

## Minutes of Faculty Senate Meeting

**October 10, 2001**

Professor J. Robert Cooke, Agricultural and Biological Engineering and Dean of the Faculty: "Good afternoon. Undoubtedly our change in location is going to cause some people to arrive a bit later than they normally would. We'll start without calling the meeting officially to order, so that we can determine that we have a quorum. We'll proceed with matters that do not require a vote. Let me suggest that if you are a voting member of the group that this front section is reserved for the voting members of the Senate, which would give us some sense of whether we have a quorum. You may sit where you wish, but I invite you to sit at the front. There is a microphone, so anytime you are addressing the group I would urge you to use the microphone."

"We have had an election for a Speaker Pro tem, and Professor Melissa Hines, Chemistry and Chemical Biology has been given that honor, and I now turn the program over to her."

Professor Melissa Hines, Chemistry and Chemical Biology, and Speaker Pro tem: "OK. I would like to remind you that no photos or tape recorders are allowed during this meeting. We have one Good and Welfare Speaker, who will come at the end, so ten minutes will be allocated to that speaker. First I would like to call on President Rawlings for remarks and to answer any questions."

### **1. REMARKS BY AND QUESTIONS FOR PRESIDENT RAWLINGS.**

Thank you very much, Melissa. Let me welcome all of you here to this north campus venue and say how delighted I am with your selection of this as the first place of meeting this year. The north campus, as most of you know, was completed on time, within budget (barely on time and barely within budget), and it's a good thing because if truth be told we had no back-up plan if the north campus residence halls were not ready on time. We were operating in a very tight window, only sixteen months from start to finish for this project, which, I think, makes it all the more remarkable. The quality is very high and the workers were able to complete the entire project, with two very large new residence halls and this Commons, within a sixteen-month period. If any of you have built houses in the last few years, you know that sixteen months is pretty good for something like this.

"I think the freshman class so far received it very positively. As you know, it's all freshmen now living on the north campus, other than some of the members of the program houses, RAs and other upper division students who are working with the freshman class. A number of faculty members are teaching classes, especially freshmen writing seminars, here in the residence halls of north campus, which I think is a very healthy thing, especially for those classes offered very early in the morning. At least for the students it's a very healthy thing. We also had another innovation this fall and that was the assigning and reading of a book for all freshmen, Guns, Germs and Steel by Jared Diamond. I would like to thank faculty members who volunteered to participate in that project. We had well over 200 faculty members volunteer to teach sections of the freshman class in that book. That experiment, I think, worked so well that we are quite convinced that we should continue it, not necessarily with that book. We think Jared Diamond now has made his fortune on the basis of Cornell's choosing his book, and we should turn to someone else, perhaps even a Cornell author, although I'm sure that's fraught with peril. In any case, during the course of this fall, Provost Martin, who certainly gets the credit for this assignment and this very good project, will be working with deans and faculty members to choose a book for next year's freshman class. I think overall it was a wonderful opening to the semester and a lot of freshmen feel very good indeed with the new arrangements we have."

"We are now turning our attention and you will be turning your attention this afternoon to the second phase of this renewal of undergraduate education at Cornell and that is to the renovation of the west campus. I know that

is a report item on your agenda this afternoon, and I look forward to listening to that discussion. I think Professor and Vice Provost Isaac Kramnick will be here to give you the benefit of the thinking that he and his large faculty, staff and student committee have been doing over the past two years and this would be a good opportunity to discuss the report of that committee and see where they are in their planning the renovation of the west campus. We have, of course, devoted a great deal of attention over the last few years to undergraduate education at Cornell.

"We are turning a lot of attention and focus to faculty hiring, faculty retention and faculty compensation. As all of you know, this past year we began the formulation of a new faculty compensation plan at Cornell. It is a six-year program to bring us up to a highly competitive position across the country with the best research universities in the U.S. This current year is the first year of implementation of that plan, and we made extra efforts, as all of you are aware, to work on compensation for the faculty, as well as for the staff. I'm happy to say that I think we have made some significant results and progress in our competition with other universities in faculty compensation. We'll be continuing that focus over the next few years, because we want to complete the six-year program to bring faculty salaries up to the place where they should be. We are quite confident that we will be able to do that. Having said that, however, let me just remind all of us that we are in very tight economic times right now, not only because of the tragedy of September 11<sup>th</sup> but also because the economy generally has been slipping even before September 11<sup>th</sup>, and it's quite clear with the markets down and the general economy slowing, it's going to be harder for us to manage the same increase in revenue that we've been able to create in the last several years. Cornell has been blessed with a very generous alumni body, with very fine financial markets, which have helped the growth of our endowment quite a bit, and with an overall approach to revenue enhancement that has given us strong balances and also the opportunity to undertake special programs such as the faculty compensation program I just mentioned. What we are seeing now is an erosion of those sources of support, just about across the board. First of all the financial markets are well down from six months ago and from a year ago. That affects our endowment certainly. It also affects fund raising, because those individuals who in the past have been able to think about very large gifts now have to think twice or three times before they can commit to such large gifts, because they have seen their own stock portfolio deteriorate. We also felt after September 11<sup>th</sup> that we needed to take a few weeks to let people catch their breath and undertake whatever they needed in the way of relief from their families and friends. So I do see impacts from the tragedy of September 11<sup>th</sup> as well as from the general economic decline upon Cornell's budget, and we are working very hard now, Provost Martin and Vice President Carolyn Ainslie, to determine just what this means for next year's revenue picture, but it is quite clear that we are going to have to focus a lot of attention upon our costs as well as upon the revenue side. That is we are going to have to find ways, if we possibly can, to save some money in order to balance our budget, given the overall economic picture.

"I don't want this to sound too gloomy, because overall we are in a good, strong position at Cornell. We have had much more demand for our freshman class as well as for our graduate student body than we have ever had before, very strong demand and very high quality, and that enables us to continue to bring in a very strong class and because of the success of the fellowship campaign we can meet the financial need of our undergraduate students very well. We should be able to continue to do that, and we are also quite confident, as I said earlier, that we can maintain momentum in the faculty compensation plan we announced last year. I am not concerned that we are going to have to back off of any of those goals, but I do think that overall we are going to have to look harder at our budget to ensure that we save as much money as we can in order to be able to favor those projects that have risen to the top of the agenda.

"Just another word on the freshman class. It's the strongest freshman class we have had at Cornell. We had almost 22,000 applicants to Cornell, which is a big increase from the previous year, which had been a big increase over the year before that. We admitted as a result a significantly smaller percentage of the applicants than before, and our yield rate once again went up. A higher percentage of the students we accepted chose to take our offers. All of that puts us in a very strong position in admissions. I think Cornell is a very hot university right now for high school seniors who look at this as a place that has emphasized undergraduate education, that has faculty that is strongly

devoted to undergraduate education and that has also spent a considerable amount of resources in the last several years improving its undergraduate education program. For all these reasons, I'm very bullish on Cornell as a place that attracts the best and brightest students from all across the country and indeed from around the world. I also just wanted to signal to all of you that with the downturn in the markets and the economy we are going to have to be very careful about the way we spend our money certainly over the next 12 months. I would be happy to take any questions you might have before you move to the next part of your agenda."

