

A MEETING OF
THE UNIVERSITY FACULTY SENATE
WEDNESDAY, NOVEMBER 13, 2013

1. CALL TO ORDER

Interim Speaker, Charles Walcott: "If you'd find your seats, we're a little behind schedule already; very depressing. I'd like to call the meeting to order and remind the body that no photos, tape recorders, videos are allowed during the meeting. And if everyone would please turn off their cell phones, and I would ask you to identify yourself and your department when you speak and to wait for the microphone.

"The speaker will first ask for comments from senators and then other faculty. No senator can speak twice until others are given an opportunity. And we'd like you to confine your remarks to about two minutes. I have no Good and Welfare speakers, and so we are going to give that extra time to the speakers later in the program.

"I'd like to begin by asking for the [consent items](#). There are the approval of the s, creation of a [dual degree](#), and the [terminal joint MMH degree](#), which CAPP has approved, and I need to push the buttons.

"So the consent items are there, and do I need a motion, or -- all in favor of the consent items, raise your hand. Okay. Opposed to the consent items? Abstaining from the consent items?

"I declare the consent items taken care of. We now go to the dean's report, Dean Burns."

2. [REPORT](#) BY THE DEAN OF THE FACULTY

Professor Joseph Burns: "So welcome to everyone. I'm especially pleased to see the president here and Dean Dan Huttenlocher, who both will speak on important topics later. We have, as you came in the door, you were greeted by some carrot cake. And that's courtesy of the Hotel School. This is, again, within our scheme of trying to show you what Cornell can do, and the Hotel School was asked -- challenged. And this was prepared by a couple students with lots of help from the dean, Michael Johnson. And Chef White and Andrea Smith also helped, along with Karen getting the stuff over here.

"You may notice the cake is in memory of Dale Corson. When I asked the Hotel School to provide something, if they would, they said, oh, it has to be carrot cake, President Corson; but our carrot cake was the best thing we had on our menu and the best carrot cake he ever had, so we'd like to bring that over.

"They got a class to prepare it for us. And I'm going to throw this out as a challenge: We are now getting to the point where the Hotel School said we're going to do this for free. We tried to pay them; they are going to do it for free. So we're up here, you give me your best bet, and we'll see what we can do for your college, if you want to provide -- from the Engineering School or something like that, maybe have that next week or next month.

"So let's do our normal hugging one another. Please introduce yourselves to anyone you don't know who's in your area, so that we realize we're all part of one campus. This is the part I consider real fun.

"So I just want to tell you some of the things that have been happening over the last month or so, since the last meeting. We are, as you know, just three weeks from the end of the term, three more weeks of classes. So we are really getting down toward the end of this semester.

"We have had some activities in several of the faculty committees, and I'm here to report on them. There are, as you found, maybe in your e-mailbox this afternoon, changes in the way we're doing final exams. These were sort of implied by the Calendar Committee report that came out about 18 months ago, and they are now about to be implemented.

"The changes -- if you read your e-mail, the changes that you'll find there are that we are doing the scheduling of the final exams in a different way. In the past, as you know, the final exams were scheduled on the basis of when your class had its first lecture. That would set what day in the sequence you would need.

"Now, computers have gotten to the point where we can do much better than that. We are doing optimization, so we will wait until we hear of what the enrollment is in all the classes, and that will take place 15 calendar days into each semester, and then we will optimize on the basis of those enrollments.

"And we'll optimize it three or four or five different ways, things like let's do an optimization, trying to keep no students or as few students as possible to have adjacent exams. Let's do a different optimization, so students don't have three

exams within a 24-hour period. Let's do an optimization so the seniors can go out and drink as much as they want during senior night, something like that.

“So there are a series of those optimizations, and then the results from those will be made known to the Educational Policy Committee, which will then meet and decide which of the optimizations is the one they wish to choose for that particular semester. And so about three weeks into the semester, we'll have our final exam schedule set.

“And one of the other things, forced a little bit by pressure from the faculty, we are moving to not requiring final exam grades or final grades to be due within 72 hours of your final exam. That's a remnant of when we used to have carbon copies and people had to change the grades back and forth. Now you just push a button and the grades are available.

“So what we are doing instead is having the final grades will all be due after the exam period is over, a few days after the exam period is over. And we are still trying to negotiate a little bit with the registrars, whether they need them right then or they could even wait, say, in the winter term, until the first day of January that we're open. So that will allow us, as faculty, to do a much better job of grading and create much less stress. So those are the changes we've made.

“The Educational Policy Committee has also looked at a resolution that came from the student assembly, asking faculty to be sensitive to the expenses of textbooks and trying to introduce schemes that will allow us to get textbooks available to students that don't have the resources to buy textbooks.

“So this would be try to find electronic means, get out your schedule early enough so that students can find used books or list whether or not books are available, past editions will be suitable for your course, stuff like that. So we will make those suggestions to the faculty going out.

“The Financial Policy Committee, as you may remember, considered, along with the drafters of a resolution for divestment from fossil fuel stocks, a similar resolution that went through the student assembly. The FPC got together with a couple of the proposers of that resolution and the chief investment officer of the university to discuss the implementation of that.

“The proposers of the resolution have now reconsidered their original resolution, as of about two days ago, submitted that back to the FPC, which is in the process

of considering that and what exactly to do with it. We'll come to the floor, most likely, in December.

“Even if the FPC disagrees with it, there are enough signatures on it from senators that it will come to the floor of the senate, and there are enough signatures from the faculty as a whole; but the question is will the FPC vote on it or will they just provide advice about the pros and cons. That's still being debated, but we will be seeing that within a month or so.

“The FPC is just starting to look at the issue of faculty salaries, and maybe there will be some action on that side as well.

“You may remember one of the last things left over from last semester concerned the outcome of a faculty-generated report on the Ho Plaza incidents of last November 19. And one of the recommendations on that faculty report was that the statement on the back of many ID cards -- but not all. It's remarkable; we don't all carry the same ID cards, and I think it's random what one you got or how old you are or something -- anyway, it says ‘this ID card must be carried at all times and is to be shown for identification upon request.’

“So the resolution or the report from the faculty committee said that it should be removed. The UFC voted it should be kept, but clarified, and went to counsel. We are now in negotiations with counsel on how that will go forward. We were to have discussion; but once again, I have spoken too long. Thank you.”

Speaker Walcott: “Andre Kessler is going to give a report from the UFC. Andre?”

3. REPORT FROM THE UNIVERSITY FACULTY COMMITTEE

Professor Andre Kessler: “So I have the honor to report from the University Faculty Committee. I just want to remind you that this report serves the purpose to inform the University Faculty Senate on the activities of the committee. It highlights major discussion points and issues of concern.

“The report gives senators to opportunity to indicate and bring the attention to further issues that deserve or should be in the focus of the attention of both the senate and UFC. So it is an invitation for you to discussion. In other words, coming forth with your opinions and concerns will affect what is on the agenda of the UFC and eventually comes back to the senate.

