A MEETING OF
THE UNIVERSITY FACULTY SENATE
WEDNESDAY, MAY 9, 2012

1.          CALL TO ORDER
Speaker Steve Beer: “The meeting of the Cornell University Faculty Senate. First I’d like to remind members of the body that there will be no audio or visual recording of the proceedings. And I’d like to ask everyone to turn off or silence cell phones or beepers.

“I’d like to remind senators that we are going to be voting. And for that purpose, we use clickers, little blue devices at the front table. So everybody who’s going to be voting should have a clicker.

“When people speak or when you wish to speak, please raise your hand, be recognized, wait for one of the people carrying a roving microphone to bring that microphone to you, then stand, identify yourself as to name and department or other administrative unit, and then give us your views.

“There will be one Good and Welfare speaker today. Professor Abby Cohn will address the body on library matters. So at this point, I’d like to call on Tom Cleland, Chairman of the Committee On Academic Programs and Policies, for a report. Tom?

2.          REPORT FROM THE COMMITTEE ON ACADEMIC PROGRAMS AND POLICIES (REPORT)
Professor Thomas Cleland, Chair, CAPP: “Thanks, Steve. Just a quick report today. Two items. One is that as reported periodically to this body, CAPP continues to consult with the provost and now, of course, the relevant deans about who are engaged in the Cornell NYC tech campus proposals and a variety of aspects relating to academic programs and policies.

“This is a minor update. There is a -- they came to us to discuss the plans to -- for how to implement some of the degree programs in Cornell NYC Tech. The first of these are existing degree programs that have been with minor modifications, which CAPP has had no problems with and concur with the decisions made, and details up there for those who care to read them.

“The second is going to be of interest. CAPP has also been engaged to discuss an ongoing proposal for creation of a school for public policy here at Cornell, a
potential big deal, and the final report from the initial ad hoc committee chaired by Rosemary Avery has been finalized and released and is at this URL below. 


“So this is not a plan. It is a proposal, and the broadest of all faculty inputs is now being solicited regarding details, which is the scope, the nature, really anything. So it’s free-form. Again, this is not a plan waiting to go into production, but rather a proposal awaiting comment from faculty, which CAPP has seen and now presents to you.

“Any questions about these two items?”

Speaker Beer: “Quick questions for Committee on Academic Policies and Programs?”

Professor Cleland: “Thank you.”

Speaker Beer: “Thank you very much, Tom. Now I’d like to call on the Associate Dean of the Faculty, Fred Gouldin, for a report from the Committee on Nominations and Elections.”

3. REPORT FROM NOMINATIONS & ELECTIONS (N&E REPORT)

Associate Dean Gouldin: “Thank you, Steve. I believe our last report for this academic year, and things should be displayed up there on the screen. For Academic Programs and Policies Committee, Michael Tomlan will be serving a term. Factly Advisory Committee on Athletics and Physical Education, Dale Grossman and Rosemary Avery have agreed to serve terms.

“For the Educational Policy Committee, Ron Harris-Warrick and Yervant Terzian have agreed to serve terms. The Faculty Advisory Committee on Tenure Appointments, Angela Douglas and Steven Winans will be serving. Committee on Financial Policies, Lawrence Bloom, Robbie Comber and Brianna Kalis will be serving.

“University Lectures Committee, Cheryl Finley and Mary Pat Brady. University Faculty Library Board, Peter Dear, Bruce Lewenstein and Holly Case. The Music Committee, Bruce Johnson. And finally, Professors-at-Large Selection Committee, Nellie Farnum, Steven Pond, Robert Travis and Maria Cook. Thank you very much.”
4. **APPROVAL OF MINUTES FROM 11 APRIL 2012**

Speaker Beer: “Thank you very much, Fred. Now we come to a momentous occasion. This is consideration of the minutes of the April 11th, 2012 minutes of the faculty senate. Are there any objections to approval of those minutes? Seeing none, I’ll declare those minutes approved as distributed.

“Next, the Dean of the Faculty Bill Fry has a report. Bill?”

5. **REPORT FROM THE DEAN OF FACULTY (REPORT)**

Dean Bill Fry: “Thank you, Steve. It's a pleasure to address you, I think maybe for the final time as dean of the faculty, unless we have another senate meeting, and I suspect that that is not the case. So I do want to tell you it has been a pleasure and I have learned a tremendous amount; things I thought I might learn, and a lot of things I didn’t think I’d learn.

“One of my goals as dean of faculty was to enable the university faculty to be a credible voice within the university, and I think that has happened or is happening. There’s been a tremendous amount of activity during the past four years.

“In 2008, we were just starting to understand the depth of the financial crisis that we were involved in, and the provost and president met a lot with the Financial Policies Committee, with the University Faculty Committee. There were a lot -- tremendous amount of consultation during the 18 months following September 2008.

“Then following that, there was the very intensive strategic planning process, which Kent Fuchs orchestrated and planned. A lot of faculty effort went into that. And then, as if that wasn't enough, Kent, you started the activity to develop a New York City campus, tech campus.

“And there was a tremendous amount, again, of interaction there. It moved very, very fast. There was a lot of interaction with several different faculty committees. Some faculty believe there was certainly not enough consultation. Others feel that there was enough. There's certainly diversity of opinion in that.

“Today we have two really important topics: A report from the calendar committee, which has been in process. They have been active for two years, meeting quite a long time. And several things that I think we have all learned as
a result of their activity is that any calendar is going to be a significant compromise.

“I think there's no one in this room that could like all aspects of any calendar. So compromise is a really significant component. The Calendar Committee really understood that. One of the major driving factors for the activity of this committee was to address student stress. We wanted to add an additional break in the spring semester. Doing that is a challenge, as Kate Walsh will identify, but it was a very important activity.

“The second major topic for today is a new budget model for the university. And again, this will be huge. I think it's clear to say we don't know what the ramifications of this will be. I think, Kent, you said not too many people like it. Sounds like the calendar -- you like it.

“But it's going to be really important. There are implications for both of these topics for the university faculty. And then I'd like to thank you all for your participation in faculty governance. The senate is a really important institution in the university. You may not think the administration listens to you, but they are very aware of what you do and what you say.