Speaker Pro tem Hines: "There are about 2 minutes reserved for questions. Are there any questions for President Rawlings?"

Professor Christine Ranney, Applied Economics and Management: "President Rawlings, you discussed the salary improvement program. Does that include the statutory side?"

President Rawlings: "Yes, it does, and I'm glad you raised that because I should have mentioned our concern over state funding. As you might imagine with the tragedy in New York City, the finances of the State of New York have also been very heavily affected. It's quite clear that New York City needs help not only from the federal government but also from Albany, and that the politicians in Albany will in fact be devoting a lot of their attention to helping New York State weather this financial crisis in addition to the physical crisis that New York has gone through. That's going to impact the budgets at Cornell and other institutions that depend on Albany for state funds. We don't yet know what that impact is going to be. We do know that the budget for this current year is intact and it came out reasonably well. Barring any mid-year take-backs, which we are not anticipating, this year should be OK, but next year's state budget is going to be a real problem, not only for Cornell, but for other institutions across the state. It behooves us to recognize that now, and while we will certainly be making the strongest possible pitch for funding that we can, we are going to have to, I'm sure, face some belt tightening in terms of state funds. Now, you may recall that this past year one of the strong strategies for improving faculty compensation in the contract colleges was in fact a tuition strategy. That is we took a more assertive position on undergraduate student tuition than we had, because we felt we needed to do that given that ineffectiveness of state support. We will continue with a program, I am sure, that uses tuition as well as state funding to try to help with faculty salaries on the contract side. I'm glad you raised that because I think New York State's finances are going to be under really severe strain."

Speaker Pro tem Hines: "Thank you very much, President Rawlings. The speaker would now like to call on Provost Martin for remarks and to answer any questions."

## **1. REMARKS BY AND QUESTIONS FOR PROVOST MARTIN**

Provost Biddy Martin: "Hi. I want to echo Hunter's note of gratitude to you and begin by thanking you for your participation in the book project or thank you as representatives of the faculty for your participation in the project, and also for your assessments of it, which we are reviewing now as we plan for next year. I would also like to thank those of you who volunteered or were drafted to participate in the teach-in that Isaac Kramnick organized after September 11<sup>th</sup> and those of you who volunteered to participate in the second teach-in, which we have organized for next week. Your participation is critical and I think at a time such as this, a sense of community as well as the intellectual exchange is vital. Your contributions are very deeply appreciated."

"As Hunter said, we are anticipating a good year this year. We are in good financial and certainly good intellectual and educational shape. We are working hard on how we'll manage in the out-years with the expectation of problems with the state budget and with reductions in revenues. On the academic front we are working hard with the deans to try and come to terms with the appropriate balance between our investments in the strategic enabling areas of the sciences in which we have invested a great deal and will continue to invest a great deal, on

the one hand, and the need on the other hand to shore up our core disciplines in the sciences, social sciences and humanities. It is true here, as it is elsewhere that our focus on science and technology and the excitement that they bring often means relegating the social sciences and the humanities too far into the background. I hear from a couple of my colleagues that now I too have been accused of being a humanist who is overly infatuated with science. I plead guilty, and I have been heard to say that if I were to go back to school now, I would probably be a scientist.

"Nonetheless, I'm a great supporter of the humanities. I want to call your attention to a series of articles that will begin appearing in the Chronicle starting either next week or the week after. Remember that last year—I hope you remember, I'm sure you all read the Chronicle every week—and you'll remember that last year we had the Public Affairs Office develop a series of articles on the new sciences of life, which focused primarily on the genomics initiative and also on interdisciplinary life sciences across the campus. We then turned that series of articles into a glossy brochure, which served very well for a number of purposes, including the recruitment of new faculty at Cornell. We are now doing the same thing with the humanities for this semester and we will then do something similar with the social sciences. I ask you to look out for those issues, which will be coming out in a week or two, although obviously you should look out for all of the Chronicle issues. I'm sure you will, but I want to draw your attention in particular to the overview, assessment and highlighting of the humanities that will occur beginning in two weeks I believe.

"So right now, as I said, with the deans and with faculty leaders in various areas, I am engaged with the ever challenging effort to find the right balance, both in terms of financial and budgetary investments and also in terms of time. Between them, the various foci that we have to keep, that is sustaining and enhancing our core disciplines, our core liberal arts education, our professional schools, our graduate school, and at the same time funding and learning about the new initiatives in which we continue to invest quite heavily and will continue to do so, despite the economic downturn. I'm happy to take questions. That's a very sketchy overview of how I'm spending my time, and it probably accounts for about one thousandth of how I'm spending my time, but you wouldn't want to know how I'm spending the rest, I'm sure. Please feel free to ask any question you wish."

Professor Risa Lieberwitz, Industrial and Labor Relations: "This actually relates to something that President Rawlings said and I didn't get the question in, but maybe Provost Martin can answer it as well as President Rawlings. It has to do with the vocabulary of the use of 'contract college.' I've seen this in things that come out of the fiscal office as well, and I'm sure other people might be wondering about this, where we have seen in parentheses from the fiscal office 'formerly called statutory colleges' and this shift from 'statutory college' to 'contract college'. Could you explain what the change in this usage is, what the origins were and what it means?"

President Rawlings: "Yes, I would be happy to. Biddy may want to say something as well. We have in the past few years had several challenges to Cornell's dominion, if I can put it that way, over the statutory colleges, to use the term that is more familiar. We are very much concerned about the assertion of Cornell's right to consider these colleges our own. We do think that in the mind of some, these colleges are seen as being 'state colleges.' The word 'statutory' seems for many to imply that. So we are using the term 'contract colleges' more commonly now to emphasize the point that Cornell University, a private university, contracts with New York State to deliver certain services and in return receives funding for those services. The point, in brief, is that you can call them 'statutory' or call them 'contract' as you like, but we want to be emphasizing the fact that these are Cornell colleges, that they have deans who report to the Provost just as the deans of the endowed colleges do, and that they are fully under the Trustees of Cornell University as opposed to being some kind of hybrid, you might say, which in essence is a public entity not quite under the control of Cornell's Trustees. That's a very candid response to your question. Does it answer your question?"

Professor Lieberwitz: "Well, in part it answers my question. My understanding is that the term 'statutory' does have a meaning that is very specifically public, that is that a school like ILR where I'm from or the other statutory colleges are created by statute. It is a public act, and that there is . . . I know for me, working in a college that I am very pleased to think of as both public and private, the public aspect is very important in terms of being able to

deliver education to students at a lower tuition. I would like to see it lowered. I'm sure we would all like to see it even lower, which means that we can also bring in students from a background which is perhaps more working class than might be possible where the tuition is even higher, that we actually do have a link to the state wings that are viewed as public service, that there really is a very distinctive substantive meaning to public that does not get captured in my view as just saying we're contracting to deliver a service, the way you might deliver, let's say, food service."