“This particular report covers three major UFC meetings that took place since the last faculty senate meeting. And these meetings include consultation with Provost Kent Fuchs, and also a meeting with the Executive Committee of the Board of Trustees.

“Dean Burns already covered some of the general issues that we talked about. I just want to add one important thing, and this is that a report from the Distance Learning Committee is still outstanding and will probably come back to the senate in February, and we discussed a lot about that. And another major point, in addition to the discussion about the Cornell ID cards, as well as when the final grades are submitted is the University Faculty Senate's involvement in deciding new academic professional titles. I'll come back to that in a second when I talk about our discussions with the provost.

“The discussion with the provost went, as usually, very well. And the discussion on the evaluation and peer comparison of units within the university was a major point we discussed in the recent past. The provost's office invests a lot of work in identifying metrics with which the university can be compared and evaluated.

“The value of the publicly available rankings of institutions of higher education was repeatedly questioned; for example, because metrics for evaluation should be different for different fields. We discussed the possibility for each unit within the university; for example, departments or colleges, to determine the metrics that would best describe the unit and most objectively allow comparisons with other peer institutions.

“The suggestions could be part of the annual reports and could, in a compiled form, inform the Provosts inclusion of metrics into the general survey. Important in that respect seems to be to identify standardized mechanism for which appropriate metrics for different fields can be identified, and so we are only in the beginning of a discussion process here. Moreover, there's quite a bit discussion needed to determine who identifies metrics and how they are actually used or can be misused in certain ways.

“Further on, we discussed implications of the current budget and the implementation of the new budget model, including molding of tuition increases, differential growth between academic and nonacademic units at Cornell. The latter could be a general discussion point in the future for the

senate as well. The senate will likely get some more information on the budget situation from the president in a minute.

“The other recurring discussion is about potential and unwanted side effects of the new budget model that could distract from our core educational mission. The faculty are very broadly invited to identify such problems early in the implementation process to initiate countermeasures. So again, an invitation to you to be active in one way or the other.

“Now I want to get to the meeting that we had with the Executive Committee of the Board of Trustees. In this meeting, we discussed many of the above-mentioned issues to identify the trustees' standing on those issues. And I want to go only in detailed description for some of those.

“One of them, for example, was the new academic professional titles that were discussed, which, in light of the new New York Tech campus, was identified as an important point and a necessity to talk about.

“Titles like clinical professorship were approved about ten years ago, but new titles are likely to be considered, including research professor or professor of practice; how these new clinical professorships legally compare to the more traditional forms of academic employment and what institutions should be established to solve legal and processing issues remains unclear. What I mean by legal and processing issues is, for example, who makes tenure decisions and how are tenure decisions made when we have these new forms of professorships.

“Interestingly, this discussion almost immediately resulted in a discussion on faculty governance and the suggestion of a crucial involvement of the faculty in a decision-making process. The suggestion, of course, came from us. Interestingly, it seems not intuitively logic that the faculty senate is directly involved.

“So there are differential viewpoints on what form this involvement should take. And we were, as a group, emphasizing the need for the faculty senate to be aware and to demand a substantial involvement in the process of, again, determining legal issues associated with new forms of professorships.

“In addition, we discussed with the board of trustees views on the current financial standing of the university. To our surprise, there was actually absolutely no concern on the side of the board of trustees about the financial

situation of the university. The Executive Committee viewed the situation as a situation of great opportunities, rather than emerging problems, and as a springboard for fundamental changes in some areas.

“And such areas include, for example, the mechanisms for which alumni money could support research and development in the university. An example that was mentioned was a closer cooperation of smaller units, such as departments directly with alumni, to identify new funding sources.

“In addition, they also thought that funds would be available through new business scheming; for example, with respect to the new New York Tech campus -- they called it new revenue enhancement -- and additional funds also potentially from faculty inventions that can be more efficiently realized. And this ends my report. And I'm not sure if we have time for questions, if there are any.”

Speaker Walcott: “There is time for a question or two, if there are any. Yes. Go ahead.”

Professor Elizabeth Sanders, Department of Government: “I wanted to ask a long-winded question, but to bring up a topic that needs discussion, I think. And I've never really understood the relationship between the University Faculty Committee and the faculty senate. It seems that the senate is simply an advisory committee for the University Faculty Committee, which has all decision-making power.

“I was pretty surprised at the way -- at the outcome of the Ho Plaza affair. We had a wonderfully intensive investigation by the committee, but nothing came of it. And the administration seems to have gotten pretty much their way on everything. Now there's a permitting process for Ho Plaza and so on. And I'm really surprised that we got to that point, after going through that very thorough and fair investigation.

“And so I guess I would eventually like the University Faculty Committee to explain themselves or to know if there's some way the senate as a whole can have some input into UFC decisions.”

Professor Kessler: “Thank you very much. This is very important and part of our self-finding process too. And in fact, me standing here is part of that. And of course, there may be some problems -- the example you brought up is a very

good example; but in fact, in this particular case, the senate was actually asked and made a decision to form a committee that investigated the Ho Plaza thing.

“And so the UFC in this particular case and in general is kind of the executive committee of the senate. And that's why I invited all senators to actually come up with problems like yours or general problems that the UFC can pick up, bring it back to the senate and then act on it appropriately, but thank you very much.”

Speaker Walcott: “Dean Burns, do you want to say a word?”

Dean Burns: “So there were, for example, in the case -- once the report was presented here in May, there were requests from the senate itself that the UFC do something with those recommendations, because there were recommendations from a committee. And so the UFC looked at the four recommendations, and most of the recommendations concerned the campus code.

“The campus code is under the responsibility of the University Assembly, and so we have gone to the University Assembly with our recommendations from the recommendations from the committee report, plus comments from the UFC. We've had the UFC membership, a couple of the UFC members go to the University Assembly, along with the representatives of the faculty committee, to make their points of view on how the campus code should change. And at present, it is in the University Assembly that that is being dealt with at the present time.

(Inaudible question)

“They did not come to us. On drafting our own response to their recommendations, we showed them what we were about to say, and they said we have said our piece.”

Speaker Walcott: “I think we ought to terminate the discussion here, because we need to get on to the next. And the next is an update on the situation, the challenges and progress at Cornell New York Tech, and Vice Provost and Dean Dan Huttenlocher.

“Dean, I can't get your PowerPoint to behave itself here.”

4. [REPORT ON CORNELL NYC TECH](#)

Vice Provost and Dean of Cornell NYC Tech, Dan Huttenlocher: “Thanks. It's really good to be here today, and thanks to Dean Burns for inviting me to talk today. So I wanted to give a little bit of an update on where we are with Cornell NYC Tech at the moment, and then mainly hopefully have time for questions here. So I know it's always hard for deans to police their use of time, but I'm going to try to be pretty careful not to use more than half of my allotted time and Joe can and start going like this [waving], when he wants me to speed up.

“So the first thing I wanted to do was just talk a little about how much the ways we're thinking about the campus have started to mature, because much of what happened was in response to the last time I spoke to the senate, was still very much in response to the City's initiative to have a new applied sciences campus in New York City.

