURES

Professor Jonathan Ochshorn, Architecture and Chair of the Task Force on Suspension Policies and Procedures: "I am going to have to refer to these notes in order to get through in five minutes. I'm chairing the Committee on Academic Freedom and Professional Status of the Faculty and was also asked to chair a task force, consisting partly of AFPS members as well as other members of the faculty, to look at the issue of Cornell policy regarding the suspension of faculty members for misconduct.

"The motivation for assembling this task force was a perception that faculty here can be and have been suspended in some cases without recourse to ordinary forms of due process other than appeals through grievance procedures that of

necessity only can happen after the sanction has already been invoked. The task force has been meeting since mid-March and has had a series of extremely useful discussions, also consulting with the University Counsel's Office and several so-called consultants who bring valuable expertise and experience from around the University. We started by attempting to assemble information on Cornell policy governing faculty misconduct in general and discovered a web of policies that have been promulgated incrementally in response to various internal and external pressures.

"First, the primary organizational division of Cornell policies on faculty misconduct seems to be between non-job related and job related misconduct. (Appendix 3). Non-job related misconduct is governed by the campus code while job related misconduct is governed by a series of autonomous policies including academic misconduct, financial irregularities, conflict of interest and commitment, and sexual harassment. In addition the University by-laws as you see on the left contains a procedure for an ultimate sanction of dismissal from the University. Each of these policies has its own internal set of procedures, mostly giving faculty certain rights and protections. However, what we noticed is that there seems to be no general policy for faculty accused of misconduct that does not fall into the specific policy areas listed, and this missing piece is represented by the black box with nothing in it.

"Finally, the last level of the chart shows the various procedures for appeal. Where dismissal is recommended, the formal appeals procedure of the University's dismissal policy is invoked, no matter under which policy the recommended sanction originates. That's this horizontal arrow which leads from all of these various policies to the dismissal policy whose appeal is governed by panel of faculty members appointed by the President. The dismissal policy sanction is not implemented until the appeals process has run its course. On the other hand, all other job related sanctions are implemented before any appeals process. Those processes being the college grievance processes and in cases where academic freedom is at issue review by the AFPS Committee. I hope that's clear.

"The questions for the task force are therefore broadly speaking to: First, should faculty threatened with suspension have the same rights of due process including investigation and hearing as faculty members threatened with dismissal? Or are the existing college-level grievance procedures adequate or should suspension be removed as an option entirely? Second, should there be a policy governing job related faculty misconduct not covered by existing policies on sexual harassment, academic misconduct and so on? That is, should we fill in the empty black box?

“The task force is making progress in addressing these questions and hopes to bring a recommendation to this body for discussion and implementation in the near future. We urge you to contact any member of the task force, myself or any of the others. There are hard copies of this list on the table, if you have any comments or suggestions about this issue. Thank you.”

Speaker Howland: “Thank you. The speaker now calls on Brian Earle.”

UNKNOWN: “Could we give up some time from Good and Welfare for discussion?”

Speaker Howland: “We can if there is unanimous consent to give half of the Good and Welfare to this discussion. Hearing no objections, yes, we will go on for five minutes if there are questions. Fine, no questions? We’ll move on. I will now call Brian Earle, Co-Chair of the Ad Hoc Committee on University Advising for a committee report on Academic Advising Best Practices Survey for the First Year Students.”

7. Committee Report on Academic Advising Best Practices Survey for First Year Students

Brian Earle, Senior Lecturer, Communication and Co-Chair of the Ad Hoc Committee on University Advising: “Thank you. I’m not wearing this tie today due to the President’s budget but rather because I gave a lecture on excessive executive compensation earlier today.”

LAUGHTER.

Brian Earle: “Not that those two had anything to do with each other. First of all, a little history, and I want to introduce my colleague. This is Jessica Saunders.”

Jessica Saunders: “We have done the research together. I am a senior Communications major.”