“You are really important, acting as a voice for the university faculty, and you are really important. So all of us have day jobs, and I just like to illustrate we are good at what we do. In 2011, we published more than 9,000 articles, scholarly articles, we taught more than 5,900 courses in this last academic year for a total of more than 439,000 credit hours.

“In terms of research, of intellectual property, there were 250 disclosures and there were more than $520 million of research expenditure. That's an amazing accomplishment from this university faculty.

“There were several committees, and you just saw the list of committees that are very active. There are over 200 faculty serving on these committees. Some of them contributed a tremendous amount. I would like to identify first of all you, the senators, for your contributions over these past years; the University Faculty Committee, the Executive Committee.

“The senate UFC has met about twice a month forever, and they are a really good group. The Financial Policies Committee has been meeting quite a lot with the
administration. Tom Cleland just gave you a report on the Committee on Academic Programs and Policies. They have been very busy.

“Even Academic Freedom and Professional Status of the Faculty has been busy, and there are various other ad hoc groups. So I’d like to wish you all the very best wishes in next academic year. I do wish the very best to Joe Burns. I think he’s a great guy. I think he’ll be a wonderful dean of the faculty, and I’d like to thank you for this opportunity to serve.”

(APPLAUSE)

Speaker Beer: “Thank you very much, Bill. Perhaps not all of you know that Bill has served during the last year or so not only as the dean of the faculty, but as the very effective chair of a substantial department, the Department of Plant Pathology and Plant Microbiology. Both jobs he carried out very, very well.

(APPLAUSE)

“So the next item on our agenda is the consideration of the proposal from the Committee on the Academic Calendar. Now, I want to take just a moment to go through just how we are going to do this.

“The time is rather tight for consideration of this rather momentous resolution, and the dean, the University Faculty Committee and the speaker have developed a scheme by which we can hopefully discharge our responsibilities to give due consideration to the resolution and to an amendment.

“Now, because the initial time for consideration was rather tight, the provost very generously -- I think he's still in a budget-cutting mode, but he was able to cut ten minutes from the time allotted to his presentation and Q&A session on the new budget model, which he’ll deal with following our consideration of the calendar resolutions.

“So the next thing that’s going to happen is we’re going to have a motion to suspend the rules. Why? To suspend the rules barring photographic recording of the proceedings here. This is an arrangement that the University Faculty Committee and the dean are favoring. To suspend the rules requires a two-thirds vote, and so I trust that all voting senators have a clicker in hand now, so that that can be done when we get to that point.
“Following that motion and voting on it, the committee presentation of the resolution will be provided by Professor Kate Walsh. Following that, we will hear from two undergraduate students and one graduate student making statements concerning the proposed resolution on the academic calendar.

“Following that, we will have general debate, initially on the committee resolution, and then the amendment which was distributed yesterday will be moved. We will debate the amendment. After some debate of the amendment, we will have a vote on the amendment, and then we will go back to the main motion and debate that.

“And finally, the body will vote on the main motion, with or without the amendment, but the amendment will have been processed prior to the main motion. Now, I have an electronic timer that will time each speaker's words at a maximum of two minutes. It will go beep, beep, beep, beep at the end of the two minutes.

“When there are 20 seconds left to the speaker's time, I will stand and let you know in uncertain terms that you have 20 seconds left. So with that, we’ll entertain a motion to suspend the rules for the purpose of allowing photography by the staff of the "Cornell Chronicle."

Associate Dean Fred Gouldin: “So moved.”

Associate Dean Gouldin: “Yes. So on behalf of the dean and the University Faculty Committee, I would like to propose a motion to suspend the rules during the debate on the calendar to permit photography by the "Cornell Chronicle" staff.”

Speaker Beer: “Is there a second? Second is seen. And this is a non-debatable, non-amendable motion. It requires two-thirds approval. Please activate your clickers, and one moment till I try to activate the clickers here.

“Okay, so those in favor of suspending the rules, please click A. Those opposed, click B. Those abstaining from the vote, click C.

“And we'll give you another 40 seconds to click on the matter of whether the rule should be suspended or not. 
“Clicking seems to have just about stabilized. We have another eight seconds. Okay, so it appears now that one minute is over. And the vote is 52 in favor, 11 opposed, two abstentions. I’ll ask the dean of the faculty to do the higher mathematics. Has two-thirds been satisfied?

“The dean states that it has been satisfied. So therefore, the rules are suspended and photography by staff of the “Cornell Chronicle” during the discussion of the Cornell -- the proposed calendar is now permitted.

“So at this point, we’re going to hear a presentation from the co-chair of the Calendar Committee, Professor Kate Walsh.

6. CONSIDERATION OF NEW ACADEMIC CALENDAR (RESOLUTION – SLIDES)
Professor Kate Walsh, Vice Chair, Calendar Committee: “Thank you very much. Good afternoon, everyone. It’s a pleasure to be here. My name is Kate Walsh, and I’m on the Management and Organizational Behavior faculty at the school of Hotel Administration, and I’m also vice chair of the Calendar Committee, and I’m speaking on behalf of Jeff Doyle, who could not be here today.

“Both of us and the entire committee thank you very much for all of your feedback. We have heard from faculty, staff, students, administrators, parents, trustees, the Ithaca community and Ithaca College even, to give us feedback on this idea. It is clear to us that it’s near and dear to everyone’s hearts.

“We understand all of us could identify a calendar that would really suit our individual needs. What I’m going to ask you to do, though, because it’s been dialogued so heavily and there’s been some confusion and even some misconceptions, what I’m going to ask you to do in the next few minutes is put aside your personal bias, your general concerns and examine this resolution in its totality. And I promise I’ll explain all of the issues and the rationale for why we came up with the choices that we did.

Academic Calendar Resolution

Whereas the Cornell academic calendar has not undergone significant review for several decades, and
Whereas the spring semester contains only one break that is in the latter half of the semester, and
Whereas the early part of the spring semester occurs during the coldest and dreariest part of the year in Ithaca, and
Whereas, the week before spring break appears to be a week of intense student stress, and
Whereas, local public school calendars and Cornell’s calendar do not align,
Therefore be it resolved that the University Faculty Senate adopt the proposed academic calendar, as illustrated for 2012/2013 below.

