

A MEETING OF
THE UNIVERSITY FACULTY SENATE
WEDNESDAY, SEPTEMBER 2, 2015

1. CALL TO ORDER

Professor and Chair Department of Science and Technology Studies and Speaker Bruce Lewenstein: “Good afternoon. Welcome to the first faculty senate meeting of the current academic year. I'm Bruce Lewenstein, the acting speaker. And you'll see one of the agenda items is to elect a new speaker, and I will be out of the room at that moment.

“I want to remind you of sort of the standard arrangements, that there are no recordings of any kind, no photographs, no tape recorders, no digital recorders, no cell phones put on recording app, any of those things. If you have a cell phone or a tablet or a computer, please be sure that it's on silent, so we don't get any noises.

“During the time when we have questions, senators will have priority in speaking, and only senators or their designated alternates may vote. At the time that we have questions, please remember to identify yourself after I have called on you.

“Unlike previous years, in this new space, which we are using because the shift in time has required a shift in location, we are going to attempt to do this without the roving microphones. We have room mic's, which will pick up everybody's questions, as long as you speak up very clearly, especially those of you towards the back. And you'll also be needing to speak loudly enough that other people in the room can hear you.

“As we have in the previous years, we will ask people to limit their questions or comments to two minutes. I have had no requests for any Good and Welfare items, and so I will allocate that time to the question period for the president and the provost.

“At this time, the next item on the agenda is the election of the speaker for this year.

“Joe?

"I'm going to leave, then you guys have the power of whether or not I come back."

The Irving Porter Church Professor of Engineering and Professor of Astronomy and Dean of the University Faculty, Joseph Burns: "There's more power in this organization, other than doing things like that.

"Good afternoon. The first order of business here is to select a new speaker for the coming academic year. Bruce served very ably last year, has kindly agreed to stand for this election, and we're delighted by that. Are there any other nominations for speaker?

"Hearing none, I'll ask for a vote.

"All those in favor of [Bruce Lewenstein](#) as the next speaker, please signify by saying aye.

(Ayes)

Opposed? Please say nay.

Abstentions?

Who says this is a contentious house?

(LAUGHTER)

So Bruce.

(APPLAUSE)

Speaker Lewenstein: "Thank you very much. I appreciate the support of the body. The next item on the agenda will be a report from the Nominations & Elections Committee Chair, Michael Fontaine.

2. [NOMINATIONS & ELECTIONS REPORT](#) – MICHAEL FONTAINE

Professor Michael Fontaine, Classics, Associate Dean and Secretary of the University Faculty: "Good afternoon, everybody. The first thing to do is to

announce the results from last spring's elections. And the first thing I want to say is that, as some people wrote in, I noticed there were no women on the ballot. For that, I want to apologize. That's my responsibility. That was certainly not the intent, but it had to do with the deadline of staffing the slate. We did ask a number of women to stand, but we didn't get anyone who agreed to do it; but regardless, going forward, I have asked Yael Levitt to come in, sit in at the meetings from now on at the Nominations and Elections, and we'll make sure that doesn't happen.

"So here are the winners of the elections from last spring. We have, as you see, Tom Brenna has joined the UFC, and David Pizarro from Psychology on the UFC. Also Ross Brann has the non-senate seat for the UFC.

"We also, as you can tell by being here right now, passed the referendum on changing the faculty senate meeting time to fall within the business hours, regular business hours of the university.

"After that, I would like to just show you the various slides, rather than read them all out. We don't have a great deal of time for the report, and we did get a lot of people to agree to serve on different committees, so please direct your eyes to the screen and you will see here for Nominations and Elections -- that's the committee I chair that will staff all the other committees -- we have several new members. And these are the committees for which you or your colleagues have agreed to serve.

"The last one I'm going to mention here is June Nasrallah has agreed to take a one-year term on the UFC, because a member stepped down over the summer, after the elections had already taken place, so she'll be on for a one-year appointment."

Speaker Lewenstein: "Thank you, Mike. The results will be posted on the University Faculty web site, for anyone who wants to see the details.

"I did forget to mention also, because we started five to ten minutes late, I will let the meeting run until 5:05, beyond the official closing time. I recognize that there may be people who need to leave right near the end.

"Next item on the agenda are faculty matters from dean of the faculty, Joe Burns."

3. REPORT ON FACULTY MATTERS – DEAN JOE BURNS

Dean Burns: “First, congratulations on getting here. Different time, different place. A lot of people would have failed that, but you passed. So we're glad to see you.

“A very hearty welcome to our new president, Elizabeth Garrett; new provost, Michael Kotlikoff. We faculty are delighted by the energy we have already seen you bring to this task, on the emphasis that you are placing on academic values, and we're delighted that you've come to visit the senate so early in your term. We look forward for many future interactions to work cooperatively with you both to strengthen our beloved university.

“We have a couple of traditions, for good or bad, I would like to continue, and then reinstitute another one. One of the traditions is that we, for the snacks, we try to give snacks that have Cornell basis, and so you will see in the back apples, plums, pears from the Cornell orchard. Many of these are ones that are developed here on the campus. So eat and enjoy, but make sure you throw your pits away and junk like that.

“We also do a little homey thing. I'd like to have you introduce yourself to the people around you. If you see somebody you don't know, introduce yourself to them. The whole purpose of this is to get ourselves thinking back to like, we're eating stuff from here --

“Okay. So again, this is trying to bring to mind that this is one university. We're a very diverse crowd. The university has enormous breadth of interest and, when you act, when you vote, things like that, you ought to be acting for the good of the entire university, not for your tiny little department, important though it is; but look out for the entire university.

“Some of us are here, as I said, to develop new fruit varieties. Others produce histories of the Middle East in the 16th Century, some invent new technologies, others draft constitutions for brand new nations and, when you vote, keep that breadth in mind.

“Several of us had lunch with many of the new senators earlier, and we had a good discussion about faculty governance yesterday. And we talked about how important the role of the senators are in bringing senate news back to their

constituents. That's part of your job. You come here, find out something, bring it back to your constituents. Then, when there are issues on the table, please raise those with your constituencies and represent.

"It's a representative democracy, but listen to your colleagues and see what they have to say, then bring that discussion back to the senate, so that we can be effective. It's a two-way street. And I know, in my own case, I have appreciated almost all the interactions we have had over the years.

"So now let's go back to an older tradition, which we skipped for a while, and that is to remind ourselves of our colleagues who have passed away in the last year. So I would ask for a moment of silence, please, to remember these individuals.

"Thank you very much.

"Now I would like to remind you of a few of the things that have happened over the summertime that are relevant to this institution, and then talk about some of the senate business, remind you of a few things that are coming up, and then move on to the important part of the agenda.