Brian Earle: “Jessica helped with the research. She is also a writer for the *Cornell Daily Sun* and an excellent writer and that also helped me out a great deal. First, some history. Many of you know that starting about seven years ago the College of Agriculture and Life Sciences did a curriculum review. That was a five-year process. As part of that, they did a survey of the undergraduate students, and the undergraduate students as a whole were relatively happy about different things that were going on in the college. One of the things they felt that needed some changes or improvements were the first-year experiences, and some of them felt they didn’t get oriented very well. So I was charged with surveying—

what do we do? – What goes on? – before we make any rash judgments as to what is broken or what needs to be fixed. I did a survey of all the departments in the college and published it in a *Handbook of Best Practices*.

“Our Dean of Academic Programs, when that was passed out, challenged each department chair and individuals involved with the undergraduate program to take one practice out of that handbook and try it. Just try one new practice, even if you are doing something already, try one thing in addition. Many things came out of that. Some were really exceedingly successful, beyond our hopes. One was from the Biological and Environmental Engineering Program. The chair there met with every single new incoming student for lunch at some point during the course of the semester, in small groups of five or six. A number of chairs adopted that, including the chair of my department, Communication, and the chairs were immensely pleased with what happened. They got direct communication with the freshmen and transfer students; they found out a lot about what was going on in their introductory classes, sometimes good and sometimes not so good. So they got really direct feedback as to how people felt about what was going on within the department. It was a great conduit for information, but it also made the students feel that they were really cared about a little bit.

“Some of the rationale about why first-year experiences are so important really comes from the research of John Gardner. Some of you may have read his work before. He is currently the executive director of the Policy Center for the First-Year Experience at the University of South Carolina. He has really devoted most of his academic career to studying the first year experience. The bottom line of his research is that: Number one, it affects student satisfaction long-term. So that first semester has an impact for the entire four years. Second, it affects their turnover or longevity. So if the first semester is not very strong, your odds of keeping them are less. I know that Biddy in putting together the Freshman Book Project, I’m sure looked at some of this research. There are a number of programs doing a great job of it. But it’s certainly well supported in the research that a good first-year experience is good for the university or the institution. It retains the student and makes them happier. They leave more satisfied and probably more likely to give a donation.

“We did the same thing for all of colleges on campus. We researched 120 departments. What we tried to do was talk to the faculty, the chair, the faculty undergraduate program director or someone who was involved in advising as a whole. That was occasionally really disappointing to me. I consider myself a good faculty advisor, and I really tend to bond with my students a little bit. I just an announcement of the student who became an executive vice president who I had in class twenty-eight years ago, which I can’t believe I’m still on his mailing

list. One of the things that bothered me is that I got some responses from people who said, 'I don't care. I don't give a hoot about protecting or caring for the first-year experience. They are bright enough to get into Cornell. They should be able to fight their way through the process, and they are better for it.' I thought that was just a little bit of a cynical approach. We combined all of that material. We are going to publish it in a *Handbook of Best Practices*, and the next step is – what should we do with this?

“My Co-Chair, Graeme Bailey, and I have already contacted some faculty members about doing a faculty panel of best practices and just putting it out there for all of you. I'm thinking of maybe some more administrative ways to do it.”

Speaker Howland: “Thanks a lot. Questions for the presenters?”

Brian Earle: “Jessica is here as a resource as to some of her experiences as part of it and some of her evaluation of other student activities.”

Dean Cooke: “When would the handbook be available?”

Brian Earle: “Ideally it would be this summer, so that some of those practices could be implemented for the fall semester.”

Professor Susan Piliero, Education: “Brian, the experience for first-year students in the College of Agriculture and Life Science seems to me to be very different than for other students in other colleges, because students are admitted into departments where they have a faculty advisor assigned to them that is ostensibly theirs for the duration, and that doesn't happen in the other colleges. Will you be recommending changes in how other colleges work with students?”

Brian Earle: “No, we are not in a position to tell anyone what to do. Although, colleges like Engineering and Hotel really do work hard with the first-year experiences even though they may not be in a particular major or functional area at that point. Even within Arts and Sciences, wasn't it the Physics Department?”

Jessica Saunders: “The Physics Department did have a good program. Students who are interested in physics were able to say, 'I'm interested in getting involved,' and there were different clubs for them. What we found in Arts and Sciences very often, because students weren't declaring a major from the start, they had no where to go to, no academic support. This was different from my experience in coming from a terrific department where I had a great student advisor and a permanent faculty advisory, I always had some place to go.”

Speaker Howland: "Additional questions or comments?"