President Hunter Rawlings: "Yes, I understand your point very well. Since you, in fact, think about these things all the time, you are very clear in your understanding of the status, you might say, of these colleges, but it turns out quite a few people in the public and even in Albany are not as clear. So this is why we have begun to use a different vocabulary at times for this, but I agree with everything you said about the role of the statutory/contract colleges. That has not changed at all, because of the change in this usage."

Speaker Pro tem Hines: "Are there any questions for Provost Martin?"

Professor Peter Stein, Physics: "Before I ask my question let me say I'm always a skeptic and always ask skeptical questions, but I want to congratulate you. I was a skeptic when you unveiled the book review projects; I didn't think it was going to work, but I did it, and it was a magnificent experience. I think it was the best interaction I've had with fifteen students since I've been here—I think it was really good. Now back normal way of asking questions.

"Exactly five and a half years ago the Senate passed a motion called the Median Grade Policy. We said that the transcripts would show not only the grade the student received in the course but the median grade that was given to all students in that course. There were two aspects to that. One was that the registrar would immediately publish a list of the median grades of all courses given at Cornell. The registrar argued that it was not technically possible at that particular moment in time to change the transcripts to reflect the median grade, but that as soon as it became possible to do that, it would be done. That was five and a half years ago. Nothing has happened as far as that goes. Well, in the first place I know of no motion to in fact publish the median grades, and secondly the registrar stopped two and a half years ago publishing median grades of courses taught at Cornell. I asked him why, and he said well, that some faculty members thought it was a bad idea, so it wouldn't be done except at a time when it wouldn't affect anybody, in retrospect by several years. It was in fact a very contentious debate. I think the Senate devoted three meetings to it; there were very vociferous statements made on both sides of the issue, but in fact there was a vote at the end. The vote, if I remember properly, was substantially in favor of committing Cornell to do this and put it on transcripts and towards publishing them. The way that the Senate resolution is written, it requires four years notice in order to actually put the median grades on a transcript, so you have to give the students notice that their median grades will appear. Therefore, we could only do that now for the class of 2006, and then only it would be done in 2006. I would like to remind you of this history. I think that one might in fact consider deciding at this point, if it will be possible four years from now to make that change to the transcripts and then announcing it so that it can happen and furthermore, that the resolution passed by this body about publishing the median grades on the web should be respected, even though some faculty members think that it's poor policy."

Provost Martin: "So noted."

Speaker Pro tem Hines: "I'm afraid we're out of time for this portion of the meeting. I would like to announce that we have reached a quorum so the meeting is now formally called to order. I would like to call on Bob Cooke for some remarks."

## 1. REMARKS BY DEAN J. ROBERT COOKE

Professor J. Robert Cooke, Dean of the University Faculty: "Let me follow up to Peter's question with an additional

comment. My understanding is that the Registrar's Office answer to the first request was that they were working on Project 2000 and that was the reason it couldn't be done, and now we're in another phase to try and go back and address the computer system. The second part that really should have been addressed to me instead of to the Provost. Grades were posted on a web site. The university registrar came to me and said, 'Do you realize that that site gets enormous activity and only gets activity when the students are registering?' What has happened is that the students have figured out how to turn this on its head. It was to try and make the transcript more intelligible to an employer, but students were using it to inflate their grades, to choose courses that had the high marks given. So I agreed that it was OK to delay the posting of that information, so it didn't synchronize with the registration period which still serves the faculty purpose. I would like the speaker to put that on the record that I had some role in it. The question remains it hasn't been implemented as far as I can tell and it's not on the horizon.

"I'm required by legislation to give you a report ([Appendix 1](#)) each year on the results of the committee that reviews all the promotions to tenure. This is from September through May; it does not take place in the summer, so that's an annual cycle. The elected committee of fifteen or so faculty spent enormous time carefully reviewing the folders. They had fifty-one cases in that twelve-month cycle. Fifty of them resulted in endorsements of the college deans' recommendations, having already been approved at the department level, and one was recommended against promotion at that time. I am happy to report that the Provost concurred in all cases. So there is the feedback. I think we are greatly indebted to the people who serve on that committee. I would share it, but I did not play a role in making any decisions or actually reading the folders.

"There is a second thing I want to call your attention to very quickly, and that is the Cornell September 11<sup>th</sup> Disaster Relief Fund. You have received a letter from David Call, former Dean of the College of Agriculture and Life Sciences, Sy Rizvi and Jonathan Monroe, who are chairing this. The Senate Executive Committee asked that we put together a fund for September 11<sup>th</sup> that would relate to addressing Cornell extended family needs. There is a web site included in that e-mail, <http://www.alumni.cornell.edu/howyoucanhelp.html>, indicating where you can make a contribution should you wish to do so.

"I have one other topic that I would like to introduce and have a conversation occur over the months ahead, and it has to do with distributed learning, and I use that term as opposed to distance learning, which implies that it's remote. The President of EDUCAUSE suggests that we call it distributed learning because it could as well apply to studies the students do in the dormitories and residence halls, and the class could be done other than in lecture format. So I have adopted that stance to call it distributed learning. We have now dealt and spent a considerable amount of emotional energy as well as university resources on creating a for-profit eCornell, which in my judgement is making good progress. It's being operated responsibly. It is beginning to deliver products; it has one from the Hospital of Special Surgery in New York City, and this semester they have put on line some ILR courses, and they have some other things of that sort. They are not at this point and don't plan in the foreseeable future to ask us for giving Cornell transcript credit for any of their offerings. Their focus is quite different, and I think the larger dot-com world has come to understand what is going to turn a profit and what is not. MIT in one bold stroke decided to raise \$100 million and give away all of its courses for free. I think that probably, aside from being a good thing for MIT, it probably is a warning shot across the bow for the rest of the universities who think that they can sell their courses in an entrepreneurial fashion. But if you are competing with a good quality product that is free, you are going to have to be pretty darn good to succeed.

"The by-product of our discussions, at times contentious discussions, about distance learning is that the price we've paid is that we have not talked about the rest of the story, the other kinds of things that this technology might offer. I would like us to consider the possibility of focusing on our own Cornell students, producing parts of courses that would be available and would use of the infrastructure that we have, and Cornell has better than average infrastructure for doing this. We should also consider another possible audience that would be treated as a by-product, and that is if those who were interested would develop one lecture or two lectures or some small module that would be of a broad nature, that we might give it away to the high school students. Perhaps we could partner with the advanced placement program of the nation and give away a Cornell version of enhanced,

enrichment course material. This would serve the needs of the high school teachers who wouldn't have access to the libraries or say the genomics literature or the library that we have or the faculty that we have. It can be done with fairly marginal additional effort, and especially if we do it for our own students and just happen to give it away. We would not then be obligated to actually teach something or answer their e-mail, to offer credit for it or to give a Cornell degree for it, but we would be partnering and helping extend the university's reach out into the world.