“And so we've really been thinking about the opportunity here in terms of the blank slate that we have to build a new campus in the dawn or whatever you want to call it of a new age, a more information-oriented age.

“And so the way we are thinking about the campus now is very much -- it's a graduate campus, and we are focused on the digital disciplines and on the information age, which was always the scope of what we had proposed to the City of New York in what we were building; but I think it's a clearer statement probably than we had in the past.

“And the interesting thing about this statement is in some ways it's much broader than, say, an engineering or computer science kind of technical mission, because much of the things that have to do with the information age are about use and usage of technologies and how information and digital technologies are affecting things across a wide variety of domains; but on the other hand, it's also narrower than something like, say, a college of engineering, because it's very focused on the digital side of things, which not all of engineering is.

“So it's really a sort of different take on things than the conventional academic structures that you might find in engineering college or in computing and information science or in arts college, et cetera. And there are really four things that we're thinking about in doing this.

“So one that's been very central to the campus, and since the beginning and one that I think is particularly important to try to explain a little more is this notion of

an entrepreneurial mind-set. And that often gets heard as entrepreneurship, like everybody at Cornell Tech should run out and found companies. And that's not the meaning that we have at all.

“The way I have been talking about it a little more lightly is it's the ask for forgiveness rather than permission mind-set. It's a little bit more of somebody -- certainly starting a company is one way, or a non-profit organization is one way to demonstrate an entrepreneurial mind-set, but it's the kind of individual, both among our students and among our faculty, who have changed the organizations that they are a part of, so they can be part of a bigger organization; but it's somebody who's really driven change within that organization or somebody who's comfortable in or attracted to an organization, where there's a lot of change in the organization itself, as opposed to a more stable kind of organization.

“So those are the kinds of entrepreneurial mind-set. And it's been particularly important, as we have been doing faculty recruiting, because getting everybody to understand what we're looking for when we talk about the external engagement and entrepreneurial mind-set has been an iterative process, one that we are still working on.

“So another thing is that we're really looking to blend the technical, the creative and the business in everything that we do on the campus, and I'll talk about that in a little more detail in a moment. And we're thinking about how this campus can be more than a traditional kind of academic campus.

“So while still having academic excellence, we're thinking about the campus as a staging ground, as a place where new digital technologies and the impact of those technologies on society more broadly can really be investigated. And so it's not quite commercial. A staging ground is not something that's commercial, but it's probably a little closer to impact in the external world than much of what you might see in conventional academic work.

“And then New York as a context is very important to us. So we're both drawing on the fact that New York is a center of so much commerce and culture, and looking at how the digital technologies in the information age are affecting so many areas of commerce and culture, but also contributing to New York by drawing a kind of talent to the city that there's nowhere near enough of in New York. So we view ourselves as both providing and taking from the city.

“There are really two fundamental tenets, and this is a place where I could go into a lot of detail, so I won't, but just try to highlight things. And if there's interest, feel free to ask more questions about it, but there are two fundamental tenets to the approach we are taking.

“One of them is to really try to rethink graduate education and research for this new age that we're in, and that's everything from the role of disciplines -- and universities tend to be fairly oriented around -- organized on a discipline-oriented basis, and really doing things as a mix of disciplines in cross-disciplinary programs.

“We're thinking a lot about pedagogy; so for instance, we're teaching classes now that in many ways I would say the pedagogy, despite the only program we have right now being a technical program, the approach to teaching, is to take as much from studio-type teaching and from sort of business and law school type of more dialectic kind of approaches to education than the conventional things you would see in an engineering or computer science course.

“So we're thinking a lot about how to teach, the profiles of the kinds of faculty, and a real focus on master's of education. So one of the things at Cornell and peer schools like us is that the master's programs often get squeezed between the undergraduate program and the Ph.D. program. And we think there's a huge opportunity out there right now to have more focus on master's level education in technically related areas. There are places like business schools, where there's a big emphasis on master's level education, but much less so out of some of the conventional professional kinds of programs. So that's a big focus on our thinking and institutional alliances, of course, with our partnership with Technion, but also other places.

“The second thing, equally important to this sort of rethinking graduate education and research is thinking about how do we redraw the lines between academia and industry. And to me, the key point here is the following: If you look at how companies operate today, compared to 15 years ago, there's a huge difference that's been enabled by technological change, but it's not technological in and of itself, in that what a company does today versus let's say what its suppliers do or customers do has shifted for most companies out there in the world.

“Information technology has allowed companies to have their suppliers do things they used to, or vice versa, and have their customers do things they used

to or vice versa; yet if you look at the relationship between companies, universities, it has not changed appreciably in that last 15 or 20 years.

“So we think that's both a challenge and opportunity to be addressed; that we really do need to think about how we work in different ways with companies, everything from technology commercialization to education to maturing new technologies. So that's sort of a high-level view of how we are thinking about things now.

“I did want to talk a little about our academic partnership with the Technion, since that's really been something that's kind of gotten off the ground about a year later than the rest of the campus. So we have the Jacobs Technion Cornell Innovation Institute.

“That is the 50/50 partnership between Cornell and the Technion. It is a key part of the campus that focuses on those interdisciplinary programs, the hub domains we have talked about before, that I will remind you about in a second.

“The structure is very much modeled on the partnership at Harvard and MIT have in the Broad Institute, which is in the genomic sciences area. This is focused in a different area, but in terms of the organizational structure, it looks very similar, except that we have master's education as a part of our education and the Broad is all doctoral and post-doctoral.

“And under the auspices of this partnership, we have plans for three dual degrees that are things that we have already brought both through the internal approvals processes at Cornell, including the senate and up through the New York State approvals process in connective media, healthier life and the built environment.

“So when you look at the campus overall, we have these digital disciplines where we have Cornell degrees in business, computing and engineering; these disciplines that we view as being important to the launching of this digital age, information age campus, and then we have dual degrees, which are under the auspices of this Jacobs Technion Cornell Innovation Institute, which are in these interdisciplinary hub areas, connective media, healthier life and built environment.

“So the way I think about this, the institute is kind of at the center, with the hubs playing an important role; but there's a lot going on at Cornell Tech, which is not

specific to these interdisciplinary hubs. So when I said at the beginning it's a mix of the disciplines and the interdisciplinary programs, the discipline-based things are Cornell operating by ourselves and Cornell degrees, and the interdisciplinary things are us operating in partnership with the Technion and potentially other partners in the future.

“So this is a slide we have used a lot. On the bottom back there it says healthier life and built environment. They got projected below the bottom of the screen, but at the center are the discipline-based degrees that are Cornell master's degrees, and then the three interdisciplinary ones out around the outside.

“So I wanted to just say a little bit about where we are, because one of the things that I find to be the biggest both excitement about the campus and sort of source of deer-in-the-headlights fear and frustration, at least for myself about the campus is that we're making enormous progress, and yet it just doesn't feel like anywhere near enough.