Brian Earle: "Well, I'm hoping to suggest.... My e-mail is BOB1, and I would really like to hear from you as colleagues as to what might be the best way to get this word out and really enhance that experience for the students. One other example of a somewhat cynical faculty member, Ed McLaughlin, when we were talking about he said that he is not cynical about this process. He didn't think that a freshman course for the AEM program was necessarily a good idea when it was first set up and we talked about it. He came to me this past year and said, 'Brian, you know, it really worked far better than I ever anticipated.' He said the one thing he didn't anticipate was the esprit de corps it generated amongst the freshmen students. He saw them really excited about the program and really far more involved than they have been in previous years where they were in classes but it wasn't really aimed at them only and solely for their benefit. So those are the kinds of things we hope will happen."

Professor Kay Obendorf, Textiles and Apparel: "I'm aware that a few years back the University put some effort into bringing department chairs together from across the University to share ideas and discuss things of mutual concern. I think we do have various titles of people who are directors of undergraduate studies or have some responsibility in that. I am wondering if having them get together, share ideas and talk about some of the best practices and at least get some discussion of what you have found."

Brian Earle: "OK. So target the directors of undergraduate programs within each department. So send me lots of e-mails."

Speaker Howland: "Thank you very much. The speaker will now call on Susan Piliero, Education and member of the Educational Policy Committee for a report on the committee's Survey of Undergraduates."

8. REPORT ON EPC'S SURVEY OF UNDERGRADUATES

Professor Susan Piliero, Education and member of the Educational Policy Committee: "I have about fifteen minutes. So my plan is use about fifteen minutes to give you an overview of the survey that was conducted by the Educational Policy Committee and allow a fair amount of time for questions and feedback. You might remember about two years ago, I think it was in May, the Educational Policy Committee prepared a report on the compression of the academic calendar, looking at issues about how to schedule. We're having stress points in terms of facilities, students feeling stressed-out about various issues, so

a lot of the work that we have done in the past few months really reflects almost two years of thinking about some of these issues.

The committee has focused its attention on these issues in particular: evening prelims versus in-class prelims and the ever-increasing percentage of students enrolled in night classes; also more than two final exams in twenty-four hours. Most students think that there is a rule that they don't have to have three exams in twenty-four hours. At this point it is not a rule; it is a recommendation of the faculty. At some point something needs to be done about that, but what should we do about that? Then class attendance before Thanksgiving and spring breaks. I'm sure this hasn't happened in your class, but in my class I know that the Wednesday before Thanksgiving break sometimes I don't have 100% attendance."

LAUGHTER.

Professor Piliero: "It turns out that this is a problem from a couple of points of view. Partly because you have prepared a lecture and nobody shows up, but also if you cancel (and we have some anecdotal evidence that says there are some faculty who are actually canceling the class), which can be a problem for the student whose parents has spent \$1,500 for a plane ticket to get them home on the most heavily traveled day before Thanksgiving, only to find out that the class is canceled, and they could have left earlier. So all of these were issues that were pushing us to think about these issues. We also have been looking at alternatives to some of the issues already on the table, like the evening prelims. If we got rid of the evening prelims, let's say we did that, could we find another time period, like the 4:30 to 7:30 time period? Sneaking an occasional prelim in there. Or how about 8:00 to 10:00 in the morning? We know that 5% of all classes happen at 8:00 in the morning. So why not use it for testing? Could we think about final exam schedules? Could we think about making the Thanksgiving break longer to kind of relieve the pressure on little Tompkins County Airport? So we were thinking about those kinds of issues.

"We decided to do a survey, and as part of the survey we would also seek additional information on attitudes towards distributed learning on campus, the daily sort of circadian rhythms of students, and some of the special constraints that are faced by varsity athletes. I know that FACAPE is often working with athletes, and we sometimes have potential conflicts there. So we decided to do a survey and make it web-based since we were going to have a fairly large number of potential respondents. We started working on the questions a year ago and piloted the survey in the summer to a group of graduating seniors. Professor Rosemary Avery did the pilot test in Policy Analysis and Management. Then the survey was administered this January to all registered Cornell undergraduate

students. That is over 13,500 students. The survey was open for two weeks; they got an initial e-mail and then four reminder e-mails.