- Fall schedule includes 68 days of instruction and 12 Mondays
- Spring schedule includes 69 days of instruction and 13 Mondays
- Thirteen study and exam days
- Five study days (including a Sunday break in the middle of exams in the fall and a Friday break in the middle of exams in the spring)
- Eight days of exams (including Saturday in Fall and Saturday and Sunday in Spring)

“First we have a resolution on the table here for the faculty senate to accept this calendar. You'll notice the fall schedule includes 69 days of instruction, a half a day more than we currently do now; and the spring one, one day less at 69 days. “There are 13 study and exam days, four days of study days before exams begin and a fifth one midway through the exam period, and eight days of exams over a nine-day period. We would have a Sunday break in the fall and a Friday break in the spring.

“Now, the calendar, as Bill said, the committee's been meeting over two years on this issue, and last spring we actually publicly -- we actually put forth a document where we expressed the principles that were guiding us. And we had three core objectives that really framed our dialogue and discussion, and I’m really asking you to keep these front and center.

“The test was to really see if we could design a calendar that would afford optimal educational opportunities and academic instruction for faculty and students. We really wanted to address concerns about mental health and student well-being when we had prolonged periods of instruction without a multi-day break. And certainly, we were really concerned about the spring semester with that one.

“We also have to make sure we stay in compliance with New York State education standards, and that definitely distinguishes us from our Ivy League counterparts. And the fourth issue that was really important to us was -- that’s not up here, but was in our thinking, was this idea of faculty renewal.
“As we aspire to recruit and retain the best and the brightest, we wanted to see if we could address concerns for families who had school-age children as well. So we generated -- obtained a lot of feedback from everybody over the summer. We looked at every single comment and idea. We consulted with the senior staff, and we are proposing these changes specifically in the fall and spring.

“And as I go through them, I’m going to ask you to keep in mind that none of this would occur in August. We anticipate these ideas would be implemented over time, probably at four years in totality, and they all have different ways in which they could be initiated.

“To go to the fall semester, we are proposing that Labor Day and fall break remain as is. We are proposing that the Wednesday before Thanksgiving become a full holiday, as opposed to a half day; but to meet education requirements, we have to make up an additional day.

“So in most semesters, we’re proposing that we begin classes one day earlier, on a Tuesday. One out of six years we would actually begin six days later, but it would always be the Tuesday before Labor Day. Classes would end on a Friday in most years, one week after Thanksgiving.

“The issues of concern that were brought to us with the fall schedule related to faculty work-life challenges. They wanted to know if we could actually start classes after Labor Day, but because we have an extensive study and exam period, that’s really much longer than even Yale or Harvard actually. We pushed back as earlier as we could.

“The other concern, of course, is around orientation. And the orientation staff in the wider community -- university is excited at the opportunity to redesign how they construct orientation, but we know it presents some challenges for faculty advising and even placement exams.

“The spring semester, we are really locked in on two anchor points. As much as everyone on the committee would prefer that we actually have graduation be a week or even two weeks earlier, the senior staff indicated to us it was their preference that we stay with Memorial Day.

“And so we had to back up to get 69 days of instruction in that; but if you look at the other end, we are proposing that Martin Luther King Junior Day be a
university holiday. And it is my understanding that Bill confirmed that that will happen, regardless of if this calendar is accepted or not.

“And that presents a tricky issue, because this holiday always occurs on the third Monday in January. In some years, it’s in the third week. In others, it’s in the fourth, at the start of the fourth. That’s currently when we begin now. So we’re proposing that we begin two days later in the fourth week on a Wednesday.

“And our innovation in the spring is to actually see if we can divide the semester into thirds. So we are proposing that there be a winter break the third week of February, a third way into the semester, and it would be a two-day, Monday, Tuesday break, similar to our fall schedule.

“We are proposing spring break be moved one week later than it is now, and then classes would end three days later than it does now on a Wednesday. Certainly, many faculty expressed concerns about that -- the abbreviated lab weeks and large multi-section classes that that Monday and Tuesday would create. And certainly, we want to address concerns about student stress, and those were the big issues in the spring semester.

“There’s been some misconception about the study days in our exam schedule. We are proposing there be four full days of study days prior to the start of exams. This is two-thirds of a day less than it is now, and we are proposing that exams, as I mentioned, be eight days over a nine-day period. This is one-third of a day less than it is now.

“In addition, our university registrar Cassie Dembosky, is working with new software that will schedule exams based on students' schedules. And she’s certain she can get an outcome that will reduce conflicts, such as back-to-back exams and students having three exams in 24 hours.

“We are also proposing that we continue with our one exam slot on Saturday afternoon in the spring; we add one on Sunday. And while that’s not personally preferable to me, it actually helps space out exams more and helps students with their stress. And we are very concerned about it.

“In addition, senior week programming would be reduced from six days to, depending on how you count it, to two to four. It starts on a Saturday now -- or Friday evening -- ends on a Thursday. Cassie has actually guaranteed that most seniors will not have exams on the last day of that exam period, which would be
the Tuesday before graduation. So we imagine some programming could happen off campus for those students, and they could have Wednesday, Thursday and even Friday to celebrate.

“Many faculty expressed concerns that I want to bring forth to you very briefly. One was to preserve those long weeks and really not have shortened weeks. Let’s begin the semester six days earlier and have a full week in February or, ideally, even end exams at the end of April.

“Again, as much as I personally like that idea, it does have some concerns associated with it. One is, if we do begin at the start of the third week in January, on half the years, we’ll have a conflict with Martin Luther King Day holiday.

“Another one that’s worth considering is if we offered students a full week in February, many would remain on campus for that time, simply because they couldn’t afford to leave in February and again in spring. And senior administration and student academic services is really concerned about that - nine days of no classes with students on campus in the winter.

“And the same thing if we ended earlier. Students would be here for two weeks having -- celebrating, and there’s some concerns about student safety and risk associated with that. The students who are very concerned about losing senior week or having to be shortened, I should say, have asked we start three days earlier.

“And the issue with that, well, we could do it, is half the years we wouldn’t have a Monday class until the third week of the semester because, again, of that Martin Luther King Day holiday. There’s other issues associated with shortening the winter session. I won’t go through them now. In totality, we put them all together as something to consider as well.