"So you all received about ten days ago, from my office, a list of the rules that guide operating classes, selling books, all sorts of academic things. Please read those and please abide by them. These are rules that have been set into place by your colleagues for the good of the entire university.

"We know you're all special, but think of the other people, when you say oh, I'm just going to move my class, regardless of my colleagues. Please take care of your colleagues, and look at that set of rules.

"We've gotten the faculty lunch running again, over in the Statler, the usual arrangement that we have. There's a menu on the dean of the faculty web site, if you want to see what is being sold on a particular day.

"I'd like to remind you, and you'll have a living reminder up here in a few minutes, that in a little over two weeks, we have the inauguration of our president. There's a faculty reception that's in Duffield on the day before the inauguration. Please come. There are terrific drinks, great company, very thoughtful hors d'oeuvres, if you can have thoughtful hors d'oeuvres. You will see. Come to see what I mean.

“What else? The installation ceremony itself is on Friday morning. Please put on your regalia; one of the real fun things of the job. Put on the regalia and walk out onto the arts quad for the installation ceremony. We've got some terrific speakers lined up for you. Please come. I urge you to attend and sign up, again, with your college.

“In addition, we are going to have a lunch with the students out on the ag quad. Please eat. Great food again, very selective, and there will be some performances going on as well. Then to end on an academic note, there's an academic panel in the area in which President Garrett has specialized, democracy and inequality. I urge you to attend all these events. Classes are not canceled, but please come nonetheless.

“Coming up in about a month, there will be, I think, the sixth or seventh of these faculty fora. We have one every semester, and this semester we're hoping to run a faculty forum on -- not hoping, planning to run a faculty forum on financial aid policy. This is a sacred policy in the university, but over the course of the last few years, we have tried to look at how are we trying to take in new revenues through MOOCs, for example, professional master's degrees and things like that.

“I think it's time that we maybe step back and also look at how we spend our money. Are we doing it in the right way? How do we compare with our peers? Are we accomplishing the goals that we want? By spending our money this way, are we missing out on some other opportunities?

“These are important academic decisions that the faculty and faculty senate ought to be involved in, so I urge you to attend. We are waiting on some speakers' schedules before we decide exactly when, but it will be in about a month's time.

“So things that have happened over the month that are perhaps relevant, there was a resolution passed by the university assembly on divestment and reinvestment in fossil fuel stocks. Remember, this sort of originated here in the senate maybe a couple of years ago, eventually went through the university assembly with a statement very much like our own.

“President Skorton disagreed with the policy and gave his reasons for doing so, but he did agree that he would make, or now President Garrett would make, an

annual report back to the assemblies about what we are doing in terms of divestment policy and what we are doing in terms of our carbon footprint.

“There was, at our last senate meeting, a resolution that we should investigate Cornell's response to student protests. That investigation committee has now been formed and is about to start acting. And you gave quite specific instructions to that group, so I'm sure this very able trio will carry them forward. “We've also, while we have been doing our own research, the various colleges have been starting to look at the two new titles we put into place in the last year, namely professor of the practice and research professor. And we're starting to get proposals from the various colleges to use those titles, if a college so feels.

“Then looking forward a little bit, we expect that there will be a policy, perhaps at the next (October) senate meeting that concerns romantic and sexual relations with students and faculty. It's been in front of CAPP once, gone through lots of administrators looking at it, and will go back to CAPP a couple of times before it comes to the senate. As I say, we hope it will come in October, but let's get a good resolution, rather than just force the date.

“And that's all I have. Again, welcome.”

Speaker Lewenstein: “Thank you, Joe. So one of the things that happens in the shift to a new place is we got a little discombobulated. I forgot two items on the agenda. So the first one is approval of the minutes of the [May 13th](#) meeting, which were circulated in advance.

“Anybody, if there were any changes or edits to those minutes? Seeing no corrections, without objection, we'll approve those minutes.

“The other one is in relation to the last item Joe mentioned about professor of practice and research professor. I bring a notification that the College of Agriculture and Life Science (and CAPP) has approved the use of the title of professor of practice in that college.

“The next item on the agenda is a visit from the president and the provost on strategic priorities, finances and advisory panels. I welcome President Garrett.”

(APPLAUSE)

**4. STRATEGIC PRIORITIES, FINANCES, ADVISORY PANELS –
PRESIDENT ELIZABETH GARRETT AND PROVOST MICHAEL
KOTLIKOFF**

President Elizabeth Garrett: “Since I do not have a PowerPoint, we are going to turn the lights on, so no one is tempted to go to sleep. Michael has PowerPoints, so we'll turn them off again.

“Thank you so much, Bruce, for inviting Mike and me here. And thanks, Joe, for the invitation. I am very glad to be able to meet with the faculty senate this first meeting of the semester and as I begin my semester as the 13th president. I have met some of you during my visits here during the transition, and I hope to continue to meet with you as I visit the colleges and various departments and continue to roam around campus. I do that quite a bit, on my own, which has been fun.

“First meetings are always important, but they sometimes don't go as people would wish them to. Dwight Eisenhower was also a 13th president, the 13th president of Columbia. And when he first addressed the faculty senate at Columbia, he apparently started his speech by saying ‘employees of Columbia University,’ at which point, a very senior faculty colleague stood up and corrected the general. He said, ‘Sir, we are not the employees of the university. We are the university.’

“Now, the good thing is, I have been a faculty member at Chicago, at USC. I am here now a faculty member, and you do not need to correct me or remind me that faculty are the university.

“I believe that to be true. Faculty are the foundation of the university. We carry its values today and into the future, and it is our responsibility to ensure that this remarkable and unique and special place continues to be a place where people do their very best work in teaching, scholarship, creative work and research, where we train the next generation of leaders, where we invent and discover and find the things that will change the world.

“And it is faculty who lead us in that and, thus, it is important for me to be here with you today. And of course, part of that is the provost. Having been a provost, I believe it is the most important job in the university. I actually still believe that. I think it's the hardest job in the university. I certainly believe that.

"I should have told Michael that before he agreed to take it, but I'm very fortunate -- I think we all are -- that Mike Kotlikoff agreed to serve in this role. You know him even better than I do, but the good news is that, even after a few weeks, we're finishing each other's sentences, which is something I think presidents and provosts should do, and we work together very closely. We are fully aligned on our values and our mission, and we both look forward to working with you.

"When I was provost, I met very frequently with the faculty senate at the retreats, at their meetings, at various groups, and one of the things I always said and firmly believe is that we value consultation and discussion with the faculty senate, because it is through that consultation, discussion and dialogue that the ideas we have become better, whether those ideas come from the faculty senate or from the administration, we hear different perspectives, different analyses, different ideas; and that through those discussions, it's my view that we come out with better policies, procedures, practices and actions for the entire university.