“We were very happy with the results in terms of the respondents, because we had a 43.1% return of students who completed the entire survey, and there were quite a few questions on the survey, which is very good if you know any of the research on web-based surveys and evaluations. Just 3.7% only completed the first two questions on scheduling, but that still made almost 47% who we got information about on scheduling. So we were pretty pleased with the results. That I would say is a good result.

“As far as some of the results that we found, I won’t be able to go through the results for everything, and I should also point out that the results that you will see is only for the aggregate group of students. This is all students responding (Appendix 4), but the way we conducted the survey is that we were able to use the net ID and then link that net ID information with demographic information from the Office of the University Registrar. So we have a lot of variable information on the students. We know their gender, their ethnicity, if they are international or domestic, if they are freshmen or seniors, we know what college they are in, we know if they are on financial aid, if they are work-study students, so we know a lot about them.

“Here are the results on preliminary examinations (Appendix 5), again aggregated. We may find that this will be different for the students in the College of Engineering versus the Department of English, but in general the preference overall is that 64% would like to see them go. They don’t like them. So that’s about two-thirds. On the other hand, 26% prefer to have evening prelims to in-class prelims. One in four students want to keep them, which is actually significant enough for us to wonder why.

In the large courses (Appendix 6) the preference for having evening prelims is greater; it’s 37%, which is again kind of high. So we thought while we are asking what they prefer, we should find out why. Here is the distribution that shows why they prefer evening prelims (Appendix 7). For in-class prelims (Appendix 8) three out of four students say that they are less stressful – their circadian rhythms; they don’t think as clearly in the evenings and this correlates with later data that we found on their sleep and alertness patterns. Of those surveyed, 70% think the evenings should be free of academic activity. This we thought was interesting, some people thought prelims in class were better, because you couldn’t ask them as many questions. You have to dumb down the test in order to get everything in there, lower level questioning, which we thought was maybe a little problematic for us. By the way, we have a higher percentage available, but I just rounded everything to the nearest percent for the purposes of this

presentation. Those people who preferred evening prelims, 87%, which we thought was extremely significant, want them because it would give them more time to think. So those who prefer them said this was important to them. Interestingly enough, 59% say they think more clearly in the evenings and that's why they want evening prelims. They found that less stressful. You can ask more questions, which I assume would lower the weighting on any particular problem, and it would be a better way to measure their knowledge. We were very impressed with the fact that they actually wanted to have their knowledge measured.

"The second area we looked at was final exam scheduling. There has been a lot of controversy about final exam schedules. I recall a meeting a couple of years ago where Professor Galik presented some options, and the *Cornell Sun* said that the faculty were trying to get out of exams and end the semester earlier. This is the current final exam schedule (Appendix 9) we have, as you well know. Before there is Slope Day, then you have the weekend. Sunday is considered a study day and Monday, Tuesday and Wednesday are study days. Then you have the exam days, with a couple of study days interspersed. We asked them about that schedule and asked them about some options that have been developed over the past couple of years as plausible alternatives. Having the study days taken up completely and just dispersed through, would result of course in many fewer conflicts and more than two exams in 24 hours. That would be the advantage of that. Then something sort of in between, where you have a couple of study days and then the rest interspersed. Here are the student results on that one (Appendix 10). You can see it's actually fairly split. There is nothing that jumps out at you as preferring one or the other. There is a general tendency among students to prefer the status quo. That's the one they know, and it's sort of hard to think about the other ones. That's possibly the explanation. If they do choose another one, there were slightly more for having more study days in the beginning. Not too many of them were interested in having exam day/study day/exam day/study day.

"Then we asked about the time periods in the day to try address compression of the day (Appendix 11). Again, over 60% want to keep the status quo, but 45% thought it would be fine to offer classes during the 4:30 - 7:30 time slot as long as it might be sections and you had sections at other times. Some didn't even care if you had sections at other times. They would like to have classes 4:30 - 7:30. They like having classes 7:30 -10:30 but not as much here as here, and only one if four thought it would be nice to have prelims from 4:30 - 7:30. But that's sort of like saying, 'When would you like to take your medicine?'