“We have been incredibly -- we feel really incredibly receptive to all the feedback. We really tried to work through every single e-mail, every single concern. We’ve spoken to the student undergraduate assembly, the graduate assembly, the university assembly, the employee assembly, the orientation staff, student and academic services, and we revised our calendar. We vetted that with you at the April meeting.

“Subsequent to that, the graduate assembly passed a unanimous resolution supporting it, and the undergraduate students passed two resolutions which I
would like to briefly address. One is they actually asked that a calendar include all of these components. As we look through those components, we have met -- as far as we can tell, all of them except one. And one is a natural break within each exam period, similar to how the weekend serves as a break.

“Two weeks later, they issued a second proposition denouncing the calendar and asking for us to incorporate an additional study day, or start earlier or have a similar exam schedule that we do now. And we responded to that with a new edition of that additional break midway through the exams. It did mean that we had to take one day off of senior week programming activities, and I wanted to make you aware of that.

“We have support of this two-day winter break by Gwinnett Services, and even a quote from Cornell Minds Matter that it's really important to consider. And so, as you think about this calendar and how well it suits the needs of everybody here, I'd really like to call on each of you to not think of this as only a compromise.

“We are actually asking all of you to reframe how you think about how you educate, how we teach our students and, for the students in the room, how you learn. And I'm asking you to think about if, in totality, we are able to do this. And a compromise is to suggest that all parties get their needs only halfway met. And to me, this is a different type of innovation.

“So this calendar has not been examined in 30 years. We are asking you to take a leap in reconsidering it, and I would like to talk about the resolution, the amendment here. An amendment on the table to actually re-review this in a period of three years and every five years subsequently.”

Speaker Beer: “If you can defer consideration of the amendment –“

Vice-Chair Walsh: “I will. If you vote to table this or vote it down, our concern is that it be revisited. We've tried hard to strategically address all parties' concerns, and we hope you agree it does that. Thank you very much.”

Speaker Beer: “Thank you. Thanks very much. We'll now hear from students, first from two undergraduates who will speak each for one minute. The first undergraduate student is Adam. Okay, maybe you can stand and a microphone will be brought to you. And please identify yourself fully.”
Mr. Adam Gitlin: Hi, everyone. My name is Adam Gitlin. I'm incoming president of the student assembly. The point -- one of the points of re-evaluating the academic calendar was to make the academic year less stressful for students.

“Just two years ago, when I was a freshman, six Cornelians committed suicide. And this past year, it was reported that another -- even with the bridge barriers, six students attempted suicide. Addressing this serious issue in reducing student stress was one of the original stated purposes of the resolution. And yet, Miss Walsh today barely addressed that issue. She barely touched on Number 2.

What?”

Speaker Beer: “Ten seconds.”

Mr. Gitlin: “Even with the addition of two days in February, the shortening of study period and exam period in senior week will increase the stress of the student body and the mental health of the student body. Looking at it in totality -- could I just conclude?

“Looking at it in totality, you have to think of the student stress of the student body. There is very little changes in this proposed calendar that will actually help the stress of the student body. It was a two-year process, and the committee lost track of that purpose.”

Ms. Ceilia Muoser: “Hi. I'm Celia Muoser, the incoming president of Cornell Minds Matter. I want to say the quote that was put up there, I e-mailed you all the letter that we had written, and I think that was a little misrepresentative of the letter, because that was one sentence. And we do support the break, but overall we have a lot of concerns.

“The main concern, like Adam said, that we are really concerned about, student mental health. And we feel that did get pushed aside a little bit in the proposals that were made.

“Additionally, we think that there was not adequate student input. The only large student survey was run by the students themselves, not by Cornell or the Calendar Committee, and we think we should really explore more proposals that include starting the spring semester on Monday as it is now and not moving it back to the Wednesday.
“And Cornell Minds Matter and Adam and everyone else who has signed that letter that you all received are asking you to table this proposal and to not approve it as is today.”

Mr. Gitlin: “And we also created a petition with over 1,400 students in the past couple days signing. We circulated that, we circulated the comments in there. We also circulated a letter of over 50 student leaders on campus who oppose it. We are not saying to not change the calendar. We are saying that table it for now and we can reevaluate it. Thank you.”

Speaker Beer: “Okay. Thank you very much. APPLAUSE.

“We'll now hear from a graduate student.”

Mr. Evan Cortens: “Hello. My name is Evan Cortens, and I’m the president of Graduate and Professional Student Assembly. A month ago, the GPSA unanimously adopted resolution 15 supporting the changes to the Cornell calendar recommended by the faculty senate’s ad hoc calendar committee.

“The resolution firstly commends the committee on an incredibly thoughtful and deliberative process that’s been open and transparent from the very beginning. At many junctures over the past two years, the committee has actively sought the input of the community, including the GPSA.

“Our representative, Chris Heckman, has effectively conveyed our concerns and comments to the committee, while also keeping the GPSA informed of their progress. We had two separate presentations at our meetings, one in spring 2011 and another in spring 2012.

“The committee, especially Jeff Doyle, Kate Walsh and Cassie Dembosky, are to be commended for their work in terms of process and product. The primary charge of the committee was to examine the calendar with an eye to mental health concerns and endorsing the recommendation.

“The GPSA especially singled out the addition of a mental health break to occur between the start of the spring semester and spring break. Furthermore, we believe that a shortened exam schedule, taking advantage of the computerized scheduling system to avoid bad events is beneficial to all.”
“I know that the committee examined the exam periods of several of our peer institutions. And if they can manage with periods as short as eight days, I know that we can too. This recommendation has been prepared over two years and results from an extraordinary effort on the part of several individuals.

“It is, I believe, the beginning of a change in culture at Cornell. This will necessarily be accompanied with some growing pains, but I believe the shift to a shorter exam period, a shortened study period -- although that’s not happening. Pardon me -- the addition of breaks within the semester will improve the experience of all Cornelians. Thank you. APPLAUSE.”

Speaker Beer: “Thank you very much. Okay, we’ve now reached the time for consideration of the main resolution or the introduction of an amendment. What is your pleasure?
“Kate, would you like to -- oh. Your choice, but please do it in a microphone and please identify yourself.”