"And we will continue that tradition, at least in my administrative life, of broad consultation and relying on you to help us ensure that what we do is in the best interest of this university.

"I only want to hit on a couple of topics, then Mike is going to talk a bit about the financial and budget situation, then we're both here to answer questions. I want to sound a couple of themes you are going to hear from me and in the inauguration and throughout the course of my tenure here as president. First, you will hear me say frequently what I began with, which is that faculty is the foundation of a research university like Cornell, committed to a rigorous residential undergraduate experience and a transformative graduate and professional school experience.

"Our strength comes from our faculty. You are committed to excellence in all our endeavors, and that is what we shoot for. We do not accept anything less than excellence. Your defining role is to be a visible leader, move the university forward to meet new challenges and realities, while holding firm to our deep and unchanging values.

"Now, affirming the centrality of faculty does not denigrate the role of our students, who are a necessary part of what we do and, in my view, provide a lot of the energy of this campus. I look forward to their coming back. I find the

summer a little bit dull without our students -- I'll be honest -- so I'm glad to have them back on campus; and of course, our terrific staff, who help create an environment in which all of us can flourish in our research, our scholarship, our creative work and our teaching. But faculty are an asset that we cannot take for granted, and I will work with you and the provost and the deans, department chairs, to support our great faculty and to bring more faculty to Cornell.

"We have many advantages, as we seek to create an environment where our faculty flourish and where more want to join us: collegiality, our history, our commitment to diversity, to excellence, our view of the world and our role in the world. And of course, much of that support comes from the colleges and departments in a university organized as we are; but I believe the president and the provost play an important role, setting the tone and, in particular, faculty recruitments and retentions, particularly at the more senior level, I think the provost and president can play a very important role in ensuring that our faculty understand how important they are. And Mike and I have already been involved in a number of high-profile retentions. I don't think any of them have been determined yet, but my fingers are crossed.

"We will also be working, and I in particular on fundraising for endowed chairs, on thinking about how our philanthropy can support the research that our faculty does and the creative work, and also how our philanthropy can be targeted on endowment for scholarships, particularly for Ph.D. students and for professional graduate students, which I think also makes this a special place for our faculty.

"I know that Joe and others have talked with you, John Siliciano, about the demographics of our faculty, and we have to take a look at that. We have to think about that as we go about increasing the number of faculty here.

"As you know, we have a large number of more senior colleagues, many of whom remain active and engaged and whose work we celebrate, some of whom are considering moving into a different relationship with the university, as they think about retirement.

"And I think it's important for us, as their colleagues, to talk with them and assure them that they will be valued and continue to be part of this university, as they move to emeritus status. A university like this, and a wonderful college town, has unique opportunities to continue to engage with our colleagues after their retirement, as they become emeriti faculty. I think it is important for all of

us to think about ways to institutionalize that and concretely represent that to our colleagues.

“We also continue to bring fantastic junior scholars. As I meet our assistant professors, I am amazed at their energy, at their insight, at their vision. They share the enduring values, but they also have new ways of thinking about that, different kinds of ways of expressing their work, as we search for truth and work to discover new knowledge.

“But we also need to focus on our mid-career colleagues. We need to celebrate their work, we need to support their work. These are our colleagues that are often at the most risk of being a retention issue for us, as other faculties come here, to move some of them to other universities. That's the reality of the modern university.

“We need to work hard to retain them, and we also need to begin to bring in more mid-career professors to join us, who come with an investment in human capital already made, who bring with them that great expertise and who can become institutional leaders together with you. And I think that's where endowed faculty chairs and other kind of philanthropy I can play a role in will be helpful.

“It means you must also, in your colleges, your schools and at the university level, be sure that your tenure and promotion standards reflect the very best work that's being done today. Again, there are enduring values there. We have to be committed to new knowledge and only the very best and most excellent work; but the reality is that in many disciplines, that work is being done increasingly in teams, both in science and social science, more than the humanities, but some there as well.

“And much of the work now, or at least a significant portion of the work is being created in digital mediums, and we need to make sure that as we continue to hold firm to excellence as the rubric and consequence, that we also acknowledge that things change and that excellence and that consequence can be expressed in many different ways. And we ought to have standards that reward that.

“Of particular importance to faculty at a research university are our graduate students, of course. And we need to continue to offer the best Ph.D. programs, we need to continue to use metrics to ensure that we are providing the kind of support to our students that allow them to flourish here, to graduate in a

reasonable time and to have the careers, both in the academy and elsewhere, where they can make a difference in the world in the way that they hope.

“I hope that some of you paid attention to the announcements that I made at the graduate and professional school assembly earlier this week, where we announced a number of things designed to improve the situation for our graduate students, things like more than doubling the childcare benefit, making sure that all graduate students, research assistants and TAs have one minimum stipend, reducing the self-pay tuition for graduate students in their sixth and seventh year, and also putting in place and continuing to support a number of professionalization programs, support programs and the like.

“We'll continue to work with GPSA, but I also encourage you to be part of this. As you know, one of the most important academic relationships is between a graduate student and her faculty mentors, and among graduate students. So I encourage you to play a role in that and help us think about how we can best support our spectacular graduate students.

“I also want to us to think about how we can celebrate each other's accomplishments. One of the things I really like about Cornell is that we're a modest faculty. That's actually lovely. It allows for collegiality, makes it a great place to go to work. And while modesty is important, it also means that I think we are underselling the excellence here.

“I have met faculty that I believe should be recognized through academies, through awards, et cetera, who are not and frankly should be. And we are working with the provost's office and with the colleges and with the schools to make sure we have in place processes. Joe and I have talked about this, but we need your help. We need you to help mentor junior faculty, so they are on a track for that kind of recognition. We need you to celebrate your colleagues, to nominate them and to think about, in each of the schools, how we can work together to make sure that our great colleagues are recognized for the important work that they are doing.

“And we need to recognize and celebrate excellence not just in research, scholarship and creative work, but also in teaching. Teaching is an important part of what we all do. I believe that an active research life enhances teaching, and vice versa. I have not found them to draw away from one another in my own career, and I am confident that is the case here as well; but we need to think about ways we can even further improve our teaching.

“How do we think about something like Engaged Cornell as a signature of our undergraduate experience? How do we move technology into the residential experience in a way that enhances it, and allows us more time with our students in discovery-driven conversations, in allowing them to think about what it is to create new knowledge and to sometimes fail, knowing that we are there to help them think about that failure and move forward?

“And I think, as a faculty, we need to be willing to be nimble and willing to be open to new ways of teaching, new degrees, new collaborations. Bringing out a new degree program that we assess rigorously after the fact, if it doesn't work, it's not the end of the world. We need to move quickly, we need to be willing to experiment on our curriculum, as we experiment with our own research and our scholarship.