“And so I think it's interesting to look over the last not quite two years. So we were selected by City Hall in December of 2011. A lot of planning happened for six months, but not much else. We moved into the space in Google's building. There were five of us. So basically, a little over a year ago, we had five people. We then got all the approvals to announce the first programs and started the CS MEng, because we had enough faculty lined up to teach that. We had seven students and four resident faculty ten months ago.

“Then this summer, we announced the Johnson MBA, so there will be a twelve-month MBA for students who have a tech background that will start actually in May, because it's a May to May program. We started our first full year this August with a fall semester, with about 30 students. About 20 of those are in the computer science master's of engineering. The rest of them are in Ph.D. programs in electrical and computer engineering, information science and computer science.

“Then we announced this fall the new connective media degree. And we now have nine resident faculty, and there will be a tenth starting in January. And I think one thing I always -- and of those ten, which I will say more in a second, four are people from Cornell in Ithaca who have moved to New York.

That includes me, as a faculty member, which is a little dubious, given that I don't spend much time researching or teaching; but then there are four external

hires into Cornell faculty positions, all senior tenured level people. And if you think about the challenge of hiring senior people, hiring four senior people who are really outstanding in that time period is quite something, and I think very promising for the future of the campus; but it's also nowhere near enough.

“So then we announced the new connective media degree, which is the first of the dual degrees with the Technion, and then we move to Roosevelt Island in about another four years. So that's sort of the timeline, and I think this is both an amazing amount of progress and nowhere near enough.

“So I just wanted to show you a few pictures. It's a very different environment that we're building. We have these very flexible common areas. In fact, these huge things actually move around. And we reconfigured the common areas for different uses. We have this very flat structure.

“There are no departments within Cornell Tech; and in fact, the faceboard, which now is about 65 photos on it when you walk in, so we're about 65 people in this space, is a mix of the students, the faculty, and the staff. We have a lot of meeting rooms and work spaces for informal collaboration, because there are no offices. We're all sitting out in the open. My desk is out in the open, Cathy Dove's desk is out in the open, all the faculty are sitting out in the open. I'm not convinced that would work in Ithaca. I think for undergraduates -- this is a graduate level campus -- my view is the average 18-year-old or 19-year-old, their immediate problem is your immediate problem. They haven't quite learned enough self-control yet. If they can see you, they are going to talk to you.

“It's amazing how much happens in the maturation process while they're undergraduates, because the MEng students are not that much older, but they respect the fact that the faculty are right out there in the open, and there's actually a really great environment now, but it's a very different kind of work environment.

“So just a few words about the faculty. I mentioned we'll have ten faculty. Three of those are in the Jacobs Technion Cornell Innovation Institute, and the rest are Cornell faculty not in the institute. I did want to touch a little on tenure. So tenure for the Cornell faculty is in existing departments and schools. We don't have separate tenure in New York.

“So what's starting to happen, as departments and schools are hiring in New York City, they're starting to span the two campuses. And this is a very

important thing, I think, both for the Ithaca campus and for the Cornell Tech campus, that we're building an integrated faculty.

“This is something that was developed in the time we submitted the proposal to New York City in early 2011. We worked actively with CAPP and discussions with faculty senate. This is something I think's really important and is working quite well, despite the fact that it's hard, because we are getting two faculty bodies; some people in New York and some people here in Ithaca to work together, but it's, I think, been very effective so far.

“In terms of tenure standards, the tenure standards for New York are no different than for Ithaca, and it's important that we have the broad faculties across the two campuses; but there is one difference, which is that in Ithaca, we have research excellence, we have teaching excellence and we have extension. And we have almost no faculty who have appreciable responsibilities in all three of those areas.

“In New York, we call it external engagement, rather than extension, but it's the same kind of activity, and we really want our faculty to be doing all three. So it's not that there are different standards. There's a different mix of activities, so people that are used to someone who has a research and an extension mission, but less so to someone who has a research, teaching and extension mission. Not saying it's the empty set, but that's something that we're really emphasizing in all our faculty.

“So the master's program, as I've touched on, the one thing I wanted to say here is we've really tried to get students out of their comfort zone. We're trying that for technically-oriented students right now, and we have the MBA starting next year. There will be a converse kind of thing with them; but with the technical students, we are trying to get them out of their comfort zone, giving pitches, giving presentations, being critiqued in public, viewing their work as a portfolio of things that they take with them after they leave school, rather than as problem sets, that once they're done and hand them in they never see again.

“So for doctoral students, we don't have separate programs. The doctoral admissions is all being done in conjunction with Ithaca; whereas for the master's, it's separate. We celebrate at the end of the semester with open studio day, which is something where we get all of the students and faculty together with outsiders to do presentations.

“And with that, I went longer than I should have, but I got the hook. So please, I’m mainly interested in answering questions, despite talking too long.”

Professor Kessler: “It sounds all very exciting, and I’m excited; but just yesterday, I tuned into NPR and there was a report. And I don’t know the person’s name, but there was a woman giving a speech about a movement that’s actually established in New York City that’s against the Technion involvement in the campus.

“And I was surprised. Her thesis pretty much is it won’t stop until Cornell is canceling the interaction with Technion. So my question is, are you aware of that movement, and do you see that to be a problem in the future?”

Dean Huttenlocher: “I don’t know if I’m aware of that movement specifically. I know that there are a number of people who both have political objections to the State of Israel and to higher education in the State of Israel, which would include the Technion. This is something that I’ve spoken on before in front of the senate.

“I don’t think I’m going to say anything different than I said before, which is that as an institution, I believe that Cornell has long had partnerships with all kinds of institutions of higher education and countries where many of us disagree with the political system and with the structure, even of how academic institutions interact with the nation; even right there in the Middle East, for example.

“And I think that’s one thing that makes me very proud to be a faculty member at Cornell and to be an administrator at Cornell, is that we focus on the academic side of these partnerships, and not the political side, and that’s certainly the view we are taking in this one, but -- so speaking both for myself as a person, but also for what I think has been a long history at Cornell of engaging with academic institutions in parts of the world where we might not agree with everything about the political system; but thanks for the question. I think it’s a very important issue.”

Professor Thomas Bjorkman, Department of Horticulture: “So I turned on NPR, and I heard the gentleman behind you speaking this morning. So that was kind of fun in the morning. My question also has to do with people disagreeing, but much closer to home. I’m curious, when you go to hire junior faculty, what is your sense so far about how to develop their comfort level that they’re going to be evaluated fairly by their other faculty members in the department?”

Dean Huttenlocher: "That's a very good question and, in fact, one of the things that we are doing -- and again, this came out of some of the early planning and discussions that we had with CAPP -- is that initially we're hiring people with tenure. Until we get enough of a faculty body in New York City that we feel we can mentor faculty well, that we feel we have a good relationship with the broader faculty body, we don't think it's a good thing to be exposing fresh assistant professors who are on a probationary time period to that kind of situation.