"It has another good attribute in that it would apply to every academic department of this university; it would not be restricted to a subset of the university. It does not involve printing paper, so it would be marginal additional effort of the part of the faculty, but it would require that we be willing to give away, without trying to claim any copyright royalty, some of this material. I think, incidentally, we could do this as a recruiting effort. If we do really good work with this and students become familiar with the quality of Cornell faculty's work, it might have some payoff indirectly through the admissions program. I think we really ought to do it as a service in a way that would effect the rest of the world. It need not necessarily be New York State, it could be the United States, because once you have it in the form for distributed learning it could just as well be used anywhere. I will share with you by e-mail a further description of this and will invite your feedback as to whether it makes sense to you as something you would be willing to try and do."

#### **1. APPROVAL OF THE MINUTES OF THE MAY 9 SENATE MEETING.**

Speaker Pro tem Hines: "Thank you Dean Cooke. I would now like to call for approval of the minutes of the May 9 Faculty Senate Meeting, and I ask for your unanimous consent. Are there any objections? Hearing none, the minutes are approved. I'll now call on Associate Dean and Secretary Charles Walcott for a report from the Nominations and Elections Committee."

#### **1. REPORT FROM THE NOMINATIONS AND ELECTIONS COMMITTEE: CHARLES WALCOTT ASSOCIATE DEAN AND SECRETARY OF THE UNIVERSITY FACULTY.**

Professor Charles Walcott, Neurobiology and Behavior, Associate Dean and Secretary of the University Faculty: "My report ([Appendix 2](#)) consists largely of a set of overheads of people that have. . . . First this is a result of the election of May 2001. This has happened and these people have been elected. The various committees of which there seem to be an endless supply have had various people recommended and nominated by Nominations and Elections. These people have agreed to serve; that's one. Here's another. There will be a test at the end."

LAUGHTER.

"And here is a third. I ask for your approval."

Speaker Pro tem Hines: "OK. Thank you Dean Walcott. I ask for unanimous approval of this report. Are there any objections? Seeing none, the report is approved. I would now like to call on Professor Elaine Wethington of Human Development and chair of the Committee on Human Subjects and Professor Charles Walcott for a resolution on expanding the size of the University Committee on Human Subjects."

#### **1. RESOLUTION ON EXPANDING THE SIZE OF THE UNIVERSITY COMMITTEE ON HUMAN SUBJECTS: PROFESSOR ELAINE WETHINGTON, HUMAN DEVELOPMENT AND CHAIR, UNIVERSITY COMMITTEE ON HUMAN SUBJECTS AND PROFESSOR CHARLES WALCOTT.**

Professor Walcott: "I think I simply have to suggest that this motion is in order or some such."

Professor Wethington Human Development and Chair of the Committee on Human Subjects: "Are there any questions about the resolution? Of the reasons for the resolution?"

Speaker Pro tem Hines: "Why don't you state why?"

Professor Wethington: "Ever since the suspension of human subjects research at Johns Hopkins University, the University Committee on Human Subjects and particularly myself as chair of the University Committee on Human Subjects has been engaged in a process to determine whether or not we at Cornell are in 100% compliance with the agreement that we currently have in place with the Federal government to enforce regulations governing the use of human subjects in research. Following our review this summer of those procedures that we have in place, we came to the conclusion that we needed to make substantial improvement in the way in which information about the University Committee on Human Subjects and its regulations are promulgated across the university and the efforts that we as a committee make to ensure that those regulations are applied properly. So since July, we have been updating—those of you who have submitted proposals for human subjects have yet to see the fruit of this—since July, we have been continuously updating our educational material on the use of human subjects in research at Cornell and have been researching what other major universities do to ensure that regulations are kept."

"To give you an example of some of the areas in which the committee and I have been engaged in producing new educational materials, which will soon be released to the university community, we are developing standard procedures for how students in classes are used in research, for how extra credit can be assigned for the use of students in classes, for how classes that use research as a form of instruction can be conducted at Cornell and the types of human subjects procedures that have to be followed, additional procedures involving education, additional procedures involving secondary analysis of restricted data (most of which comes from the federal government and comes with strings attached to how it can be used by certain types of investigators and so forth), and increased protection for vulnerable populations, who are often the subject of research at Cornell, specifically minors under the age of 18, cognitively impaired older people, prisoners, pregnant and nursing women and people who are technically under the jurisdiction of someone else and for whom it is very easy to suggest undue coercion in assuring their participation in the studies. Because of what we have construed to be the new educational demands on our committee to provide more information to you and also some communication that we have had back and forth unofficially with the Office of Human Research Protections, we have decided that our current committee size is inadequate to the task and moreover that it does not fully represent all the different areas of research at Cornell where we believe that new educational programs have to be available for complying to regulation of research. Hence, we are moving that the current membership of Human Subjects be expanded from twelve members to eighteen, which will include an additional community member, bringing the number of our community members on the committee to three rather than the current two." [\(Appendix 3\)](#)

Speaker Pro tem Hines: "Is there any discussion on this resolution? Are you ready to vote? Seeing no objections, the body of this resolution will increase the membership of the UCHS from twelve members to eighteen members. Everyone in favor please raise your hand. All opposed? The motion is passed unanimously. Thank you."

"Now I will call on Professor Brian Earle for a report on the Carpenter Memorial Advising Awards."

#### **1. REPORT ON CARPENTER MEMORIAL ADVISING AWARDS: DR. BRIAN EARLE MEMBER OF THE CARPENTER MEMORIAL ADVISING AWARDS COMMITTEE**

Brian Earle, Senior Lecturer, Communication: "First I would like to say that Bob Cooke invited me to serve on this committee and did it in his marvelously successful salesman like way. We passed in crossing somewhere on the Quad and he asked me some questions about advising, and then he said he had an opportunity to make an advising award. I made a few suggestions and remarks, and sure enough, two or three days later I get an e-mail from Bob asking me to serve on the committee. I arrived at the committee and lo and behold the name on the committee (he mentioned Stephen Ashley who I didn't recognize at all, other than being a Trustee) . . . I graduated in 1968, and I had Ken Carpenter as a faculty member when I was an undergraduate here. So I was really quite

pleased to be able to serve on the committee that recognized that one of my mentors and was part of a college that accepted me as a transfer student from the College of Engineering as a real person and really guided me. As a result of that guidance, including the gentleman sitting over here (Russ Martin) at the table next to Bob, is one of the reasons that I'm here as a teacher now. I can truly trace it to the kind of advising I received as an undergraduate.

"The committee (the names are here in the back of the report)[\(Appendix 4\)](#) . . . it was a wonderful committee. We met several times; the conversations were lively and Lynne recorded them and got them in print for us quickly. What I would like to say is that this is indeed a proposal. This has now been sent back to Bob and Isaac, and they are to discuss this with Steve Ashley and determine whether or not he is pleased with it. What we have done is model this to some degree on the Weiss Awards. Two are for \$5,000 one-time awards to faculty advisors, and one is a \$10,000 program award. Stephen Ashley has given \$30,000 a year for five years to start this program. I think there is a hint there that this money might be endowed or something else later down the road. You can ask Bob about that as to where this goes.