“We shouldn't take foolish risks, but we should be open to taking new opportunities, assessing them, moving away from those that don't work, learning and keeping with those that do. We simply must be more flexible, nimble and quicker in some of our decision-making.

“A second thing you'll hear from me is we'll be encouraging collaborations across schools and across campuses. And let me begin this by saying that I think the foundation of excellent interdisciplinary research is first and foremost, rigorous disciplinary training. And it is important for great interdisciplinary research to celebrate and support the disciplines; but having said that, many of the world's most difficult problems: sustainability, climate change, inequality, intolerance and all of its manifestations, can best be attacked often through interdisciplinary and inter-method collaborations and approaches.

“Sometimes one faculty member who has familiarity with more than one discipline does it; but more often, it is done in teams of faculty members across schools, across disciplines and across departments. Even if one's work isn't interdisciplinary, it is important to take place in a place of robust and strong disciplines and interdisciplinary scholars, so we all bring to bear our perspectives on our work and that we benefit from that kind of a vibrant community.

“Now, this can't just happen in Ithaca. It has to span our campuses. This university has a unique opportunity. We are the only research university in this country that has a substantial footprint in a special collegial, remote college town, one that will always be a bedrock of the Cornell experience; but we also

now have a significant foot-hold in one of the world's great cities, and we have a global presence.

“So what does that mean for all of us? How can we take what we learn here in Ithaca and bring it to New York City? How can we take what we are doing in New York City, and bring it here? How can we take what we are applying here in our community and move it into one of the great urban centers? What do we do in urban centers that can give us some traction on how we think about the Southern Tier, Tompkins County and Ithaca?

“So it will be important, and you will hear me talk about creating structures that facilitate these interactions, that celebrate both of our footprints and that lift us up so that we are together a more important, more influential, more visible, more consequential university because of our duality, and that we do not allow it to stand in our way.

“Finally, although all of this is important to take account of all of these collaborations, et cetera, I believe that this senate and the faculty as a whole can lead the way in talking about some of the disadvantages, that some of the fragmentation we have, because of the unique constellation of colleges and schools, how do we handle some of the down sides of that fragmentation?

“I know social sciences the best, because my own work is in the field of social sciences. You are aware, all of you, I'm sure, that we have great social sciences across this university, in the Arts College and throughout in of our professional schools. Also at Cornell Tech and Weill Cornell. That's great.

“I think it strengthens the social sciences to have this collaboration across the professional schools and the art schools. It allows some who are more concerned with theoretical approaches to inform the work of those of us who work to apply it in the world and vice versa. That is terrific, but there are down-sides to that fragmentation; redundancies in classes, failure to capture unique perspectives and a perception of small size that reduces the prominence and visibility of the work we are doing here.

“The recent alignment of economists in the arts college and in ILR is a great example of a new framework to think about, but I am told by some of you, and I met with you, that that took decades to effect. We do not have decades to affect change that will benefit this university. So I look forward to working with you and the provost on a number of positive changes that we know we can make,

holding firm that what is special and unique and our values, while being willing to try new things and to adjust them over time.

“And one final note about collaborations: Of course we must have a global perspective. The problems we have to solve as a faculty, as a university: climate change, inequality, issues of financial markets, all of those are global problems. You can't solve them thinking about one state or one country, and you have to take account the perspectives and viewpoints of people around the world.

“And so it is important for us to have a global presence. Of course, we do, but we will be thinking about how to help facilitate global collaborations. Whether it is with an office or two abroad to facilitate faculty involvement and student involvement, whether it is a more streamlined process of MOUs, whether it's thinking about MOUs that would be deep with great jumps around the world at a university level that could provide an umbrella for our colleges, schools and departments, we will be talking with you about that, but that is an important priority.

“So, as president, my role involves supporting and celebrating you, challenging you to be ambitious and bold and brave, take educated risks, nimble and flexible. I will work as hard as I can with the provost, the deans and faculty leaders to bring you the resources that you need to excel. And I will work to try to increase the visibility and prominence of this amazing institution, one that is already well-known, but I think can be of greater prominence in the world, through the work of our faculty, our students and our alumni.

“But I need your help. I need you to be impatient. I need you to be willing to try new approaches. I need to assess rigorously what we are doing and strive toward even greater excellence through new approaches and organization. I need you to be willing to make hard decisions about priorities, realizing that no university can do everything or achieve excellence in every endeavor, and that no matter how well the provost and I and the deans and others are at bringing resources here, we will never have enough resources to match our ambitions. That's great; we should have great ambitions, but we will always work in a world of limited resources that require us to make choices. So I know Mike and I are looking forward to hearing your views and your vision and your advice, not just now, but throughout our time here as leaders.

“And with that, I'm going to turn it over to Mike, have him talk a little bit, and we'll both be up here to answer any questions that you have. Thank you.”

(APPLAUSE)

Provost Michael Kotlikoff: "Thanks very much. It's a pleasure to be here to speak to the faculty senate for the first time, for the first of what I think, hope are many visits. And President Garrett said that the provost's job to the toughest in the university. I think one of the reasons it's particularly tough here is that I have to follow President Garrett very often speaking, and that is quite a challenge.

"Beth spoke about the values and aspirations of Cornell in a wonderful way. I have perhaps the less envious task of talking about finances and budgets, but I want to start a process of having a frank conversation of where we are, where I think we're going, and really having a dialogue back and forth with the faculty through the faculty senate.

"Over the past month, I've been visiting with a number of faculty. A number of people sat in the offices of a number of faculty in this room and had discussions, really downloads about what are, the concerns of the faculty, as Beth and I begin a new administration, her administration. What I hear a lot is concerns about budgets, and I'd like to make two points. The first is one of the things I hear quite a bit about is a conflation of our budget deficit and our budget model. Very often, the former is attributed -- the budget deficit is attributed to our budget model. And those things are really unlinked, and I'd like to talk a little bit about that.

"We've had a budget deficit at Cornell for some time. We've been dealing with that, and I'll talk about it, but we had the budget deficit before we had a new budget model. And we still have the budget deficit, although it's substantially less now that we've partially implemented a new budget model.

"And the second part of that, the fact that so many faculty have conflated those two things says to me that we have not done a good job about describing what our aspirations and goals are with the new budget model. So let me start there.

"What are we trying to do with this budget model? First, we're trying to make our university finances and the governance simpler and more transparent. And I think you'll see that, as we go through and go into our FY 17 budget year. We've come from a situation where we've had really three different budget models at Cornell, a budget model for statutory colleges, a budget model for endowed

colleges, and a budget model for the tubs. We've tried to unify those in a coherent and thoughtful manner.