"That said, in many fields, the younger faculty -- I'm older than many of the people in the room, so applying this to myself -- the younger faculty is where a lot of the excitement is. So we push this back -- in fact, the first faculty member we hired into the Jacobs Technion Cornell Innovation Institute, a guy named Mor Naaman, was an assistant professor, but he was just up for tenure in his home institution, so we ran a tenure case here.

"So we're not necessarily looking for someone that's tenured someplace, but they are far enough along we can run a tenure case and we can hire them here with tenure. At some point we'll want to relax that, but we're trying to be very sensitive, and I'd be surprised if we relax that without some broad discussions, because it's a very important issue; but thank you for raising it, because I forgot to mention it."

Speaker Walcott: "Time for another question or two. In the back, please."

Professor Cark Franck, Department of Physics: "It was very interesting to hear the reach. It's tremendous information, nonindustrial things, but I'm reminded that so much things that happen for so long around here have been nonindustrial.

"The historian who's trying to glean the truth, the information from who knows what kind of resources, the musician who's not dealing with industry at all, the astronomer who works with NASA data sets, my colleagues who are high-energy physicists, not me, who are dealing with this incredible experiment at CERN, and probably, if you've just measured the bit rate around campus, you would find places where they're just using up tremendous amounts of information.

"Do you have a feeling of the opportunities for others, as things move along; do you see projects like that coming up that will you would aid a linguist or somebody along those lines?"

Dean Huttenlocher: "Yeah, absolutely. Great question, and has a nontrivial set of issues, which I probably won't cover all of in one answer, so I'd be happy to speak more. So our mission is in part this digital information age, and in part really engaging with commercial and societal impact in New York. And so for some people and some lines of work, that's great. There really is a clear societal impact piece.

"So for example, if you look at things like space is now becoming much more commercialized. It used to be a government thing. There are now a lot of private space companies. So I think that there are areas where it will be sooner than later that will broaden, but it's really this combination of digital technologies, and ties to primarily commercial, but also other kinds of governmental and societal impact.

"So the goal is definitely -- that's the reason we sort of phrased this broad goal, is the goal is to have this be much broader than the core, but still to certainly have the external engagement piece be front and center. The other thing is the time period for broadening is still a big question.

"There are actually eight master's programs in the pipeline, and also budget models the budget model for things to make sure that as we broaden, we broaden on ways we are building academic programs that are sustainable; but very much this broader agenda is what we view as being the crucial thing for the campus over time. So thanks. That was a great question."

Speaker Walcott: "I think that's about what we have time for."

Dean Huttenlocher: "Thanks, everybody."

(APPLAUSE)

5. CORNELL'S PRESENT AND FUTURE – PRESIDENT DAVID SKORTON

President David Skorton: "If Dan Huttenlocher, Mr. Tech, can't work the PowerPoint, I'm using chalk, and that's going to be it.

"So I want to thank the senate for, again, allowing me to share some thoughts. These are very important visits for me, and I appreciate it. So I'm in my 34th year on the faculty in my third university, and I have two distinct impressions

that I want to share with you today and some thoughts behind them, and then leave time for some discussion.

“First, I am concerned about the future of higher education in our country, particularly in research universities, and I have to say more than I have been in the 33 years that came before. Now, second, however, university presidents are paid, in all seriousness, to be more optimistic than the facts support, but I think I have good reasons to feel that Cornell is in a better position than many, not all of our peers, but in a better position than many of our peers to address the challenges I'm going to discuss today.

“Here is why: First, we have made substantial progress already coming out of the recession, recruiting the next generation of superb faculty, some of whom sit in this room. Second, we draw on a more diverse set of revenue sources than many other schools. You know what they are: Tuition, clinical revenue at Weill Cornell Medical College, state support, direct philanthropy for immediate use, endowment payout, research funding and other sources. Few schools have that range of revenue sources, especially the combination of State support, tuition, research and breath-takingly generous alumni.

“Thirdly, we, as a community, have already demonstrated that we can very substantially reduce the operating budget of the university, while still maintaining and, in some cases, growing the core academic mission.

“Fourth, thanks to a lot of work, some done here in this room, some done in Day Hall, some done in administrative offices around the university, we have a very well-managed institution, I believe, overall, and we have the advantage of shared governance.

“We don't always agree with each other. And I think especially because we don't always agree with each other, and because we always agree between shared governance groups, I think eventually, we make better decisions. Not every time, but eventually, I think we make better decisions over the long run.

“So I think it's important for me to honestly share with you my view of the challenges we face, and I'm not going to address very important internal issues that we're still discussing, like the issue of following up the Ho Plaza incident, the suggestions for which I'm awaiting from the UA, and acknowledging that there are ongoing issues of importance. I'm going to talk about a separate set of issues today and try to garner your feedback and suggest a way forward. So forgive my handwriting, but I'll just quickly jot down five challenges.

“So the first one is, being a first-generation college student and a first-generation American, I never thought there would come a day where I would see as much debate in the United States about whether a college education is a good idea, whether the college education actually gives value.

“I remind my colleagues that a few years ago, the United States finally reached the point where 30% of the adult population had a college degree. We always have to remember that the vast majority of people in the country do not have college degrees. They're making a living, they are living lives, and many of them are not convinced that a college degree is a good value, even though in current generations, it's felt to be a nearly universal imperative.

“Second is the closely associated issue of college affordability. And this concern is leading to a whole variety of responses, including President Obama, Obama's suggestion about a college rating system. And I don't know if you have a chance ever to look at the blogs that Glenn Altschuler and I monthly do in "Forbes," but we just had one called Rating Obama's Rating System.

“And pretty much I think we've changed the national dialogue -- or maybe not -- but I do think that college affordability and suggestions for how to assess it and deal with it are not going to go away. It's of great interest that Cornell is listed as one of the top ten values in the United States.

“Thirdly, no surprise to anyone here, the federal budget is a source of great concern. And if the 2014 sequester goes into place, then we'll have problems at Cornell University. We do not have substantial problems to speak of from the 2013 sequester. If the 2014 sequester goes into effect, we will have issues related to student aid and related to available money for research support.

“As many of you know, the odds of getting funds from competitive research for life sciences, physical sciences, social sciences, are getting longer and longer and longer. And those of you in the humanities, it's always been long. It's gotten infinitely long. And those in the arts, it's always been infinitely long, and I won't comment on that further.

“Fourth is the people on our campus have much more varied backgrounds. Our freshman class, the class of 2017, whom you are teaching right now, are the most diverse class in the history of Cornell University, measured by the proportion of

African-American students, proportion of students who consider themselves people of color, the proportion of international students.

“And I'm very proud of the fact that your work has attracted students from a broad variety of backgrounds. I'm very proud of the fact that the provost's management of the budget has allowed us to put enough financial aid into it that your undergraduates constitute the eighth most economically diverse undergraduate student body in the United States among national universities; but the support services, advising and other non-curricular and curricular activities have to be changed to deal with the different college population, and it's constantly changing at Cornell University.