Professor Abby Cohn, Linguistics: “So as I was thinking about this the last few days and trying to mull over my own sense, things kind of crystallized for me when I felt that I felt procedurally we needed to be clearer about what this means and how we are moving forward. So I drafted an amendment, which I shared with a number of senators.

“And there are, I believe, seven cosignatories on this amendment. And let me just read part of the e-mail. I personally see the proposed calendar as a step forward on many fronts, including more in line with local school districts, more rational end of the semester and breaking up long stretches of classes, but I know there are features of the proposed calendar that many feel do not go far enough or introduce practical complexities that are going to make effective teaching more difficult.

“One of the problems is that no major changes to the calendar have been undertaken since the early '80s. This gives the impression that the calendar is a very static thing cast in stone, and I think people worry that if they support this revision, this too will be set in stone for the next 30 years.

“On the whole, I think the proposed changes are a step forward, and not supporting changing the calendar reinforces the fixed and static view of the academic calendar. I think it’s important to see the work of this committee not as being the final word on the matter, but rather a way to set in motion an
understanding that the calendar is more organic and something that can and should be reviewed on a periodic basis.

“To this end, I propose, as an amendment, the addition of a clause in the resolution stating that the calendar will be subject to periodic review. In particular, the first review should take place in a few years to be sure that it is indeed running smoothly and at least moderately relieving student stress. Therefore, we present the following amendment.”

“Be it further resolved that the academic calendar be subject to periodic review by the Educational Policy Committee. The first review shall be undertaken three years after the implementation of the revised calendar, with further reviews at 5 year intervals.”

Speaker Beer: “Thank you very much. So the proposed amendment is before you. And now the body is open for discussion of the amendment. And first we'll hear from a speaker who wishes to speak in opposition to the amendment, since the amendment was just offered by someone obviously in favor of the amendment. Anybody wish to speak in opposition to the amendment as displayed on the screen?

“Seeing none, we could hear from a member of the faculty who wishes to speak in favor of the amendment, as presented on the screen.

UNIDENTIFIED SPEAKER: “Call the question.”

Speaker Beer: “Are you ready for the vote?”

“UNIDENTIFIED SPEAKER: Yes.”

Speaker Beer: “Okay. Is there any objection? Seeing none, get your clickers ready. Again, click A if you are in favor of attaching the amendment to the resolution, B if you are opposed, click C if you’re abstaining on the issue of whether the amendment should be attached to the proposed resolution.

“And maybe give you another 20 seconds. 10 seconds. Okay, you all clicked?

“The amendment clearly carries by a vote of 59 in favor, 3 opposed and 2 abstentions.
“Okay, so now we have the resolution as amended with the amendment that’s partially displayed on the screen. Gentleman in the red shirt, close to the middle.”

Professor Dick Miller, Philosophy. “I would like to speak against the resolution. The February break that's introduced is a very serious weakening of a strategic week. It omits Monday and Tuesday, which means in twice-a-week classes, there is not time for this structure that I and many others find invaluable in teaching of raising issues in the first class, discussing them and objections to them, problems about them in the second class.

“Introductory Monday/Wednesday/Friday classes, that means that there's no possibility of raising issues, introducing topics in a Monday class, look at problems in Wednesday class, discussing them -- often discussing them in required sections in an introductory class at the end of the week.

“By itself, I would regard that as a loss without compensating advantages in reducing stress; but as we've heard, there are further constraints, which dictate shortening elsewhere. The shortening that is provided is shortening of study week in the current calendar. Study week is Monday to Wednesday.

“That means that -- excuse me, Sunday through Wednesday. That means Monday, Tuesday, Wednesday are available not just for study by students, but for the work that we do with students in preparing, holding extra office hours, meeting people one on one, having optional review sections –“

Speaker Beer: “20 seconds.”

Professor Miller: “I think this proposal, then, is one that would worsen education in the spring semester and not reduce stress. I admire the work of the Calendar Committee, but I think it is this senate representing the vast array of experiences and interests in teaching throughout Cornell that's the proper place to decide how to balance the competing considerations that they have tried to balance.

“I think they've discovered the truly substantial change in our calendar is not a good idea, and I think that was an effort worth pursuing. I think that should be our vote.”

Speaker Beer: “All right. Thank you very much. (APPLAUSE).
“Is there a speaker who wishes to speak in favor of the resolution? Gentleman near the front in the second row.”

Professor Dick Penner, Hotel School: “I’m in favor of the resolution, but I have two detailed questions. Do we have any Saturday classes still? I see that in the fall, there’s classes end at 12:05 on a Saturday; but in the spring, the spring break is Monday to Friday only.”

Speaker Beer: “Perhaps Professor Walsh can answer that question.”

Professor Walsh: “Yes, we do have very limited classes on Saturday that are currently taught, yes.”

Professor Penner: “So I wonder if the spring semester should be a Monday to Saturday off, spring break.”

Professor Walsh: “Oh, Monday or Saturday of spring break.”

Professor Penner: “The other question has to do with the unbalanced weeks. In the fall, there’s an extra Tuesday, Wednesday, Thursday, Friday, Tuesday, Wednesday, Thursday, Friday. And in the spring, there’s an extra Wednesday. And I just wonder if the weeks shouldn’t -- the partial weeks shouldn’t be balanced more.”

Vice-Chair Walsh: “From fall to spring, you mean?”

Professor Penner: “Within each semester.”

Vice-Chair Walsh: “Within each semester. I understand.”

Speaker Beer: “Okay, thank you. Is there a speaker in opposition to the resolution? The gentlewoman near the center.”

Professor Valerie Hans, Law School: “Hi, I am Valerie Hans from the law school, and I wanted to say my fellow senator, Barbara Holden-Smith, and I distributed the revised schedule to our colleges and administrators at the law school, and they raised a number of concerns, especially with the spring semester, which is a poor fit for the law school.”
“Our challenge is to meet the ABA minimum number of credit hours, you know, at the very least, and then also make convocation, which is two weeks earlier than the university commencement. And we find we would not be able to do that under these circumstances.

“There was also a concern about the timing of the spring break at the beginning of April, as opposed to March, mid to late March, because it conflicts with admissions, activities, including our all-important admitted students day. So for those two reasons, the spring semester is a poor fit for us.”

Speaker Beer: “Thank you. Is there a speaker to speak in favor of the resolution? One moment. Wait for a microphone.”