"Thanksgiving (Appendix 12). This is kind of fun; you're going to enjoy this one. Of the students, 34% say that they attended classes on the Wednesday before

Thanksgiving, and 46% say that the last day they attended classes before going home for Thanksgiving was on the Tuesday before, 14% the Monday before, 6% the previous Friday and 1%”

LAUGHTER.

Professor Piliero: “So something is happening. Either students are skipping a lot of classes or faculty are canceling class. It turns out that the number of classes canceled (Appendix 13) – 28% of the students said they had no classes canceled before Thanksgiving. One third of them had one class, 27% had two classes canceled, 10% had three classes, 2% said that four or more of their classes were canceled. That was an interesting statistic to us. In defense of the faculty, if you have a lecture with 175 people and four people show up and you know that after seven semesters and having many repeated experiences like that

“Distributed learning was another area we surveyed (Appendix 14). We asked them what they would like to see at Cornell, and they thought that interactive tutorials and interactive testing and feedback, such as are being developed in some courses now, are useful, and they like it. They are less likely to go with recorded lectures and streaming audio. Live office hours with the professor via on-line chat rooms, even less. Having the entire course on-line, 26%, one in four students, thought that was maybe a good idea. So three out of four students don’t like that. That’s not why they came to Cornell. That’s probably a statistic that we would want to think about.

“We also have results for the circadian rhythms, for the stress patterns and sleep patterns, alertness patterns and athletes, but in the fairness of time, we are going to go to overall results. The results on the prelims (Appendix 15), as you saw, there is preference for in-class prelims even in large classes, and there is a strong second preference for the 7:30 – 10:30 time slot. There is very little support for prelims in other time slots. And reasons on both sides, no matter which time slot was preferred, was related to clarity of thought and less stress. On the final exams (Appendix 16), I think we sort of reviewed that. There is a weak preference for the status quo schedule, and it wasn’t clear to students that any alternative schedule would encourage better performance or reduce the stress. People have their own reasons that make them stressful, and it’s sort of hard to capture. Again, on the 4:30 – 7:30 time (Appendix 17), there is a strong preference to continue the status quo, the restricted time period. Although, one-fifth to one-third of the students would like to use this time for prelims or classes. So it might be an interesting thing to experiment with, possibly. That might be what is indicated. At this point the committee has made no recommendations about what we ought to do with this, and we certainly haven’t looked at what

the ramifications are particular groups of students. It may be that any kind of recommendations would have to depend on the group of students.

“Thanksgiving results (Appendix 18). Almost 46% are leaving campus on the Tuesday before Thanksgiving, and 20% are leaving on or before Monday. Over 70% of students had at least one class canceled.

“We saw the results on distributed learning (Appendix 19); about three out of four don’t want entire courses on-line, but they like having other aspects on-line.

“I will share with you just the gross results on some of the daily patterns (Appendix 20). About one-third of the students are somewhat or very sleepy during class. About one in three students report that they are a little bit sleepy during class. Their alertness is very different than ours. It peaks between 10:00 a.m. and 2:00 p.m., which is actually good, because that’s when most of them are in their classes. Their alertness dips between 4:00 and 6:00 p.m., and then it goes back up again. So the curve goes up and then it goes down between 4:30 and 6:00 and then it goes up a little bit. Only about one-third of the students report being very alert between 6:00 and 11:00 p.m., which again is problematic if we are increasing the number of night classes and they have prelims, they may be feeling their best.

“The story on athletes is pretty good (Appendix 21); 40% of the athletes feel that the balance between athletics and academics in season is appropriate. One-fourth of them would like more time for academics during their season, and one-third of them would like more time for athletics during their season. The good thing is that half of them don’t feel any pressure at all from either their coaches or faculty to devote more of their time either way. About one-third feel some pressure and 10% feel considerable pressure, but it was remarkable how evenly split that was between pressure from the faculty versus pressure from coaches.

“We have no recommendations at this point. We will probably be spending most of next year looking at these results, but we will have them forthcoming and once we have a complete report, it will be available on the web site. In addition, Dean Cooke has set up an on-line faculty forum so that if you have input that you could share with the committee, we would love to see it, and we can use that medium.”

Speaker Howland: “Thank you very much. It is open for discussion. Questions?”

Professor Steven Beer, Plant Pathology: “Did you detect any differences in the responses of students in the various colleges?”