“And then finally, what I'm calling alternate approaches to a career path. You are probably wondering what that means. I'm using this alternate approaches to a career path to include things like MOOCs and a large number of other so-called disruptive or potentially disruptive approaches to education, which could change the calculus of the value of higher education.

“For example, if graduate schools, professional schools, employers actually begin to accept what some have called competency-based education, where you study on your own, especially for courses where experiential learning is not critical, and whenever you're ready, you take a test; and passing that test, you are considered qualified for the next step, that will radically change what we do.

“Now, the excess demand for education at Cornell is breath-taking. As you know, 40,000 applicants for the 3,300 slots in the class of 2017, but that's based very largely on the fact that you can't get into grad school, law school, medical school, et cetera, nor many occupations without a degree in general. Not always the case, but in general.

“And in general, those degrees require presence of some sort on a campus. I don't mean residence in the sense of staying in a residence hall, but residence in the classroom. And if competency-based education takes hold, then that will change.

“So none of these issues are a surprise to you, but they are keeping me up at night. In the aggregate, they are keeping me up at night. So what's the way forward? First, I want to tell you what my estimation of the priorities of the university ought to be. And I use that phrase "ought to be" decidedly, because I do agree with many of you that the president should not be alone in setting

priorities, nor should the administration; and with respect, neither should the faculty senate on its own.

“The priorities I suggest are the following: Maintaining faculty excellence, continuing a robust commitment to the tenure system, which we should not take for granted, promoting the highest quality teaching and research, and finding a way to assess that we're promoting the highest quality teaching and research, recruiting and graduating and supporting the best and most diverse students, and fostering a healthy employment environment, since we have 10,000 employees at Cornell on the Ithaca campus, about 1,600 of which are faculty.

“In order to succeed at achieving these priorities, should you agree that those are the right priorities, we absolutely, I believe, must foster a more rigorous assessment environment. It was mentioned in the report from the UFC today. That assessment environment cannot and should not be done by the administration alone, cannot and should not be done alone just by peers in local groups. I believe it should be done in part on a disciplinary level across the university, and I'll get back to a suggested way forward, which I hope will be considered.

“I do think that an assessment environment should mean regular reviews of organized units, like colleges, departments, schools, programs and assessment of individual efforts, including individual efforts of faculty, including before tenure and after tenure.

“There is evidence that the provost shared with you last month and he shared with the board of trustees at a retreat and shared with me in great detail that you have seen and that was also discussed in the report from the UFC some data suggesting that the work and effectiveness and productivity of Cornell faculty are going steadily up over decades, but some measures not going up as quickly as they are in peer institutions, leading to a downward shift in where we are in these numerical assessments.

“Now, this has been referred to incorrectly, not by the provost, but by some as the fact that productivity is declining at Cornell. There's no evidence of that, no evidence of declining productivity. There is evidence in at least two areas, Ph.D. production per faculty capita and research funding, both aggregate and per faculty capita, that we are not increasing at the rate as our peer institutions; and as Andre brought up earlier, I think it's very important to look carefully at the data, to be sure that everyone feels the data are applicable, but as I mentioned

earlier, disciplinary assessment of what reasonable metrics might be is important, as opposed to no assessment of what the metrics might be.

“Another piece of the way forward is that I think, unfortunately, we need to continue to maintain budgetary discipline in the university. And when I say budgetary discipline, I'm mainly talking about not taking on more debt; and from years and years where the university carried about a half billion dollars of debt, in very few years, we got to the point where we now are \$2 billion in debt, a quadrupling of debt.

“And this has all kinds of effects on the university that many of you understand better than I do; but I think we have to continue to maintain discipline in this regard until we pay down some of this debt, and we're going to begin paying down substantial parts of it in about 90 days, but it will take a while, of course to bring that debt down to a more manageable level.

“As I mentioned, as the student body becomes more and more varied in its background, I think we have to strive to better support the students who are coming here with very disparate histories of family familiarity with college and, as many of you know, the campus climate is an ongoing issue always.

“We have to continually attend to the campus climate, and I would say this body, the EA, the SA, the GPSA and UA are doing a good job keeping us focused on that. I say this frequently in public; I'm going to say it again today, I think it's very important that we support and respect the staff colleagues in the university.

“The staff ranks are down 9%. About half of that by that staff retirement incentive, about another quarter by us canceling searching for vacant lines, but the rest by layoffs. And the work here hasn't gone down. We're just as busy as we were; in many places more busy, and there's fewer people supporting that work. So I think that's important to reorganize.

“And then finally, it was also mentioned in the discussion with the executive committee of the board, (I understand it's very appropriate that administrators are not at that meeting) more and different revenue sources would be good, if we could do them in a way that doesn't encroach on or subvert the mission of the university or to put it a different way, just like the country, in my opinion, we're not going to cut our way out of financial strictures. We have to grow our way out of it, as well as, of course, maintaining fiscal discipline.

“So how do we get to the goal of actually achieving hitting these aspirations? First of all, I think -- I'm sure some of this is going to come off as disingenuous, but I think we need to work together in this regard. In order to really work together, we're going to have to leave our titles at the door. If we're faculty, staff, administrators, we're going to have to somehow find a way to work together or we're never going to get around these problems in a way that will deploy the advantages I mentioned to you about Cornell at the beginning of the talk.

“I am publicly asking the senate and the faculty to become involved in these deliberations. And forgive me as senators; I'm asking both the faculty at large and the senate to become involved in this, because I think we need the broadest level of input possible. I think the senior faculty should lead the way in this and should think about preparing the way for generations to come, and I sure consider myself in that category.

“Overall, I think we need to balance our individual interest, the interest of our departments and schools and colleges, and even interest of campuses, as Dean Huttenlocher was discussing, balance those interests, which of course have to be honored with a conception of the collective good of the university.

“And of today, I'm calling on Dean Burns and Provost Fuchs, asking them publicly to put their heads together to design mechanisms of engaging the faculty at large, the faculty senate, other shared governance groups and the university administration to deal with these specific challenges that I've laid out, and I stand ready to be available not only for questions right now, but for questions, consultations, discussions, arguments, as we go forward.

“These are, to my view, formidable challenges, and I think Cornell's in a position to emerge and address these challenges, but we're going to have to do it together. So thanks for listening. I'm glad to answer questions for whatever time I have.”
Professor Eric Cheyfitz, English and the American Indian Program, American Studies: “So my first question is there's been a decline in enrollments in the humanities, and it's hurting the humanities departments here. Cornell's also a school that doesn't have strong humanities requirements across the board, so I think one -- and this is a national problem, as you know. You've written about it. “New York Times” recently had an article about the decline in the humanities across the board.

“So I think we need to put our heads together to think about requirements, adding humanities requirements in certain areas. Not everybody at this

university is getting a liberal education because of that, and it would obviously help the humanities departments.

“One of the things we might start with is a university-wide diversity requirement that really focused on ethnic studies programs, the American Indian program and FGSS, for example. Since Cornell does promote diversity -- it's on its home page all the time -- seems to me while CALS has a diversity requirement, for example, we don't have a university-wide diversity requirement. That would help the humanities, for starters.