Professor Carl Franck, Physics: “I move that we table the resolution.”

Speaker Beer: “It’s been moved to table the resolution. Is there a second for that motion? There’s a second for the motion. The motion to table is not debatable. Is that correct, Mr. Parliamentarian?”

Emeritus Professor Peter Stein: “Yes.”

Speaker Beer: “Thank you. Therefore, we will vote on whether the resolution should be, as amended, should be tabled. And please get out your clickers.”

UNIDENTIFIED SPEAKER: “Tabled until when?”

Speaker Beer: “A motion is tabled until the following meeting. In the case -- I will ask the parliamentarian, Professor Peter Stein, to please respond to that question in an authoritative manner.”

Emeritus Stein: “I said I’ll be very authoritative and I hope I’m right. Tabling tables it for an indeterminate time. It just lays it on the table, whether it stays for years or perhaps till the next meeting when someone moves to take it off the table.”

Speaker Beer: “Thank you very much, Peter. So the motion has been made and seconded, and a question of clarification has been responded to. So now you’re ready for clicking. All those in favor of tabling, click A. Those opposed to tabling, click B. Those abstaining from the vote, click C. And we’ll give you another 15 seconds.
“Okay. Time's up. So the vote is 23 in favor of tabling, 38 in opposition of tabling, 3 abstaining from the issue of tabling. So the motion to table fails, and debate will continue for a limited period of time.

“So where are we now? We are waiting for someone to speak in favor of the motion as amended. The gentleman -- no? Who would like to speak in favor of the resolution?

“The gentlewoman on the aisle?”

Professor Mary Tabacchi: “I am Mary Tabacchi from the Hotel School. I think it's very important that we do have a calendar change, for a whole host of reasons, among them stress, among them all of the issues that the committee brought up. I would also ask that somehow we revisit this.

“We put an amendment to the resolution, but it looks like that amendment's to the resolution. So I'd like to know how we consider the amendment without the resolution. I don't have an answer to that, but I would like to think that we do consider this calendar proposal as put forth. I'm not sure how they can make it any different than it is, if we want some change.”

Speaker Beer: “Thank you very much. I think we've reached the time when we have to cease debate, based on the schedule for the meeting. So are you ready for the question? Okay, it appears that the body is ready -- the provost is cutting another five minutes from his budget presentation. (LAUGHTER)

“Okay, the gentleman in the second aisle, the second row.”

Professor Shmoys, Operations Research: “I want to urge this not be passed -- I would have preferred it to be tabled. I served as the person who has scheduled Cornell final exams up until the previous semester, minimizing back-to-back and 3 in 24 hours. I'm urging that there be more thought through thinking out and data that suggests how the new final exam will work.

“The current proposal does not actually specify how many exam slots there are, nor on how many days, and this has a definite effect on how we can be effective at making sure that the resulting schedules are actually minimizing stress; that the current schedule lists finishing on Tuesday, which does cut into senior day.
“And while the registrar has assured us that it will be possible to have half of the or most of the seniors not scheduled on that Tuesday, to my knowledge, there has not been thorough testing that this can be done and it will not have an impact on the schedule of everyone else.

“In particular, a schedule that in the spring finishes on Tuesday means that we will not be capable of handing degrees to students on Sunday -- I mean diplomas, because 72 hours would then transmit only on Friday. The current proposed schedule for the fall indicates a completion of the final exam schedule on the 20th, which is a Thursday, which would then mean when do we submit grades by for those 72 hours? The following Monday. Is that really going to be possible?

“I don't understand how these details can be overlooked. I think more thought needs to be shared, to make sure all these implementation details are thought through. They are not details and they are important to how effective we can be in actually carrying out a proposal. I think the proposal is workable, but we are not there to understanding the level of detail to make sure that we really can carry it out.”

Speaker Beer: “Thank you. (APPLAUSE)

“The Calendar Committee vice-chair has indicated that some of the questions that are raised have been dealt with by the committee, and she is happy to respond to them.

Vice-Chair Walsh: “Just briefly for a minute. Thank you very much. One thing to note is that the final exam scheduling is the purview of the university registrar, and Cassie and her team are working very closely -- or very hard, excuse me, to look at this issue in depth.

“They have great confidence in the software they are testing now, as well as David's old software, that they can produce a schedule that optimizes this for students. She is not concerned about the 72-hour window in the fall. Actually grades can be submitted after the break even, and she feels comfortable with that.

“And in terms of clearing students for graduation, she feels comfortable with the processes we've identified. We truly have looked at all the details, and we have examined every issue for what it means for her team, but thank you very much.”
Speaker Beer: “Thank you. I think we’re at the point where we will entertain a speaker in favor of the resolution. The gentleman in the second row. Second row, very popular today.”

Professor Harold Van Es, Crop & Soil Sciences: “I hadn’t really prepared to say anything, but I’m a little struck that this is an institution where creativity and adaptability should reign. I hear a lot of comments that if we make a change, that this causes all these problems.

“I think, you know, assuming that there wouldn’t be some small adaptations that would be required, you know, that’s obvious. And I don’t think we should concern ourselves with that. I think we should concern ourselves with the bigger picture goals, which relates to the mental health of the students, also the health of the faculty.

“As a parent of three children, our youngest now a senior in high school -- my wife’s also on the faculty -- not being able to take a break at all during the spring semester because of the incompatibility of the Cornell calendar with the school calendars is a real issue for a lot of families.

“So I think it’s important that we think about the bigger pictures and not necessarily assume that some adaptations would not be possible in the future to facilitate this new structure.”

Speaker Beer: “Thank you very much. I think we have time for one more comment in opposition. The gentleman in the fifth row.”

Professor Robert Thorne, Physics. “The current calendar does not divide the semester into thirds. The February break will come in most years after 18 days of instruction. And in 2016, it will come after 13 days of instruction.

“To understand what that means, 18 days would be like having fall break start on September 15th this fall. I don’t understand how this is going to help reduce student stress. It’s too early.

“The other issue about whether you start a week early or not, if you start a week early, half the time it will be interrupted by Martin Luther King Day, half the time it won’t. If you have the current schedule, half the time it will be interrupted by Martin Luther King Day, half the time it won’t. It’s actually 6 and 4 roughly, but it’s not a difference.”
Speaker Beer: “Okay, thank you very much. I think we’ve reached our time limit. Are you ready for the question?