"So this is again a proposal that we have put together. We wanted to make advising as broad a task as possible, so as not just to be course advising or what folks sometimes think about as advising, but everything that touches the life of a student in advising with a sort of small 'a'. That might be working with students on committees, or as advisors to organizations, advising honors theses and materials like that, so any manner in which a faculty member might touch a student's life. The program awards we felt would be a way to put seed money out there that might improve advising in an even broader form. Our goal with this money is to make advising as strong as possible throughout the institution. I think this is in keeping with Hunter Rawlings' remarks at the start - that we really do have a focus on undergraduate education, and Stephen Ashley as a member of the Trustees has picked up on this. The program awards can come from any program in the institution; we have a need for some funds that might serve students in an advising capacity. Our goal would be that this would be seed money and a successful program could then be picked up by whatever institution it may be a part of here on campus. So that's our goal. If you have any questions for the committee, I would be happy to answer them. If you have any questions for Bob, I'll turn it over to him."

Speaker Pro tem Hines: "Is there any discussion?"

Professor Richard Durst, Food Science and Technology, Geneva: "Have you set a deadline for the nominations?"

Brian Earle. "I think we have to wait until the proposal is approved, and then the approach would be that these would be done in the fall. The committee would meet early in the second semester. We would like to have these announced by mid or the end of the second semester, so students would be aware of who has been nominated and who has been recognized as part of that. I think one of the suggestions also is that this be announced as part of the graduation process as well, so that the faculty members involved and the nominees, not just the ones who have won the award but all of the nominees as well, be recognized and serve as a model for others."

Speaker Pro tem Hines: "Are there any more questions or comments? Seeing none, thank you very much. Now I would like to call on Professor Isaac Kramnick, Vice Provost for Undergraduate Education, for a dialogue on faculty role in the future of the West Campus House System, and I understand that Professor Kramnick also has some invitees, but I don't have their names. Would you please introduce them?"

#### **1. DIALOGUE ON FACULTY ROLE IN THE FUTURE WEST CAMPUS HOUSE SYSTEM: PROFESSOR ISAAC KRAMNICK, VICE PROVOST FOR UNDERGRADUATE EDUCATION AND OTHER FACULTY FROM THE WEST CAMPUS COUNCIL**

Professor Isaac Kramnick, Government, and Vice Provost for Undergraduate Education: "I'm glad we got here early; you are whipping through your agenda. Let me talk a few minutes, then we'll all stand. We have twenty

minutes, is that right?"

Dean Cooke: "Total time, discussion included."

Professor Kramnick: "Oh, I . . ."

LAUGHTER.

Professor Kramnick: "I'm intending to talk for three minutes, Bob. That leaves seventeen minutes for discussion.

"The Dean of the Faculty invited me and other members of the West Campus Council to simply give you an update on where we are and primarily to talk about the faculty role in the West Campus House System. My job will be to quickly remind you about the projected future of the West Campus House System. I'll say a little bit about the role of the faculty and then invite four other faculty members who, along with me, have been working on this West Campus Council.

"Quickly, first, to remind you about the future West Campus House System. In the wake of all the freshmen moving here to north campus and partaking in these wonderful facilities, plans are afoot to transform west campus over the next seven to eight years. So we assume this process will take until about 2008–2009, into a five-house system. Houses will be named after legendary Cornell faculty who are, alas deceased. That is a necessary qualification to have a house named after you."

LAUGHTER.

Professor Kramnick: "I do want to say something about the fact that the houses are going to be named after faculty members, because it's a testimony to the cooperation and the support given this project by the administration, for example the Development Office. As you can imagine, the naming of these houses would be a wonderful opportunity for funding, and yet the West Campus Council feels it's symbolically very important to indicate the new role of the faculty in undergraduate education by having these houses bear the names of distinguished Cornell faculty from the past. In a nutshell, by 2008 it is hoped that there will be five residential houses on the west campus for about 350 students each. Each of these houses will have faculty leadership; they will be lead by a senior faculty member who with her or his family will live in the house. There will be associated with the house a fairly substantial number of house affiliates who will be part of the programming and social and cultural and intellectual life of the house. Each house will have its own dining room; each house will have its own library; each house will have its own academic facilities as well as cultural and social facilities; each house will be run and governed by a house council which will be primarily student led. In the course of developing these plans over the last year, there have been thirty faculty members who have been working in four different committees making plans for how this will work when we hope it begins when the first house comes on line in 2004. The process by the way is a house coming on line every eighteen months. This involves a dramatic architectural transformation on west campus with the new halls coming down, Noyes Hall ultimately coming down, the gothics of course remaining and becoming part of the new House System.

As I say, the work up until now has been primarily planning, and that planning has been done by four committees, each of which has a faculty head and a staff co-chair. These committees, as I say, have involved some thirty faculty. The whole process has been presided over by West Campus Council, which was appointed by the President and includes eleven faculty members, five staff and five students. So with that very rapid overview, I would like to invite four of my faculty colleagues from the West Campus Council to come up here. (I see that just entering was Kent Hubble, Dean of Students and Professor of Architecture, who is also on the Council, and if he would like to come up, he could as well. I see Susan Murphy, the Vice President, who has also just come from a meeting with the architects for the future west campus.) If the four of you, if you will come up, I will introduce you. Then the five of us are here for however much time the Dean of Faculty says we are here to answer questions. We have here Ross Brann from Near Eastern Studies in the Arts College, Nick Salvatore, the ILR School, Ann Margaret Esnard, School of Art and Architecture, and Cindy Hazan from the College of Human Ecology. All five

of us have been working for the last year as part of the West Campus Council preparing the ground rules."

Speaker Pro tem Hines: "OK. The floor is open for discussion. Are there any comments or questions?"

Professor Richard Durst, Food Science and Technology, Geneva: "Are there any plans for setting up a web site so that we can see what the architectural plans will look like?"

Professor Kramnick: "A web site does exist already, and we have been indeed making choices now between two alternative architectural plans. As soon as that works its way out, they will indeed be put on the web site, and there will be, in fact, outreach ventures to the various colleges (I'm not so sure to Geneva) to present these architectural plans to get your advice and thoughts about it. But a web site already exists about the House System."

Professor Charles Walcott: "Could you tell us a little bit about how you view the role of faculty in these west campus residences? What kind of programming are you thinking about?"

Professor Nick Salvatore, ILR: "We envision something we are currently calling Faculty Fellows, where the faculty members would be associated with each of the houses, would be participating with students in a variety of programming. I think what we are thinking about in terms of types of programming, in terms of intellectual programming or a variety of things, both in terms of some credit courses that could be brought into the individual houses as well as non-credit courses that might be offered by anybody with the expertise (maybe we could have a process that would make certain that that would be valid) that students themselves would be interested in, and they would be largely student generated. So there would be a lot of different ways for faculty to interact."

Professor Ann-Margaret Esnard, Architecture, Art and Planning: "We also have the governance of the house, the house council. Each house will have a structure which will include faculty, students and staff working together, really to talk about programmatic issues –not having students talk about social events and cultural events and having faculty deal with academic issues, but really trying to bring these three together in terms of governing the house."