"We're also trying to develop a more consistent and less individually negotiated provost/college budgeting relationship. By doing that, we provide more consistency, more planning information about where we're going in the future, as opposed to a more ad hoc relationship, where an individual college relies on an individual provost for their success.

"We want to incentivize responsible financial management and strategic decision-making within the colleges and our administrative units. We want to promote balanced strategic investments in university and college priorities, and by that I mean that we want to have some financing flexibility to invest from the center in university-wide strategic priorities.

"I'll talk a little bit about our strategic processes in the future, about how we're going to define those strategic priorities, but we also want to balance that by the fact that the more we spend at the center for strategic priorities university-wide, the less colleges and departments have to spend for their own strategic priorities. And so that balance is something that we have to achieve over time.

"And then lastly, we want to promote long-term planning and strategic investments through consistent incentives and consistent budget processes. What we've gone through, in my view, over the last three years is a number of disruptions up and down, which prevent long-term planning and promote the kind of concerns that I have been hearing as I have been sitting in many of your offices.

"So what I'd like to do is move us, over my term as provost, to a five-year budgeting process, where we have a longer-term view, and deans and faculty understand where we're going with a bit of a longer-term view.

"So with that, what are my plans with this budget model and in the first year? Well, firstly, I want to articulate and will continue to articulate our goals of the budget model, which I just have.

"Secondly, we do have a budget deficit. It's about \$25 million in FY 16, the fiscal year that Beth and I are beginning that is already in process, and we plan to eliminate that in the coming year. That's going to be something that's going to be achieved, one, by controlling the growth of administrative costs. And both Beth

and I are dedicated to trying to preserve and focus our precious resources on academic investment.

“So you'll hear some more about some cost controls that we're putting in place as of FY 17 to try and focus our resources as much as possible on the academic units.

“We have a somewhat unsustainable problem currently in that in this fiscal year and the previous fiscal year, we've sent a substantial financial aid bill to Student and Campus Life. And that's not a sustainable process, because as Student and Campus Life increases their charges for housing and dining, they get actually negative revenue, because they get more financial aid costs billed to them.

“So we've looked at this carefully and, in fact, we've been in a situation over the last two years where we've frozen housing and dining costs. That's not a sustainable situation. So one of the things that we're going to do is be removing that financial aid bill from what is now Student and Campus Life, and sending that to the colleges, netting tuition that goes back to the colleges, netting that of the financial aid that we've been sending someplace else, and budgeting Student and Campus Life in a way in which we use the revenue that they gain to invest in colleges and providing a little bit of investment for them to invest in deferred maintenance and in their facilities. So essentially, defining that from the center.

“As I said, we are going to simplify our financial reporting, and one of the things I've been working on is a very streamlined and simplified financial report for colleges. Hopefully many of these will be shared, but we've had a financial reporting process which has lots of transfers back and forth. I often refer to this, as a dean, as hiding the salami. That's something we've got to expose a little bit, and simplify.

“Of major interest of the faculty senate, we're going to be reinvesting in the colleges to support balanced budget. So one of the things that we will be doing in FY 17 is reinvesting in colleges to allow them to balance, based on their FY 15 actual expenditures.

“So what I hope that we can do, and I think we're able to do, is provide no more cuts to the academic units over those that were experienced in the previous fiscal year and then augmented by inflation. So as one of the ways to get rid of growth, we're controlling costs, we're not allowing growth in academic units, but we're also not imposing additional cuts on academic units.

“Number seven is something that I've spoken to faculty a lot, and something that I have been very concerned about and I know that faculty are very concerned about, and that is that when this budget model was developed and the task force reported to the provost, one of the things of concern was that absent some governance, this budget model contains some perverse incentives that can be exploited in a kind of zero-sum manner to benefit some units and at the detriment to others, without really adding anything to our curriculum and our service to our students.

“And that is that ungoverned, when in a system in which we pool revenue and then distribute it, units can seek to capture students, prevent them from taking other courses, and therefore benefit at the cost of other units. This system needs some effective oversight, and that's what we are proposing.

“And I'll show you that in the next slide, but the point I want to make is that to have effective governance, that is really a faculty/administration shared activity. And so one of the things that I'll be doing is working very closely with the Education Policy Committee of the faculty senate, seeking members of the EPC on this oversight group, as well as other faculty members -- many of those are in this room and will be tapped -- as well as assistant and vice provosts and deans, to be able together, as a university, to affect our values through that process.

“And then lastly, one of the things I have been spending a lot of time my first month on is trying to get the budget for FY 17 placed as quickly as possible, so that people have information as early as possible, again, for planning purposes.

“So let me just say a few more words about establishing curriculum oversight. And this, again, provokes attention between what's done centrally and what's done in the faculty, and needs to be a shared activity of the faculty and the central administration; but I believe that what we need to do is provide a university-wide perspective on Cornell's academic programs through analysis and oversight of curricular offerings; and in so doing, look carefully at those academic programs that impact other academic programs, and make careful suggestions about how we can resolve those issues in a way that benefits our academic programs and our teaching and is not mounted as a financial strategy.

“But we also want to do something else, which is look forward and use this as a way, expressing Cornell's values of what we want the Cornell undergraduate experience to be. And so I would like also, as provost, to begin a conversation

about what are our goals for all Cornell students, what kind of academic experience do we want all of our Cornell undergraduates to experience at Cornell, understanding that we have diverse undergraduate institutions, but is there an overlap there, where we can say we have a Cornell education that is unique to Cornell.

“So that, then, leads, I think, to my last slide, which is in addition to the budget information that I'm providing today, I'd also like to further President Garrett's comments about where both of us are investing our time and investing our energy. As I said and as President Garrett has said, we are both committed lock-step to fostering academic investment and fostering academic excellence at Cornell. We have plans to try and orient our philanthropy towards that end, and that is towards endowed professorships, toward financial aid for our students, and toward fellowships for our graduate students and postdoctoral fellows.

“This is something that is a bit of a departure and something that we're going to be expressing through our strategic planning process, but it is both President Garrett's and my firm belief that we need to communicate to those individuals that are capable of fostering Cornell's excellence where we express our strategic priorities.

“We will, as Beth said, continue to aggressively recruit and retain the world's best faculty, and we want to engage the campus in a strategic planning process that is Cornell-wide that looks at how we can express our priorities and lift the academic level of this campus in the future, and that's the conversation that we'll be having over the next year.

“So with that, I thank you. And Beth and I would be glad to take any questions.”

(APPLAUSE)

Speaker Lewenstein: “And I have a traveling mic. So we have about 35 minutes to go. I will call on people -- we'll get the lights on in just a second. I will call on people, ask you again to please limit your questions to two minutes. And the parliamentarian, Sam Nelson, will as in previous years, he's got his iPad with the timer on it that he will hold up as you get close to your two minutes and as I start getting aggressive about cutting you off. We'll start with professor Barazangi.