“Okay, so on the resolution as amended, the resolution contained on the blue sheet that you could have picked up at the front table, as amended, according to the amendment on the screen. So all those in favor of the resolution as amended, click A. Those in opposition to the resolution as amended, click B. Those abstaining from voting, click C.

“Okay, another ten seconds. Are you ready for the tallying?

“So the resolution as amended passes by a vote of 35 in favor, 25 in opposition, 3 abstentions.

“So the Calendar Committee’s resolution as amended has been adopted by the senate. And we now move forward to consideration of the new budget model by the provost, Kent Fuchs.”

7. UPDATE ON THE NEW BUDGET MODEL WITH Q&A - SLIDES
Provost Kent Fuchs: “How much time do I have?”

Speaker Beer: “You have 25 minutes.”

Provost Fuchs: “Okay.”

Speaker Beer: “Now, the body is scheduled to adjourn at 6:00 p.m. The time can be extended by a vote of the body, a two-thirds vote of the body. Unless I hear a motion at this point to do that, we’ll assume that we’ll adjourn at 6:00 p.m., as arranged, okay? Provost.”

Provost Fuchs: “Thanks, Steve. And I add my thanks to not just the leadership of the senate, but to the faculty members that have been senate members this past year. Thank you all for serving.

“So this is quite a different discussion. We’re moving from the realm of academics to the realm of budgets and money. Boring, but really, really important, so bear with me.

“I wanted to make one comment, and that is in regards to the chair of CAPP report, as Tom said, there is now, as of right now on the provost’s web site, if you
didn't write down that URL, it's on the provost's web site, this report, a report in which the task force on public policy spent a lot of time, did a lot of research.

“Well-written report, and I would encourage all of you to read it and send in your input to me, your dean, whomever else you'd like to send it to. We very much welcome that input.

“So that talk is -- excuse me -- it has two parts to it. Considering the time, I'm going to jump right to the second part, because that's really the focus of this. The first part is I was going to tell you a little about the status of the budget. The bottom line is there is -- I have been through four budget cycles as provost. Each one of those we've had dramatic cuts, including this current year.

“We are now at a point very simply where the overall campus budget is balanced, but there's one remaining part, and that's what's called the general purpose budget. And we're working on that. In the new budget model, there's no more general purpose budget, so sort of by definition, it gets balanced; but the bad news is that those expenses that the general purpose budget is hiding are going to get pushed out to other people, which I'm talking about in this.

“So let me just sort of skip through those slides. And invite me back in the fall and we'll talk about it.

“So why are we creating a new budget model and what's our objective here? It's very simply the economic downturn exposed challenges that we face as those that are in charge of different parts of the budget, at the dean's level or the vice president's level or provost's level.

“And those challenges are that we have different ways of distributing resources and distributing expenses, and I'm going to a couple those. It is a big theme, coupling resources with expenses and distributing both of those together. We have different ways of doing that across this entire campus.

“So in other words, as you'll see, I'll say it more repeatedly, for some colleges, they get their tuition. For other colleges, they come to the provost. For some colleges, they pay their utility bill. For others, the provost pays it. And it's really, really challenges for us to manage such a budget model.
“That budget model has worked for over 100 years in some form, obviously, but now what we want to do is make the principles of distribution of expenses and resources consistent. Not identical, but consistent across the institution.

“And number two, to show everyone where those resources are flowing. And secondly, where the expenses are flowing, but also make it -- give power to the deans and others that have these budgets to make informed decisions. Right now we cannot make informed decisions. If I will make an investment in some area, I don't know what the impact will be in other areas typically. So -- and that’s not good.

“So let’s -- here are the basic principles: First off, we’ll distribute revenues consistently, distribute costs consistently, expose those costs, not hide them in the general purpose budget. We are also going to have something called two provost taxes, one to pay for central administrative costs and the other is to pay for academic initiatives.

“Now, what's the principle behind that? The principle is resources will flow to the colleges -- I’m primarily going to talk about colleges, not vice presidents -- colleges or deans. The resources flow there. They don't flow -- they flow to those colleges, then we extract what we need out of those colleges to pay for central expenses.

“I think that’s the fundamental principle that is important. And the reason for that is it puts pressure on the center to reduce its expenses, because the deans will complain when I tax them for these two taxes, and it will be very, very visible. And it also allows us to discuss very fundamental principles.

“So for example, the amount of funding that we provide to the libraries, currently it is a combination of different ways we get those resources, then we allocate it to the library. In the new budget model, it is a simple exposed tax for libraries that is distributed proportionate to the number of students you have.

“Half of the tax is number of students you have in your college. The other half is the number of faculty you have. And it gets distributed, and then -- that tax to all the colleges, then it goes to the libraries.

“So we can have a debate about how much that tax should be, because you will see how much it will be to your college for the library tax. So it exposes it, makes
it consistent. We are all playing on a level field in terms of understanding where the resources come from, and secondly, where they go.

“So I’m showing you this not to make fun of the current budget model, because the new one, I can make even a more complex spaghetti chart, but the principle here is there’s a big thing in the center called the general purpose budget. It should be a big black hole, because in that big black hole resources go -- and not all the resources, but some of the resources go. Then also some of the expenses are there.

“So there’s financial aid costs there. Not all of them; some of them are there. Some are in colleges, depending on which college you sit in. There are also, as I already said, some tuition that’s there. There’s all kinds of things in that big black thing, big salmon thing in the center. That goes away, because we'll have just two pools for paying administrative costs and what I’m calling simply academic initiatives.

“So there’s financial aid costs there. Not all of them; some of them are there. Some are in colleges, depending on which college you sit in. There are also, as I already said, some tuition that’s there. There’s all kinds of things in that big black thing, big salmon thing in the center. That goes away, because we'll have just two pools for paying administrative costs and what I’m calling simply academic initiatives.

“Secondly is that around the edge here we have different forms of revenues and different types of colleges, and the lines go in different directions, depending on where you sit. So this chart becomes more consistent in the future.