Professor Ross Brann, Near Eastern Studies: "To this kind of a group I think it's safe to say that we all know that Cornell has a first-rate faculty. What we are lacking in some respects is some variety of structures in order to enable faculty to interact with students more broadly than most of us do at present. So what this whole project is about, at heart, is creating a different kind of model than Cornell has historically followed. It will co-exist with the present model in other places on campus, one in which our typical role—in which staff run the programs of residence life and faculty were there sort of as an add-on or to assist or to be a presence. We are flipping that. This program will be entirely faculty led with staff and students associated, and that's the key principle behind it."

Professor Kramnick: "And at minimum one involvement will of course be over meals. Faculty affiliates will all have dining privileges. We are going to call them house affiliates as opposed to faculty affiliates, because we think that there should be a broader group from the community. We envision senior administrators—conceivably the President and the Provost might be members of a house and get free dinners—seriously, I mean the football coach, the head of the theatre, etc. So there are those informal mealtime connections, as well as language tables and things of that nature."

Professor Alice Pell, Animal Science: "Is there any thought in the long run of having a non-residential house whose students opt to live off-campus and who still might want the same interactions?"

Professor Kramnick: "That's a very good question. Don't forget the House System is being created as one option. It's assumed that there will still continue to be a number of sophomores, juniors and seniors, those who want to live in a traditional dorm context, and they can live in Cascadilla and Sheldon Court in college town. But since this is seen as heavily sophomore driven, about three quarters of the 1800 students on west campus in the five houses we see as sophomores, maybe another 15% as juniors and another 10% as seniors, what we are hoping will evolve

is that when you leave the house in your junior year to go to that sort of obligatory apartment in college town or out at the lake, that you remain an affiliated member of the house and come back, as in fact is often the case with fraternities, one night a week for the house dinner and as often as you wish for house programming. So we do, in fact, still see it as a three-year membership in the house in which perhaps your second and third year or maybe just your third year you would still live out in the community but would still be a member of the house. We also recognize that this is not going to be everybody's cup of tea. It presumes that 40% of the sophomore class will still go off to fraternities and sororities and that large numbers of juniors and seniors, as is part of the Cornell culture, will still go off to the firetraps of college town, although perhaps the high-rises of college town are fast replacing the firetraps. In other words, there are no additional beds being created, it's just changing very dramatically what the university is providing on west campus."

Professor Peter Stein: "House systems at universities are not a new idea. I wonder if you have set up a working model that you are copying? Is there a successful model or is this a unique program that is unlike any other, or what? Could you comment on that?"

Professor Nick Salvatore: "I would say both in the sense that there is no model, but indeed there are experiences to learn from because Cornell has its own very peculiar and unique traditions. We just had a conference a week and a half ago with representatives from Princeton, Penn, Yale and Rice, representing four really distinctively different experiences with house systems. I'll just say that I think for myself I came away realizing that while we can learn from all four of them, we have to create our own, because of the very particularities of Cornell."

Professor Cindy Hazan, Human Ecology: "That's the impression that we got from the visitors that came representing each of these programs. It was that they had played around a little bit in developing their own programs to find what worked best for their institution, and there was lots of overlap and lots of differences. We felt that we got some really good ideas from them and also saw ways that they do things that we wouldn't want to. It was very helpful."

Professor Kramnick: "I think most dramatically what makes this a unique Cornell plan as opposed to a Harvard, Yale, Princeton, Rice and indeed Penn, now Duke, soon Stanford, what will make this uniquely Cornell is that this is a choice. Students can choose this or not. Harvard, Yale, Princeton, Penn, all of those, it's a requirement at some point. For Harvard and Yale it's required of all students and at Penn it's required for those who want to live in. Some live out. At Princeton it's required the first two years. At Cornell it fits right in to what is uniquely Cornell, that is we give the students a choice, and this will be an important feature of what will make it a Cornell plan."

Speaker Pro tem Hines: "A question way in the back?"

Professor David Delchamps, Electrical and Computer Engineering: "Presumably this is going to enhance the appeal of living on campus for third and fourth year students. I know there is a Cornell culture moving people into the college town high-rises, however, I think it will enhance the appeal of living on campus for upper classmen, and I know this is a bridge that is a long way from now to be crossed, but I am just wondering if you have thought about the numbers long and hard and the kind of marketability. Another thing is, have you thought about how students select which house they want to live in, whether you want to allow houses to develop personalities the way the Harvard houses used to?"

Professor Isaac Kramnick: "I'll begin. There will be no college specific house; there will be no theme house. I'll pass on in a moment to my colleagues to explain how we are beginning to think about the assignments, but as to your first question about the marketability, we have indeed thought about it, and sometimes we think no one is going to buy this idea, sometimes we think everyone is going to buy it. What will happen? Well, there is in fact a safety valve, which I already mentioned, which is if this is incredibly successful then there is Cascadilla and Sheldon Court, which could fairly easily be converted into another house. There are basic constraints, which is why the fraternity system need not worry. The basic constraint is that there are only so many beds on campus, but my colleague will talk a little bit about our early thinking about the selection."

Professor Ann-Margaret Esnard: "Well, the House Operations and Transitions Committee, which I am the co-chairing with Don King of Community Development is working to flesh out different house selection options. Several of the twenty-two members are very familiar with the current selection process and lottery process over on North Campus and so we are have a good handle on what elements would or would not work well for what we are envisioning for West Campus."

On the issue of allowing houses to develop personalities .... This is not about theme houses or setting out with specific tones. We believe that the actual physical design and inter-relationship between the houses on West should allow for individual houses/ house segments but within the broader West Campus. In fact, that's probably going to come alive when the architects make the physical plan, which is why we are really having to look at the physical and the house system together.

Professor Ross Brann: "We are looking for the interaction of the particular faculty in the house and the particular staff and the particular student body at any one time. The driving force together behind the personnel will be the house, so these are going to change over time. What they will retain is the names of the august deceased Cornell faculty members. Over a period of time they are going to evolve. They will be different but they will also interact with one another and with the wider west campus community beyond the campus, namely into college town and the fraternities and sororities.

Dean Robert Cooke: "Presumably your focus has been on the west campus and not on the rest of the campus, and presumably we will still have not a predominance of students living in university housing, and presumably you will put state-of-the-art information technology into this facility. As a professor, though, if part of your students had this high tech access and the others don't, the part you are creating won't be used as well if you don't pay attention to all the students having access to fit it into the curriculum."

Professor Kramnick: "Well, all of the students who are living in university housing will probably end up having the same kind of access. I don't think there will be greater state-of-the-art facilities . . ."

Dean Cooke: "How about the other half?"

Professor Kramnick: "Students living off-campus?"

Dean Cooke: "Yes."

Professor Kramnick: "Well, that is an issue that we have not yet confronted, and it is a broader issue for Campus Life and the Dean of Students and for the faculty as a larger body to think about."

Dean Cooke: I know it's outside your purview, but I . . ."