Professor Piliero: “We suspect that there will be differences. I hesitate to report too much on those differences, but yes, there are. For example, on the question of science versus non-science major types, there are preferences for scheduling. Once we take a look at that, we’ll make some recommendations.

Professor Peter Stein, Physics: “I wondered if you looked for any correlation between the preference for evening and in-class prelims against GPA’s or other measures of academic performance?”

Professor Piliero: “We have the GPA. We have that demographic data, and we haven’t done that analysis yet. The data does suggest that there may be a pattern.”

Professor J. S. Butler, Policy Analysis and Management: “I’m Rosemary Avery’s colleague. My specialty area is econometrics. I have been consulting with Professor Avery; I hope to continue consulting. First of all, these results are based on 43% or 47% response rate. I believe it would be possible to construct sampling weights to correct for that. We also have plenty of data with which to model the selection process into the sample and correct for selection bias. If it’s present, I hope to do some serious econometric analysis here before any sort of recommendation would happen. I wouldn’t want to base recommendations personally on uni-variant analyses for the usual reason why – multi-variant analyses are better. I was, however, able to do one analysis that you might find interesting. Bearing in mind that it is not corrected for the sampling and so on, I took the data on hours of sleep, and on the assumption that a normal distribution is underlying it, I used a maximum likelihood estimation of the data to infer a mean and a variance for the students. The result was the mean number of hours of sleep on weeknights was 6.5, with a standard deviation of 1.0, and on weekends 8.1, with a standard deviation of 1.3. If you multiply those out, you get an average of 49 hours or almost exactly 7 hours sleep per night. Now, that’s the kind of analysis I personally would hope to do in some serious statistical analysis with this, and I’m working with Rosemary Avery on that.”

Professor William Arms, Computer Science: “I belong to a department, I don’t know how many departments have this, where the students do very large projects. The projects come to a head at the end of the semester. I would guess that is the principal source of stress for those students. Is this common across the University? Are there many departments like this? Did you make any observations?”

Professor Piliero: “We didn’t look at stress by week in the semester, but we did offer the options on final exams, and we suspect that having those four days

(reading days) before the first exam is probably used in two different ways by students. Some of them go home or go on vacation, and the others are madly finishing up projects.”

Professor Ronald Booker, Neurobiology and Behavior: “I’m in Neurobiology and Behavior, and we experimented once with courses that offered night exams to students. There was sometimes a difference between perception and reality. One thing we noticed when we looked at the grades, the performance on the exam, we tried to find a way to set the exam up so it actually matched another regular in-class exam, there was no difference in performance. Although if you asked the students some said, ‘It’s much better, because I am better prepared; I think more clearly; I have more time.’ And it may be. Even though we did give them a little more time, it made no difference in the average grade. What we did find was seemingly more students who felt pressured by a night exam. Basically, what it means, if you think about how their day, their schedule, is that takes away their time to actually prepare for the next day’s assignment. So we thought it actually added a lot of pressure on the student. And the other thing I am worried about is that students have perceptions, like right now there are a lot of faculty who are actually sort of dozing and the reason why is that their blood sugar levels are low, some students may actually say things like I would like to take a class between 4:30 and 7:30. But what we need to do is make sure and keep in mind that even though they have a perception that that would be of some benefit to them, that the long-term effect could actually be detrimental. For instance, if you’re going to take that class, you will skip a meal, and clearly if your cognitive processes will be diminished by not eating, it actually may do more harm than good, even though you have the perception that this is actually beneficial.”

Professor Piliero: “That’s one of the reasons that we wanted to capture some of the demographic variables on the students, for example with financial aid, to see if they are on work-study or not. In some of the focus groups that we’ve had so far, we see that some students are opting for evening sections or alternate sections, because in order to be able to work, they need lots of time during the day so that they can have a job. So some students are opting for night classes, not because they like night classes because they are more alert then, but because they have to work during the day. We want to make sure that we are not disenfranchising those groups of students by the kinds of recommendations we make to the Senate.”

Professor Brad Anton, Chemical and Biomolecular Engineering: “I wasn’t being as attentive as I should have been, and I wanted to double check some data you put up. Do more than half of Cornell faculty cancel class the day before Thanksgiving or Spring Break? Is that what the data said?”