“So that's my major concern, obviously. I'm coming from that particular sector, so I wanted to raise that issue. The question, of course, Ph.D.s of the job market has pretty much collapsed. It's 25% now tenure, tenure track jobs and, of course, I've spoken out about this before, but MOOCs are not going to help that.

“They are not going to help our Ph.D. students get jobs, because they're homogenizing education, so I -- I know Cornell's probably not going to use them that way itself; I trust that, but I am troubled by the fact that we endorse that form of education in terms that we bought into Coursera, I believe, so that troubles me; but my main point here today is the humanities issue. I want to bring that up.”

President Skorton: “Thanks, Eric, for raising that. It's edX, not Coursera, but I take your point. It's not clear what the story's going to be with MOOCs. I want to get to the humanities in a second, but the current debate about MOOC's, it is a very rigorous and vigorous debate; probably more vigorous than rigorous.

“Cornell was a big leader on non-degree online offerings through eCornell for decades. And I always forget the statistic, but its' something on the order of magnitude of learners from 150 countries, and 100,000-plus people who have gone through those programs. So if any place ought to figure it out, it should be Cornell.

“University-wide requirements, that's your issue as a faculty. You have heard me multiple times say that only the faculty can set the curriculum. I have already done the two universal requirements at this school. I passed the swim test my first year, and I have done the reading seminar.

“And I wouldn't say I flew through the swim test, but I got it done and stopped coughing, was able to breathe again about ten minutes afterward. The faculty

here don't actually appear to want to have universal requirements. But there are some changes happening. Senior Vice Provost Brown has worked with faculty members to develop some university courses, but it's your issue to figure out how this is done.

"Cornell is exquisitely -- I was going to say Balkanized, but it's something in that direction. And it's your issue to decide. On the humanities in general, as I hope you know, I couldn't agree more. I couldn't be more frustrated about what's happening nationally.

"The enrollments, honestly, bother me less personally -- this is not a university position, but bother me less personally than the fact that no one's talking about it, except a handful of people. That's what bothers me the most, is that people aren't engaged in it nationally and I have had absolutely no success in engendering a national discussion about this.

"The American Academy of Arts and Sciences had a big study. I was part of it. It took us a year and a half. There was a lot of very qualified faculty on there, as well as musicians, artists, social scientists, journalists, couple university presidents, but I don't see immediate reactions to it; but the NEH budget, which you are just old enough to remember, that it used to account for the 60%, 70% of the scholarly money available to humanist research, is now a fraction of that and, for example, the Mellon Foundation contributes more.

"The NEH has gone down, down, almost zeroed out again, or at least the discussion was hot. I think there are three things only humanist faculty could do. I can be a cheerleader and try to be as vocal as I can. I don't know of anybody, any other university president who has tried to be as vocal as I have; to no avail, but I have tried.

"Here's the three things I think could be done: One is, in my plea to look across departments and colleges at disciplines, humanist faculty across the university -- and there are more than just Arts and Sciences -- could get together and talk about what the priorities are for humanistic activities at the university; research activities, infrastructure, whatever it is.

"I am not aware that's been done. I'm aware it's been done in life sciences here. I'm aware it's been done in other fields. It's a mistake that we are not doing that, and I hope that you will foster that kind of discussion. I don't mean just you, but the community.

“Secondly, I really think it's important that humanist faculty are heard more in the national debate on this, as opposed to just putting comments on blogs and bemoaning it. I think it's really important that people get engaged. If you have a chance to look on YouTube, Dick Brodhead, Duke President and English professor -- I always forget his field -- American studies, was on "The Colbert Report".

“He was great. He was fantastic. And they might not put Eric Cheyfitz on the Colbert show. I don't think that would be a very pretty sight, but I do think -- I do think it would be great for people to be heard from on this issue in public discourse.

“And then thirdly to the interaction among faculty who are not just humanists -- and I'll give you an example: Dan Huttenlocher, who is heading up a campus that -- in a funny way, has a lot of humanistic, especially artistic connections, is now talking to a humanist faculty in one of the departments about trying to bring together some thinking from the Ithaca campus in that regard with the things that he's doing at Cornell Tech.

“If that can happen there in NYC, why can't it happen more within this campus itself? It's a faculty-to-faculty peer discussion. I don't mean to be like lecturing you about it or hectoring you, but I do think it's within your control to try to do that. I will do whatever I can, and I give an open invitation. I have asked you this multiple times and others: Read the stuff I write. And if you don't think the message is getting across well, write me and I'll refine the message. I do have the bully pulpit, and I like to use it for this.”

Interim Speaker Walcott: “Another question?”

Professor Paul Soloway, Nutritional Sciences: “I appreciate the concern you raised about our debt increasing from \$500 million to \$2 billion and the need to exercise some responsibility moving forward. We are under contractual obligations with New York City to expand, to build the New York Tech campus; and obviously, that's going to be pressing further upward our debt obligations. I wonder if you can provide any reassurances moving forward in the next ten years, when a lot of those bills will be due, that we'll be able to manage that -- those costs.”

President t Skorton: “This is the whole point. This is exactly very eloquently put. This is what the issue is. Allow me just to make one minor amendment to

what you said. We're not taking debt on the New York Tech campus. The \$350 million gift that one of our alumni gave us is covering -- is it fair to say the vast majority of the initial capital development. Not every penny, but the vast majority of the first building.

"And we are working very hard to use philanthropy or other sources. We're not taking any debt on the building, and the provost has put a firewall between the funds flow on that campus and here. And the reason I have to say both those things is that even if there was a firewall, which there is, between the medical college and Ithaca, between Ithaca and the tech campus, any part of the university that takes debt will affect the university's balance sheet, of which there's only one.

"You asked me for a guarantee that years from now that we could deal with it; this is part of what keeps me up at night. First of all, it won't be my issue for ten years, because I'll be ready for Medicare next year, and I can't wait.

"I actually love getting a senior discount at theaters and stuff. I love it. Sometime, when I'm not on the record here, I'll tell you about an interesting thing that happened to me in that regard; maybe not right now, but anyway, right now, by which I mean the current budget year and the way the provosts both here and at the medical college and at the tech campus are budgeting and projecting, there are funds set aside and forecast to deal with the debt service, both interest and principal, and some of that debt will begin to be paid off next year.

"I don't want to give the wrong number. I think -- is Kent still here? \$250 million to be paid off in January or February? And that was of taxable debt, and we did sell some taxable bonds to have liquidity when the recession was at its worst. And I was nervous about just getting through the day, in terms of making payroll.

"And we're way past those concerns now; but if the same kind of budgetary discipline is held forward and the senate has a budget committee, the senate has a chance to look at that overall data, both Charlie Walcott and -- well, Charlie Walcott, at the very beginning of my time here, then Bill Fry and now Joe Burns come to the senior staff meetings, sees the data and so on.