Professor Kramnick. "No, No, but I think it's very good advice to us, and we will take it. Thank you."

Professor Elizabeth Earle, Plant Breeding and At-Large Member: "Are you hoping for an increase in the number of faculty involved with residential houses or is this going to be a kind of redistribution of the numbers that are already involved?"

Professor Kramnick: "With a chorus, we will say-increase! In this past year the West Campus Council has been preoccupied eternally with its sub-committees developing plans for the entire project. This coming year we are going to go outside and take the House System to the colleges through the academic deans, the associate deans, meeting with college faculty in faculty meetings. Our intention is to involve literally hundreds of faculty in this. Each of the houses, don't forget, will have a resident House Head. We are calling that person House Professor and Dean, and the second person in command, who will handle more administrative details, the Assistant Dean, but we are assuming that there will probably be some thirty plus house affiliates. The bulk of these will be faculty. So if you multiply that by five by the year 2010, we're talking about a much larger group than the fifteen faculty who are now living in residences or Faculty Fellows who come to the dining halls. We are hoping, in a sense, not only to

change student culture, we are also hoping to change faculty culture in which everyday involvement with undergraduates outside your classroom in informal ways becomes a normal part for many of us, not for all. With 1500 faculty, it's safe to say that not everybody is going to want to do this, but we're thinking beyond the fifteen to twenty who are now involved in residential programs. We are talking about 100 to 150 faculty who would be involved."

Professor Hazan: "Beyond this more formal affiliation with houses, what we also envision is that students will invite faculty members to come back for a meal or to talk with small groups, that the House Professor would invite some colleagues to come into the house, that the graduate students who are involved would do the same thing. So the faculty will be continuously being invited, even ones who are not more formally affiliated."

Professor Salvatore: "In addition to what Cindy said, let me add that each House Professor and Dean will have a budget to do programming. For example, an interesting novelist is in New York, and through connections you can bring the person up relatively cheaply. Each house will not only have money to do that, but also there will be a suite in each house, a Fellows Suite, where the individual can be put up, where A. D. White Fellows could stay or other people who come to campus for other reasons. Also, there will be an attempt to create for each of the houses a named speaker series, where there will be other money to bring in speakers at the discretion of both the House Dean and talking with students, etc., about interesting types of people. Not just academics, but it could be a wide range of people, because the fundamental issue it seems to me about this, and Isaac's really right, is not just changing undergraduate culture, it's really changing faculty culture and really trying to end the divide that occurs at 4:30 as all the students, certainly past sophomore year, come down the slope and find another world that they live in, and that's a world that often has been disassociated from what goes on before 4:30 in the classrooms around campus. In a sense, if you have to put it into words for us, as faculty I think what this whole effort is really saying is that we don't have to live in that divide. We have lived in it as well as the students, and we don't have to live in that divide."

Professor Kramnick: "Not that all students are going to what to do this."

Professor Salvatore: "Right. Exactly."

Professor Kramnick: "Not even all the students in the houses are going to want to do this. They may still want to go back to their rooms and not have anything to do with the faculty."

Professor Salvatore: "That's true, and that's fine."

Professor Esnard; "Let me just add quickly, that's the beauty of having the committees and having student and staff involvement, because this may seem like some kind of vision out there, but we have been able to get feedback and there are a lot of things we have to really struggle with. So it has been very important to get the information from the staff who are involved in this day-to-day, Campus Life and Community Development, and the students—what's going to work for them or what's not. It has really been a team effort."

Professor Manfred Lindau, Applied & Engineering Physics: "You mentioned these invited speakers and teaching also taking place, I was wondering how this will be paid for? Will this increase the price of housing substantially, particularly in those houses or in general?"

Professor Kramnick: "We are very keen on keeping the price of the West Campus House System at parity with college town housing and things of that sort. The enrichment that you are talking about, which is obviously going to cost money, is part of the \$200 million price tag of this project, which includes \$177 million of construction and \$23 million of program endowment. So the enrichment that you are describing is to come out of that program endowment, and as some of you know \$100 million of that \$200 million has been given in a very generous anonymous gift. Between now and 2009 the university will be engaged in raising the other \$100 million."

Professor Stein: "I'd like to raise a subsidiary question about the cost of this and how it is going to be paid for. This

is not a dollar cost but a cost in what I think is our most fundamental asset, and that would be the time and effort of 1600 faculty. You are talking big numbers in 2009. I have forgotten them already, but . . . "

LAUGHTER.

Professor Stein: ". . . but our basic asset is, we've got 1600 FTE faculty years that we work and we spend some fraction of those times doing scholarly work, and we spend some fraction of them in the classroom teaching, and we spend some fraction collectively advising graduate students, and we spend some fraction of them watching TV or whatever else it is we do when we are not working. Now, if you are talking about a significant increase of time of faculty, then somehow I'm wondering which of these pots is it going to come out of? Is it going to come out of the research pot, or the classroom teaching pot, or the watching TV pot, or what?"

Professor Kramnick: "I'll take a first crack at it, Peter, and then I'll let my colleagues in. You have a vision of 1600 faculty members, all of whom are the same, all of whom are the same throughout their careers here at Cornell in terms of their priorities. What we are assuming is that, first of all, the numbers are not so big. We are talking about one tenth of the faculty at most, if we are lucky, 150 out of the 1500. We are also assuming that out of 1500 faculty we are dealing with people who are different at different stages in their career. Junior faculty have certain concerns; they are raising families and worrying about tenure. They may also be interested in a free meal."

LAUGHTER.

Professor Kramnick: "Or to bring their children with them, so they don't have to make dinner that night. We are also talking about faculty who have just finished an important book and want to take a couple of years from doing their important research and are suddenly rejuvenating themselves with interactions with faculty. We are assuming that faculty members go through different aspects in their career life cycles here and that at any one time we will probably be able to capture 150 who will think this is exciting and not part of their 'load,' which is the way we refer to our teaching 'load.' This is not going to be a 'load.' It is not going to be an obligation or responsibility; it's going to be fun and exciting, Peter!"

LAUGHTER AND APPLAUSE.

Speaker Pro tem Hines: "So on that note, I'm afraid that we are out of time. I would now like to call on Professor William Lesser, Applied Economics and Management, and Professor Charles Walcott for a resolution on response to the September 11<sup>th</sup> tragedy."

#### **1. RESOLUTION ON RESPONSE TO SEPTEMBER 11 TRAGEDY: PROFESSOR WILLIAM LESSER, APPLIED ECONOMICS AND MANAGEMENT AND PROFESSOR CHARLES WALCOTT**

Professor Walcott: "The University Faculty Committee at one of its most recent meetings felt that the situation of September 11<sup>th</sup>, and in particular the administration's response to it, demanded some recognition from those of us that feel that President Rawlings and the administration did a wonderful job of leading this whole community in an appropriate response to that tragedy. Therefore, we drafted this resolution, which you can read as well as I, but it's short, so I will read it. 'The University Faculty Senate commends President Hunter R. Rawlings, III and the other members of his administration for their leadership following the events of September 11<sup>th</sup>. We thank all of you for the care and concern you have shown for the entire Cornell community, family and friends.' I would like to propose this as a resolution from the body." ([Appendix 5](#)).