Professor Piliero: "That data says that almost two-thirds of the students have at least one class canceled."

Professor Anton: "OK. I still find that shocking. You take the tuition money we are charging and divide it by the number of lectures that we give, we charge those kids something like \$85 every time they walk in a classroom to see us stand up there and teach. I don't insist that my students come and see what I have to say. I don't force them to do it, but I sure insist that I am there to do it, because that's my job. And people who cancel class the day before a break, because it's convenient or there won't be a good turnout or something like that, I think that's misconduct."

Professor Piliero: "My recollection is that we usually get the e-mail from the Dean of Faculty's Office reminding us of that responsibility."

Professor John Guckenheimer, Mathematics: "Did you collect statistics on how many hours students spent in evening prelims? I have the impression that particularly engineering freshmen spend a very large number of evenings taking prelims during the semester."

Professor Piliero: "We didn't collect that on the survey, but we have that. Dean Cooke has all that information in a large administrative data set."

Professor Gary Rendsburg, Near Eastern Studies: "I think this question is related to the previous one. What percentage of students at Cornell actually do take evening exams during the semester? Do you have any data on that? Are we talking about 20% of our students or 50% of our students?"

Professor Piliero: "We do. That was something that we asked. We have that actually in the database—each student who has ever taken an evening prelim during the semester. We can tell by semester, because we can correlate it with the classes they are in and look at what classes are registered to have evening prelims, because you have to do that. Now, if somebody chooses to give an evening prelim and goes off the books, we don't know that."

Professor Rendsburg: "I was asking about in a given semester. I was thinking it would be closer to 80% or 90% at any time during their four years."

Professor Piliero: "Yes, Dean Cooke has that information."

Dean Cooke: "I'll put the report, the study on the web, so that you can see it."

Professor Butler: "The mean number of classes canceled is about 1.25. I'm reasonably good at multiplying numbers without writing them down. Assuming the average student is taking between four and five classes, that implies between one third and one fourth of the classes, not 70%. One class canceled per student does not mean that the majority of the faculty are canceling classes."

Professor Anton: "That's why I asked the question."

Professor Stein: "Do you know what the driving force is for scheduling classes at night? I understand why we offer them a night. Is it that there are simply not enough classrooms during the day? Are they forced to the evening period or do people prefer that or what is it?"

Professor Piliero: "I don't think we know that. We do know that the increase has been fairly exponential over the last few semesters of the number of FTE's in evening hours. I think that's what we know. Bob?"

Dean Cooke: "I'll put that also on the web. The thing that came as a shock to me is that we have roughly as many students taking evening courses as take evening prelims. That's just looking at the evidence. We don't know why it happens, whether that's when the student wants it or when the faculty wants it, so they can travel or what. The thing that struck me from the data was that it is going on in a very substantial way. There are evening courses on Monday and Wednesday evening in substantial numbers."

Professor Stein: "It seems to me that is worth investigating to see why it is that that is happening."

Professor Emeritus Tobias de Boer, Mechanical and Aerospace Engineering: "Is there any evidence that make-up classes are offered when these classes are canceled before Thanksgiving?"

Professor Piliero: "We didn't capture that information, but I could see, possibly, a faculty survey. We didn't ask that. It's a good question."

Professor Terrence Fine, Electrical and Computer Engineering: "Is it possible that the evening classes are only offered once a week? Do people use the evening to run a full week's class in one shot?"

Dean Cooke: "One of the other trends that became very obvious is that historically class periods were 50 minutes three times a week. There is a major shift towards twice a week instead of just doing it on Tuesday/Thursday also

doing it on Monday/Wednesday, so two times for a longer sitting has become the big trend. And we probably ought to think about whether that should become the standard, given the extent to which it has shifted already without discussion.”

Professor Kathleen Whitlock, Molecular Biology and Genetics: “Just to give you some insight into evening classes in Genetics and Development. Many of our classes pile up on Tuesdays and Thursdays. A lot of times, we have scheduled evening classes so we can avoid conflicting with the other classes that are required by our major, because otherwise we lose students. So we will actually have more students who will take a class in the evening where it doesn’t conflict with the other lumps of classes for our concentration.”