Professor Emeritus Muawia Barazangi, Earth and Atmospheric Sciences: “Two questions to the President and the Provost: Are you willing to consider the

possibility of discontinuing the ties with Qatar that concerns the Cornell-Qatar Medical School, mainly because it was an ill-advised decision based on financial benefits (that previous Cornell administration refused to reveal), and because Qatar is a racist and undemocratic state. Can you gracefully, over many years, consider this possibility?

“Question to the Provost: you mentioned and emphasized administrative costs, but you never mentioned the possibility of finding better mechanism to make it possible for retirement for faculty. What we have now concerning retirement is not enough, and you cannot do that, obviously, without some possibility to review after tenure, that should also be considered to accelerate the process. And I wish you both the best of luck.”

President Garrett: “Thank you very much. I appreciate your question, but I think you and I will have to disagree a bit about the reasons we are affiliated in Qatar and why we have a medical campus there. I'm very proud of the work we are doing at the medical campus at Qatar, and I think the motivation for that was to have an influence in that region and to bring a positive influence into that region.

“I think if you look at our track record there, with the training that we have been providing to students there and in the region, it's something we can be very proud of. And I would not anticipate that we will be changing that relationship, absent things that could happen in the world.

“I'm also very proud of our relationship with other institutions in that part of the world, including our relationship with the Technion, through the Jacobs Institute and through other areas. So I do not anticipate fundamentally changing that relationship. And indeed, I will be in Qatar for the graduation later this spring.”

Provost Kotlikoff: “And if I could respond to the question, I am certainly aware, having been a dean, of the issues that you relate. And one has to be very sensitive to our unique position in academics. And I think that requires both, on the one hand, a level of accountability of faculty at all levels; and on the other, a sensitivity on the part of the administration about how to foster academic excellence and how to help faculty be successful.

“As the Provost, I think my job is really to have these conversations with deans and make sure that we have the policies and the procedures in place that are both fair and accountable. And some of those -- you mentioned early retirement. I do think we need and we have had conversations about incentivizing or

making possible retirement in this context, and I think you've seen in colleges, a number of colleges across campus, some moves in that regard.

"But fundamentally, what we need to do, I think, is make strong strategic decisions as we go forward in terms of hiring the best faculty when our faculty retire. We are going to have lots and lots of retirement. Our demographics are such that it's inevitable, but what I hope to do is to foster -- help to get colleges in a position where they can make the investment that makes Cornell a strong -- as strong in the future as it is now and has been in the past."

Speaker Lewenstein: "Professor Cheyfitz."

Professor Eric Cheyfitz, English Department and American Indian Program: "I just wanted to call your attention to the fact, you may notice that the senate passed vis-a-vis consultation, resolution last semester about Article 13. And the administration --"

President Garrett: "Can you tell me what Article?"

Professor Cheyfitz: "It says that matters of educational -- affect more than one unit in the university need to come before the senate first before an open and public discussion and the advice of the senate. And we noted in that resolution the administration, and there were other agreements signed with the administration between 2000 and the present that backed up -- we noted the administration was not complying with that in many instances, including the decisions about Qatar, about Technion, about MOOCs and Engaged Cornell. Those decisions had been made by bypassing the senate. There was not a full senate discussion.

"One of the problems that we noted and we tried to define in that resolution, was what educational policy means. After all, you will find out -- so there's not much that isn't educational policy that doesn't affect curriculum, research, which are the two sort of central parts of that.

"So I just wanted to call your attention to that resolution, which we were supposed to be discussing with the administration, which tried to arrive at an agreement about what needs to come before the senate, because consultation has been going on around the senate, but not in the senate for many important issues."

President Garrett: "I have actually read that resolution. I believe in consultation, but I also believe that we may have disagreements about the realm of educational policy jurisdiction. And we'll listen to one another and move forward, I think, to benefit the entire university."

Speaker Lewenstein: "Professor Lieberwitz."

Professor Risa Lieberwitz, ILR. "I wanted to follow up on Eric's question and ask you -- I'm sure you are aware there's a faculty governance committee that's administration, faculty, put together to try to put that resolution into effect and come up with some protocols and definitions about educational policy. So perhaps both of you could respond to what your expectations are, your hopes for that --"

Provost Kotlikoff: "For my part, I would say that I want to engage in these conversations and engage faculty in all levels of governance, and I have some ideas about how to advance that."

"One of the things that I find is that we have a lot of activities that occur amongst deans and provosts and, very often, just among provosts and not among deans. And we are not effectively engaging the constituency, and we're impoverishing our actions by doing that."

"So I think we can talk, Risa, about how we do that most effectively. I don't think we have to create a situation in which we look across a boundary and say we don't talk to you about this, this is our domain, and you have nothing to do with it. And conversely, the central administration has no role as well."

"So I don't know the specifics of this conversation, and I haven't been involved in it, but I look forward to engaging faculty and the faculty senate in every one of these conversations, and starting that at this governance or oversight committee that I describe. And I hope, through that process, we can get past the turf issues a little bit, and get to the substance. That's my wish."

Professor Lieberwitz: "Can I follow up?"

Speaker Lewenstein: "No, because we have quite a few questions."

Professor Yuval Grossman, Physics: "I want to say I really enjoyed the way you set things up, and I really hope you can follow on your ambitions, and -- and all I

want to do is to emphasize one point and let [Inaudible] -- as a physics professor, I see the difference of how we are doing -- what we did ten years ago -- universities already have their own money to get -- and we don't -- see how the world changed now, we don't get money we were getting from the whatever, government, and things like this, and I really hope -- can really go forward."

President Garrett: "Well, and I share your interest in expanding post-docs for fellows. I think they can be an enormous engine for the discovery-driven work we do in all the disciplines. One of the interesting things is you are now seeing them occur in all the disciplines, not just the funded sciences, where they once were. They are now ubiquitous in the social sciences, and of course we have a number of good programs in the humanities to bring post-docs in.

"I think what you have to be careful about, and I'm sure this university -- we had a conversation yesterday with Barb -- is you have to support those post-doctoral fellows. You have to support them in their own work, you have to support them in their growth as professionals, in thinking about what they do after the post-doc, but I think that is -- and I think we need to think about both the graduate program and the postdoctoral grad program together, as the environment of higher education changes, as some of the job paths for our graduate students change.

"So that's a conversation I certainly look forward to engaging in. I know the provost and his team are already thinking about it. And I think the interesting thing, I have been out talking to alumni, and what impresses me about the Cornell alumni is that they are more sophisticated than any I have dealt with in terms of understanding what's important to a research university.

"They talk about their professors, they talk about the work of our professors, and many of them themselves have Ph.D.s or understand the importance of Ph.D.s and post-docs. So we've had, for example, in the Atkinson Center, a number of generous supporters funding postdoctoral fellows in that interdisciplinary center. So it will be something that I emphasize.