Speaker Pro tem Hines: "OK, and I would like to ask you to please join me in thanking President Rawlings for his efforts."

APPLAUSE.

Speaker Pro tem Hines: "I would like to move on to the Good and Welfare section of the meeting. I would like to call on LeNorman Strong, Assistant Vice President, Student and Academic Services and chair of Cornell's United Way Campaign."

**1. GOOD AND WELFARE. UNITED WAY CAMPAIGN, LENORMAN STRONG, ASSISTANT VICE PRESIDENT, STUDENT AND ACADEMIC SERVICES AND CORNELL UNIVERSITY CAMPAIGN CHAIR.**

LeNorman Strong, Assistant Vice President, Student and Academic Services and chair of Cornell's United Way campaign: "Good afternoon. I would like to ask if Roger Sibley from the United Way Board is here?"

Professor and Speaker Pro tem Melissa Hines: "He is actually outside in the hall."

LeNorman Strong: "OK. If you will give me just a second. Thank you. As Roger comes forward, I would like to introduce him as this year's county campaign chair. Many of us know him as the Director of the Franziska Racker Centers. Roger and I stand before you today to say that the Cornell United Way Campaign for 2001 is underway. I hope that you have noticed the campaign signs around the campus. One of the pieces of advice that Dean Cooke offered, as we thought about ways of informing and involving the faculty, was to let you know what we were doing in as many ways as we can. The signs are the first initiative along that line. We are also working with the Dean's office to get on the web site pertinent information, the written correspondence as well as the pledge cards. So for those of you who are inclined to interact with us electronically, we hope to make that as easy for you as we can, but more importantly to let you know that I'm here on campus representing the Cornell United Way Campaign. We will do what we can to answer questions, to provide support, but also to let you know that our theme this year, 'Now More Than Ever: Working Together to Care for One Another,' is exactly that, as we think about the pressures put upon our human service agencies in Ithaca and Tompkins County, especially in responding to the events of September 11<sup>th</sup>. You will notice in your campaign information a way to contribute to the September 11<sup>th</sup> Funds that are available. With that, Roger and I stand here to see if there is a question or two before we take our seats."

Professor Elizabeth Earle: "Can you clarify this year's interaction of United Way and the Boy Scouts?"

LeNorman Strong: "Surely. This year the United Way has determined that the Boy Scouts, the local council, will not be one of the nearly 30 United Way member agencies, though they can still receive donations through the United Way Pledge Designation, which will be indicated on your pledge form. That's a compromise that was reached in a collaboration between the Boy Scouts Council and the county United Way offices, and this will be a departure, as some of you might have heard last year, as everyone was wondering how the partnership would go forward. I think United Way has recognized that there are some programs that are important to this community, and we would like to provide opportunities for community members to donate if at all possible. Roger, I don't know if you have any further clarification?"

Roger Sibley, United Way: "Yes, I think that clearly last year there was a lot of discomfort from both United Way and Boy Scouts about how it was left and so they have been working very hard this last year and have through communication come up with an accommodation. Clearly, there is an investment from the Scouts to make sure that the United Way is effective, and United Way is concerned about the effect on kids in our community. I think that this arrangement will allow people who wish to write all or part of their gift to Boy Scouts to do and also support the other organizations through the community fund, either solely or in addition to your Boy Scout gift if you choose to."

Professor and Speaker Pro tem Melissa Hines: "Do you have a question?"

Professor Earle: "No, thank you very much."

LeNorman Strong: "Thank you."

Speaker Pro tem Hines: "Since we still have a few minutes left in our meeting, I would like to ask if there are any questions or comments about Dean Cooke's suggestion for Distributed Learning that he talked about earlier on in the meeting."

Professor Richard Durst: "Actually, it's an associated question. You mentioned about MIT providing the courses free on the web. I was wondering maybe the President or Provost could answer how this will affect eCornell?"

President Rawlings: "I would be happy to. We were quite interested in the MIT announcement, and we'll see how they do at raising the funds to offer that, but I think what eCornell has chosen to do is to establish a very narrow niche for its program in those professional schools at Cornell that have an outstanding reputation in their field and in program areas where we think we have an opportunity or eCornell thinks it has an opportunity to develop a particularly rich programming that other universities frankly cannot match. I think, for example, of the first ones that have been mentioned already—the Hospital for Special Surgery Program and now the ILR program—are examples of programs that other universities will simply not be able to match. I think the next program that eCornell has scheduled to come on line will be a Hotel School program. Again that seems to be one where eCornell has a very strong competitive advantage over other institutions. So that seems to be the strategy that eCornell has applied in its early offerings."

Professor Jonathan Ochshorn, Architecture, Art and Planning: "I recall debating eCornell as a for-profit entity, and I'm wondering is it showing a profit, and if so are there any benefits coming back to Cornell as a result?"

President Rawlings: "It's much too soon for them to show a profit. In fact, they have just begun to offer the first courses through the Hospital for Special Surgery. It remains to be seen whether they will be able to show any profit, especially now where the economy has deteriorated so rapidly. I think it's going to be a little while before they have any indication at all of whether or not they'll show a profit. But the rules specify for the eCornell formation make it clear that should they show a profit, the returns will come back to Cornell University and to the units that generate the programs. So yes, that is set up very clearly that way."

Professor Martin Lindau: "I wanted to ask about the form of this Distributed Learning material distribution, is that similar to what happens now when you put course material on the web site, which means and implies that it is only accessible to the students and that is necessary in such that we can resolve concern and include some copyright material that we would include in class as handouts. Is that the same thing or would this be something different?"

Dean Cooke: "I think it would be different. I think it would more nearly resemble the Cyber Tower, which is a magazine format focused on alumni, where you consciously decide that you want to offer your resource to a larger audience. You would have to be sure that you were not including copyright materials that you didn't own. It would be picking broad-based stuff; it would be talking to advanced placement students, probably, so that you would use the same vocabulary. You wouldn't have to dumb it down to make it useful to a different audience. It would be CD-ROM; it would be movies on-line, a whole range of things. Mainly, what I need to know is whether that strikes you, whether serving that audience would be something you would be willing to participate in, because I think the potential benefits to us could be rather substantial and to society."

Professor Lindau: "Copyright issues might be quite some concern in many cases."

Dean Cooke: "What are you going to make available? I was thinking of it not being the Cornell current web sites but doing something that would be apart from that. You may still use it on the Cornell web site, but it would be a piece that you have delivered and designated as something that you are willing to share. If you are going to share it, you have to go through a copyright clearance if using material that is not yours."

Speaker Pro tem Hines: "Are there any other questions? If there are not questions, I would entertain a motion to adjourn."

SO MOVED.

Professor and Speaker Pro tem Melissa Hines: "All in favor?"

AYE.

Meeting adjourned at 5:59 p.m.

Respectfully submitted,

Charles Walcott, Associate Dean and Secretary