Professor Booker: “I’m a little bit concerned about faculty canceling classes. What it does is it places pressure on the student for instance that can go home a little earlier. When they have two classes scheduled on the last day before break, if one of the two classes is canceled, there is strong tendency for them to want to leave town earlier. I’m one of those individuals that even if it was the last scheduled class of the day before break; I would probably stand there and give a lecture even if there were only two students in the room. I think probably we should at least address it early, because it might get worse. I actually think that perhaps we should request that the Provost address the faculty on that issue and try to come up with some message that would discourage that kind of behavior, because I think the students expect it nowadays. What it really comes down to is that the breaks start earlier in their schedules. I think that actually is a bad sign in terms of what students will learn about what academic institutions are all about.”

Speaker Howland: “I think we have reached the end of the discussion. Thank you all very much.”

Meeting adjourned at 5:58

Respectfully Submitted,

Charles Walcott, Associate Dean and Secretary

Appendix 1

Map

Appendix 2

Resolution to Establish a University Club

Whereas, the Provost, with the approval of the Senate, charged the University Club Task Force to " ... develop a plan for a more vital and appealing university club on the campus", and

Whereas, the Task Force found thriving clubs on 16 of the 19 peer campuses Cornell uses for faculty salary comparisons, and

Whereas, the Task Force has visited and examined the characteristics of a successful clubs at a number of Universities, and based on its findings, has presented to the administration a plan to establish a self-supporting club at Cornell,

Therefore be it resolved that the Senate strongly supports the recommendation of the University Club Task Force that Cornell establish a University Club with the following mission and with the following characteristics and capabilities.

Mission of the Cornell University Club

In 1921, president Nicholas Murray Butler of Columbia University created the Columbia Faculty House to provide a place and a setting that would bring together "scholars having diverse intellectual interests ... in a social unity that will both increase their satisfactions and add to their influence in the community as individuals or as a group The Faculty House ... is as much a part of the equipment of the University as is a library or laboratory". Because Cornell in 2003 is far more complex, broad and diverse than Columbia was when those words were written, the goal of a university club, to forge a social unity and increase the satisfaction, effectiveness and cohesiveness of its faculty and staff, is even more vital to Cornell's well-being today than it was to Columbia's in 1921.

A Cornell University Club that fulfills its purpose will be far more than a good restaurant. Its aim will be to become a symbol of what Cornell is, a place whose appearance, style, ambiance and programs will foster and reinforce a sense of fellowship between the men and women whose joint and separate labors make Cornell great.

The Cornell University Club will be a key element of the University. Faculty and staff will find it a convenient and attractive hub for meeting, talking and dining with friends and colleagues from across the campus. Its dining facilities will present opportunities for scholarly discourse, administrative matters and social interactions. It will make a major contribution to building a sense of community and fostering pride in and allegiance to Cornell. It will serve as the University's premier venue to welcome and entertain visiting scholars, corporate leaders, recruiters, alumni and donors. It will contribute to the intellectual climate and work of Cornell by hosting lectures of general interest to faculty and staff, receptions, and departmental retreats. Faculty and staff will find it a welcoming place in which to conduct business or to honor special occasions and accomplishments. New faculty and staff, initially in a social void, will acclimate to the Cornell community through its congeniality. The Cornell University Club will further provide faculty and staff a convenient opportunity to bring their spouses and children into the university environment, and in so doing, demonstrate Cornell's commitment to family.

In summary, the Cornell University Club will be a cornerstone of the Cornell community.

Characteristics and Capabilities of the Cornell University Club

The club will be a membership organization open to all faculty and staff, housed in a rent-free architecturally significant facility, located no more than a five minute walk from Bailey Circle (the geographical center of the Cornell faculty). The club will be a self-governing unit within Cornell, with responsibility for its financial affairs. It will not receive financial support from Cornell beyond in-kind contributions for major structural repairs and utilities. It will have the capability to provide distinctive, high quality food and beverage service, maintain a comfortable and up-scale ambience, and attract a substantial special function revenue from its members. In its appearance and programs, it will visibly demonstrate alignment with Cornell's quality, traditions and character. It will occupy roughly 12,000 net square feet, and will have a maximum seating capacity of 250 diners.

University Club Task Force

3/31/03

Appendix 3

Suspension Chart (1 page)

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Appendix 21

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