"Some schools are very good at raising money for Ph.D. fellowships and post-docs. Stanford is one of those places. We'll be engaging in a review of our campaign that's ending at the end of this academic year to learn what we did well and what we can do better. And one thing I want to focus on is how do we raise endowment for these important parts of our campus.

Provost Kotlikoff: "I'll just add, the point that you make, I think, is a perfect point to consider as part of strategic planning. This is a priority. If our competing universities, the universities that we are competing with, are having endowed or named postdoctoral fellowships and we are losing the best post-docs to those places, we need to respond. So fully agree."

Professor Dan Brown, Animal Science: "Just a couple quick things. One is, it's a pleasure to see that you are going to be adding increases in transparency to administration, that sort of thing. It's been very difficult for shared governance without the information. So publishing [Inaudible] -- administrators, compensation, publishing what our investments are in the stock market and so on, so that the entire community can contribute to discussions where we should be investing. That's the transparency that many other colleges enjoy. To see that here, it's just going great.

"The other aspect of it, too, over the last 10, 15 years, there's been a tremendous erosion in shared governance. We have the skeleton, the apparatus, but the faculty assembly, university assembly has independent legislative authority given to them independently by the trustees, and a lot of that has eroded.

"And so as the faculty senate engages in oversight, having the help of the administration to implement that is great, but the -- granted to us by the trustees, and I think you want to have a short-term thing on turf battles, I think that's -- they have done it. I mean -- we can't implement ourselves. We need the help of the administration. But I think I speak for a couple other people here. That's the way we envision it. We have lost -- over the years, we have a new chance to restore full shared governance, and not repeat the erosion we've observed in the last 10 to 15 years."

President Garrett: "Again, I think both of us want to emphasize that we are extremely eager to engage with our colleagues and to get the advice and consultation. I do just want to clarify, we are not a public institution, unlike most of the land grant universities, so I don't think you have heard from either one of us that we will begin to behave as public institutions are required to by law. Rather, we will work to increase transparency within the context of a private institution."

Provost Kotlikoff: "And, of course, the reason for that is that in many cases, that's to our advantage, in terms of recruiting the best people here, and not having to

be as completely open and have salaries published in the newspapers, as some of our competitors.”

Speaker Lewenstein: “You are in the back, so please speak loudly, so the microphones up here can hear you.”

Professor William Arms, Computer Science: “In any modern university, much important research and teaching is carried out by non-tenure track faculty. Other leading universities make great efforts to recruit the very best people for these positions and to give them good career paths. Cornell makes much less effort. Do they have any comments?”

President Garrett: “Yes, I’m happy to address that. Something that I worked very hard on when I was provost was in celebrating the work of our full-time non-tenured track colleagues, ensuring they had a way to move forward in their careers that rewarded their excellence and celebrated that excellence, so a clear path of promotion. We included them appropriately in conversations, discussions and committees.

“I think we have to acknowledge that while there is a unique role of the tenure and tenure track faculty, and a role that has to be maintained and celebrated and protected, there is amazingly great work, important work done by our full-time non-tenured track colleagues, and that work should be celebrated.

“I was very pleased to see that this senate approved the use of research professor titles and professors of the practice, and I think it will be important to make sure that we honor the work our non-tenured track colleagues do, that we treat them as colleagues in our endeavor, our shared endeavor to produce research and teaching, and that they have expectations for promotion and reward, just -- they will be different, but that we would expect in our own careers.

“I will also say that I think -- as I think about some of the challenges that face universities as a whole in recruitment, one of the challenges is dual career couples. I am very familiar with that. I am one of those dual career couples. And I actually think, as long as -- I think you have to separate out academic dual career couples and couples who are both people work, but one’s in academy and one not. The latter group is a challenge for us at Ithaca, because of the economy and the opportunities outside of the academy.

"My own view is that we should actually be aggressively recruiting excellent dual career couples in the academy, because we have a unique case to be made that coming to Ithaca, a place with wonderful public schools, a place where you can live close to the campus -- believe me. I come from Los Angeles. We had professors living 45 miles away to get to a school district. And 45 miles in L.A. traffic is not 45 minutes down Lake Cayuga.

"But that means that we have to have opportunities for both parts of that couple to succeed. Sometimes they'll both be people that want tenure track jobs. Sometimes they will not be. And having a possibility of career path in the academy that is honored and that has metrics along the way, I think, will allow us to do an even better job of recruiting. And I think we ought to make this part of what we are doing as we recruit great faculty.

"Thank you for the question."

Professor Ken Birman, Computer Science: "Raise a question about -- I think it's probably mostly -- in engineering and computer science, we have had difficulty in the past with interactions -- efforts, especially under -- Alan Paau has left, and Harry Katz talked about reorganizing the -- but of course now that's actually going to be your responsibility.

"I wonder if you could talk a little bit about Cornell's IP commercialization and ways that we can ensure that occurs with a positive dialogue with the faculty, rather than complete disrespect for the faculty's perspective."

Provost Kotlikoff: "Let me make a couple points. First of all, as many in this room know, I'm still an active scientist, I run a lab, I have NIH funding and have gone through the process at Cornell many times previous to and during Alan -- as you probably know, we are in the process of recruiting or have a search committee for a replacement for Alan.

"I think there are a number of challenges, as we all know, doing this in Ithaca, and I think we need to get individuals that are both as sophisticated as possible in the actual IP protection side, but also as aggressive as possible at maximizing the value of that IP. And some of that requires understanding the technology, understanding of where to take that technology, to maximize its value, et cetera. I'm not sure that's been our strongest suit.

"So from that standpoint, I think -- I don't know that the problem is organization, but I do think that I will be focused and Bob Berman will be focused on trying to make that as efficient and risk-averse activity as possible. And that brings me to the second point, which I think I would take off on the president's memo on reduction of bureaucracy, because a lot of what we see and encounter is issues around bureaucracy that get in the way and stifle creativity. And one of the things that we're looking for and actively promoting is how can we shed some of that, how can we do that in a way in which we maintain compliance. But perhaps we're not number one in compliance. We're --

(LAUGHTER)

"So I'm very sympathetic to the concerns, I'll be very engaged in that process. And I know Beth is also -- we are in lock-step on this matter."

President Garrett: "You should know that because that person will have jurisdiction across Weill Cornell, Cornell Ithaca, I am very involved in the search as well. It's something that, as provost, I hired a tech transfer person, completely reoriented that office as provost, I think is enormously important to our faculty and Ph.D. students.

"I agree with everything Mike said and would add what we are looking for in a leader is someone who has connections, who has networks, who thinks about how to bring people to see the kind of work that our faculty are doing, and who has a different attitude toward the tech transfer operation than is often the case in an academic world.