"It is going to be a matter of generations of leadership to come in my office to maintain the discipline and that until some point is reached at which the

community feels it's okay to begin to take debt. And we have ratios that we're using that right now we're still on sort of the wrong side of the line to take more debt.

“And so that's how we're managing it. It's very encouraging, though, that Gates Hall, the first building on the Cornell Tech campus, Klarman Hall, all built without debt, and I would say Gates Hall was predominantly philanthropy, a bit of reallocated funds. Klarman, I think every penny, philanthropy; is that right, Kent? And the tech campus, essentially the first building is all philanthropy.

“So that's one of the things that I'm supposed to be doing. And the wind has been at our back in terms of philanthropy for capital projects. I'm actually more concerned now that we keep the wind at our back for philanthropy for people, for professorships and student financial aid, and our alumni have been very supportive.

“A quick summary of philanthropy; Weill Cornell Medical College raised about \$1.4 billion in the campaign so far, just that one college. Ithaca campus, approaching the \$3 billion mark; and Cornell Tech, \$505 million, something like that. So it's a breath-taking amount of philanthropy, and going into the sesquicentennial, you are so broadly respected -- the faculty are so broadly respected by the alumni. I'm projecting we'll have a good year, based on the sesquicentennial year.”

Interim Speaker Walcott: “Yes sir.”

Professor Richard Miller, Philosophy: “I am very glad that you -- deliberation about new evaluative metrics. I just wanted to voice concern about focus on evaluative metrics. Seems to me that the great motivator of our greatness and the greatness of our peer institutions has been professional pride based on an evaluative process, involving judgments by colleagues and other people in our discipline, most frighteningly at the level of promotion to tenure; but throughout our career, I guess I'm talking about the rule of the goddess Fame as a motivator.

“Everything I've heard about other evaluative metrics at the level of individuals and of departments makes me think that the danger of distorting incentives is severe. For example, in the U.K., going for big counts of publication in peer-reviewed journals is really -- has really stifled people's creativity and risk-taking.

“So I'm urging the request for evaluative metrics not be presupposed as a focus. They can help to identify problems, like time spent for getting a degree, but of course a lot of that is stalling based on fears of a terrible job market. To me, it's a problem that needs to be solved, rather than a basis for evaluation or, in any case, I'd like to know what the evaluation is going to be for.”

President Skorton: “It is a terrific set of remarks. I'm asking you to help to develop the evaluative mechanisms. Permit me to argue with you a bit. I think within disciplines, places like Cornell -- not just within departments, but within disciplines, places like Cornell do establish a culture of peer evaluation of scholarly activity; no doubt about it.

“And I'm not saying that Ph.D.'s per capita or research funding is necessarily a good statistic. The research funding has a very palpable effect on the university's ability to fund things, and so we have to think carefully. If you build a science building and you don't bring a lot of research money in, that was a bad decision; but I want to argue with you about assessment of learning.

“I am unimpressed with all of us in the academy, including my disciplines and yours, in developing measures other than peer assessment of teaching or student qualitative evaluations to assess the efficacy of what we do in the teaching sphere.

“And I think, since I'm a great and vocal defender of tenure, putting those two things together is a very hard sell. It was a hard sell 30 years ago, when there was no such limitation on Ph.D.s getting jobs, and we were in an expansionist mode. We still didn't do assessment of student learning outcomes in any robust way.

“And if you don't do it -- I don't mean you personally, so forgive me. I don't mean to be aggressive by saying that; but if the faculty don't develop some way to assess the outcome of teaching then a bureaucratic body will develop some sort of assessment.

“By bureaucratic body, I don't mean the board. The board of trustees at this institution is enormously supportive of faculty work, but an accrediting agency or some other body that will affect our work; or worse, they'll attack the concept of tenure. Because saying that we should basically have no mandatory retirement age, no mandatory period at which a person has to re-up, and saying trust us, we know that we're teaching well; that's a very hard sell.

“So I take your point about scholarly activity. I disagree about the teaching aspects, and the only people who can do a convincing job of assessing teaching efficacy are you, so I hope you'll at least just consider that.”

Interim Speaker Walcott: “We have time for one more quick question. Yes.”
N'dri Assie-Lumumba, Africana Center: “I would like to know if you propose for the faculty to come together, to reflect on some of the grave issues that you have outlined. Do you have a sense that there should be a kind of long-term, if not permanent forum for engagement of the faculty, faculty's involvement in critical issues, as opposed to when we have a sense of urgency; because there was a committee in which colleagues here served that recommended the involvement of the faculty as unnecessary in the process of making decisions, not necessary when there's a crisis or a sense of urgency. Thank you.”

President Skorton: “So N'Dri, thanks for the comment. I wish I had a glib answer for this. And once again, I'll just be straightforward with you. 1,600 faculty, and even the body of the faculty senate, it's not possible to manage an organization based on some continuous collective consideration of overall issues.

“The way every organization I'm aware of does that is they have input from various aspects of the organization, then there's some sort of decision points or control points.

“The ultimate final decisions on tuition, tenure, all those things fall into the board of trustees -- but the thing that I've heard that's been the most convincing is to argue not for a permanent faculty forum across the university, although it's up to you as a body.

“I have asked the dean of faculty and provost to work together, but I have heard the argument that when a specific decision is being considered, that the faculty have input, and those decisions come on a very regular, predictable basis.

“How big are the raises going to be, how much is tuition going to be, what is the payout going to be from the endowment, do we have a university-wide curriculum requirement, do we decide an evaluative process is based on our criteria or somebody else's criteria?

“And I think one problem with shared governance at universities with which I've been associated -- two publics and one private -- is that the shared governance is

all at this level, but many hard decisions are all at the local level. By the time a tenure decision gets up to the top of the university, most of them have already been decided at the local level.

“By the time hiring occurs and is ratified at this level, decisions have been made at the local level. And most places, most people don't have time in local organizations, departments, programs, even a campus, to do everything that you're doing and then to try to manage the place on top of it or do local shared governance.

“All the shared governance that we have that I'm aware of is at the top level; that is like the faculty senate, university-wide, so I wish I was smart enough to tell you exactly how to come to that. That's why I'm asking the dean of faculty on your behalf and the provost on behalf of the administrators of the university to find a way to work together to make this consultation and collaboration effective.

“The only thing I ask is that as you come up -- as you two come up with a solution, it's got to be responsive quickly enough to make decisions that serve the community well. And as all of you know, because every one of you makes decisions in many parts of your lives, it's not possible to make a decision in this variegated community that everybody's going to be happy with it. It's just not possible, but I think it is possible to make decisions that will lead to the collective good.

“And I'm at your service, if you can find a way to do that that will feed into the things that have to get done. So please, take me up on this request. It's not a challenge. It's a plea to help us figure this out, because we can get through it at Cornell. We have a lot of assets. I can see the bouncer is here, so thank you very much.”

Interim Speaker Walcott: “Thank you very much.”

(APPLAUSE)

(MEETING ADJOURNED.)