"I don't know enough here to have an opinion about the past, but it needs to be a service-oriented, needs to be thinking about how we facilitate. The faculty want their work to be out into the world; how we facilitate that in a way that's always true to our academic values, that is true to the kind of things that we care about, about openness and access and discovery.

"While we want to maximize revenues, to be perfectly honest, that is not the main goal. The main goal is getting the work out in a way that allows it to make a difference. I have looked at our revenue. I think we don't have the level of licensing revenue I would expect for an institution of this size.

"But more importantly, I look at the pipeline and I don't think we have the pipeline of things coming out. A lot of stuff we are doing at Cornell Tech is

really interesting in this area and what I am dedicated to, and I know so is Mike, who oversees Cornell Tech, making sure the good ideas we have there come back to Ithaca and vice versa."

Professor N'dri Assie-Lumumba, Africana Center: "I had a question about governance, but looking at the time, I'm going to limit and ask a question about students. There had been a discourse in the past two years or so about internationalizing Cornell. And the experience is that many students, minority students, students who have financial problem coming here in the first place, even when they have fellowships; how more difficult finding ways to participate.

"So if we are thinking of the future, creating and training these citizens, how do you plan, both of you, plan in your fundraising to have that as part of your agenda."

President Garrett: "Well, as you say, one way you internationalize an experience is to bring people from the world to Ithaca and also make sure our students have the opportunity, as long as with the professors, to engage with the world. And we want to do both. And certainly, we have a number of alumni who have already been supportive of that. I think Mr. Tata and his support of the Tata scholars coming from India and other works, and also the Gates Foundation, you can think about those.

"But I think to your question, this might be something that would be worth engaging with Ryan Lombardi, who is the new vice president of student and campus life, because it's been my experience that you have to look at your student body both as a whole, but you also have to look at particular groups that face unique problems or challenges, let's say, and I think international -- what we find is the farther a student is from home, the more challenge that she has in graduating, in acclimatizing, belonging.

"So it means our international students are the furthest away from home. They often can't go home when our other students do. So we need to have special outreach to them, we need to make sure that they are feeling supported, that they understand cultural differences in terms of some of the support that we offer, that they might not look for in their own country, but should know they can expect here.

"So there's a lot we need to do in terms of dialogue, in terms of outreach, and also making sure there's lots of diverse perspectives of our students coming

together, so that the international students don't find themselves alone or isolated, but have plenty of opportunity to engage with faculty and students.

"So I know Ryan's going to be taking a look at this. And particularly, as we see more undergraduates who are international, we need to think about this, because of course some of those challenges are more acute with our younger students."

Speaker Lewenstein: "Professor Miller."

Professor Richard Miller, Philosophy: "I wonder if you could speak to --"

Speaker Lewenstein: "Speak up a little bit, please."

Professor Miller: "I got nervous when you spoke, finding a common curriculum, more unified Cornell voice -- great deal of diversity and -- I have been here since the glaciers melted [Inaudible] and I think it was a real -- diverse perspectives -- [Inaudible] I think that's fine."

"What brings disciplines together in Cornell is centers, programs -- public life and what we do about inequality, democracy, international power and problems. [Inaudible] a different perspective, different goals, with a different format. So help me with my nerves."

Provost Kotlikoff: "Yeah. So I think you said two things. One is the student experience, and the other is faculty diversity and departmental diversity. And we talked about both in our comments. Starting with the student experience, I don't think you heard me say the words common curriculum. I'm not discussing a lock-step common curriculum for all undergrads, and I don't think that's the provost's domain to talk about such a thing.

"I do think it is incumbent on central administration to highlight behaviors that are perhaps duplicative, don't add value, but appear to occur. And let's be frank. We've had some history here of trade barriers between areas. What course can I take if I'm a New York State contract college kid who came in with a different level of tuition payment than an endowed student?

"What we now have is a budget model that normalizes all of that, and I think the question is, what are our aspirations? I don't know the answer. I'm not suggesting a common curriculum, a general curriculum, a uniform distribution

process or distribution rules in different colleges, but I do think the question should be asked.

“We've got Cornell abroad, we've got a commitment to globalization of our student body, we've got engaged learning, so a big initiative in engaged learning, and we've got our different educational experiences across Cornell. Can we think about how we talk about the student experience in a way that maybe replaces what has been the book project?

“And maybe we want to do the book project again. Maybe we want to do it a different way, but that was an example of trying to, I think, aspirationally talk about what the Cornell experience should be for our undergraduate students. So that, I hope, clarifies my comments on the curriculum.

“On the faculty and diversity, I also fully appreciate -- one of our great strengths here is our diversity. It also can be, in certain circumstances, a weakness, and it can be a situation in which our diversity starts to come together and look very similar; even though they were historically diverse departments, but now, 100 years later, they look very similar.

“So again, what do we want to do about that process? That's a faculty decision, a college decision, but I think it's one that it's incumbent, again, on the provost to promote that discussion.”

Speaker Lewenstein: “Time for one last question. Yes, in the back, in the blue shirt, please. Speak up.”

Professor Emerita Ann Lemley, Fiber Science and Apparel Design: “You mentioned the importance of faculty demonstrating excellence in research, creativity, scholarship and teaching. I consider the first three as ways of doing one thing, but there are four colleges that also have outreach as a specific faculty responsibility for evaluation. You made reference to IP and the whole licensing issue and other community outreach, but where is the sense that outreach is a responsibility of the university and the specific responsibility of tenure-track faculty? I just think that it must be included as one of three areas of responsibility.”

President Garrett: “Absolutely. And thank you for -- unfortunately, when you are given only an hour, you can't hit all of the wonderful things we do, but you are exactly right; that one of the great strengths of Cornell is our history as a land

grant university and your engagement with the world in a public mission with our state, for the counting extension.

"I was just at the state fair on Monday and got -- well, but I got a real sense of how we are in every county and what impact that has. I should let you know my own background. Although I did not go to a land grant school, my sister did and was a county extension agent when she got out of school. So I have a deep personal understanding how that works.

"But more important, I understand that is a crucial mission, specifically of some of our schools, specifically of some of our professors, but I think even those of us who may not be in contract colleges are attracted to Cornell, because that's part of our DNA.

"So to the extent it was not mentioned, I apologize. It was an oversight or a time constraint, not anything that I would not emphasize. Coming from a contract college, I have the sense that the Provost agrees."

Provost Kotlikoff: "Ditto."

Speaker Lewenstein: We have reached the end of our time. I want to thank the President and the Provost for joining us today.

(APPLAUSE)

"And before I adjourn, I want to encourage you to take some of the apples that are in the back of the room.

"Meeting is adjourned."