“This here is the kinds of revenues and expenses we are talking about. We are not talking about distributing your salary and who’s going to pay your salary. Your salary is still going to be paid by your department and your college out of your research grants, but there are certain revenues and certain expenses for which this new budget model makes decisions about where they reside and where they land.

“So I’m going to run you through briefly the undergraduate tuition, graduate tuition, the New York State appropriation, because we get monies from the New York State, where does philanthropy go, gifts from those that donate to the university, how about payout on endowment, and then what’s called indirect costs or overhead or F&A on research grants.

“Those are the big revenue sources I want to run you through. I’ll do that here on the slide and others with other slides. Then there are expenses. There’s this thing that we call CAM, a tax currently, but it’s really to pay for central administrative expenses, but that includes things like the roads and it includes some utilities; not all utilities. It includes some expenses, includes the provost’s office and others. So we'll talk about how we distribute that.
“Then there needs to be, I think, personally, a pot of money at the center that we can also invest in initiatives, academic initiatives primarily, but that we are calling a USP tax that will be paid. So both of those first two are taxes to pay for those -- implement them through taxes to pay for those initiatives.

“Then there's undergraduate financial aid, who's going to pay for that. It's a real expense, something we actually budget here at Cornell. There's graduate financial aid and fellowships, then there's buildings that we're in. Who is going to pay for the electricity and Goldwin Smith Auditorium? So I'll walk you through some of those.

“Let me just go back and mention philanthropy doesn't change. If philanthropy is given to a college, to a department or to athletics or some other place, it goes there, so we are not changing philanthropy at all. Or indeed the use of that philanthropy, we are not changing that at all.

“Endowment payout, we've already made a change there. It used to be a year ago that we had at the center, in the provost's office and the provost's budget, about 130 professorships. Those are actually ones that were designated for colleges, so we kept the payout for those professorships. We just put them in the general purpose budget and mixed it with all the other revenue.

“We changed that. We've now pushed all those designated professorships out into the colleges. So now the colleges, if the payout goes up, they get the benefit of it. If it goes down, as it did a few years ago because of the drop in the market value of the endowment, the payout goes down, but those professorships now reside in the colleges, with the primary purpose of those professorships be to fund the salaries of the faculty that hold those professorships. So that change has already taken place.

“Now let me walk you through some of the other principles. In fact, I'm going to show you a timeline for this, because the goal, very simply, is for us to implement this a year from now, but to model the budget that we are implementing right now under this new budget this summer, under this new model this summer.

“So undergraduate tuition, what are we doing with this? We are creating a pool; we are going to take all the undergrad tuition revenue and put it into a pool. So that's where it goes. It's not called the general purpose budget. It's called a pool. And we're going to add to that pool not just the net tuition, but we're also going
to add to that pool a differential, a true-up, as we're calling it, between the in-state and out-of-state students, for the in-state students that are in the contract colleges.

“So in other words, every student will look the same in terms of revenue being generated and contributed to Cornell. So you’ve got the big pool, all that revenue sits there. What do we do with it? We do two things: One is the provost takes some of it as a tax. That’s part of the USP, as you are going to see in a moment.

“And the second is we push it out to colleges. We are going to push it out to the colleges based on two principles: One principle is where those undergraduate students -- just talk about undergrads here -- have their home enrollment. In other words, where were they admitted.

“And secondly, also part of the pool be distributed based upon where they are taught, because a significant portion of the students are taught outside of their home college. And we have not yet resolved exactly what that difference is, whether it should be 60% of the tuition goes to their home college or 70%, and whether it should be 40% based on where they are taught or 30%, but we are modeling both of those differences.

“Financial aid costs will follow the tuition. So in other words, if an undergrad is taught in the Johnson School, the revenues will flow to the Johnson School based upon where the student is taught, 30% or 40% of it; but also 30% or 40% of the average financial aid costs will also flow with that. So the Johnson School would get revenues, but also get an expense for financial aid.

“That expense can be paid in many ways. It can be paid by an endowment that is held in a school or college for financial aid, undergrad financial aid, so the deans have an incentive to go out and raise money for undergraduate financial aid. If they don’t have it, they will pay it from unrestricted expenses.

“There’s also endowments sitting at the center. And we will first use that. We’ll use that endowment to pay for the undergrad financial aid, before we push out the costs to where the tuition revenues flow.

“So this is quite different than it is now, where we have something called accessory instruction that we sometimes use -- we sometimes don’t use it -- for transfer of payments. We have some colleges where they never see the financial
aid bill, and others see it. That makes it consistent for everyone across the institution.

“This is intended to be small font, so you can’t read it. (LAUGHTER)

“But this is just to impress you. We have many, many of these tables that show you what the tuition revenue is, what the financial aid expense is and, under these different models, what the impact would be on different colleges, given the current model.

“We’re at the point right now where literally, even though we know all the principles of the new budget model, we actually don’t know, quote, which colleges are winners and which are losers. And the reason for that, there’s a bunch of expenses we have not yet modeled. And the ones we worked on today are around facilities, how we push out those expenses.

“So graduate tuition, two principles here: One is that we’re not going to tax any of the Ph.D. tuition. One reason is very complicated. Many students, we bill the tuition, but then we actually reimburse it on our books. You could think of it as waiving the tuition.

“The other is we want to encourage Ph.D. students on the campus, so -- and there’s not a lot of revenue here to tax anyway. So the tuition will flow to where those students have their home field there, their advisors’ college, but there will be, for professional master students, a tax.

“If you are in the College of Engineering, all the masters of engineering students have the revenue from those students. There will be a tax that comes back to the provost, just like there is for undergrad students; but the same for the law school, the same for the Johnson School and other professional master students, SIPA students, et cetera, across the institution.

“The distribution of state appropriations, the very simple principle here is that the first allocation on the first year will not perturb the model. So they’ll be allocated now, although additional revenues added. Right now we take money off the top of the state allocation for teaching funds that we use at the center.

“And secondly, we take off funds out of the state allocation for utility and what we call maintenance, O&M money. We are not going to do that. We are going to
push it all out to the colleges using this principle of pushing the money to the colleges, but then we are going to tax to get it back.

“So the tax will be around facilities, and I’ve already described how the transfer of payments will take place for teaching, but all that money will then flow. But then what happens, as tuition goes up or changes or the state allocation changes.

“And the idea here is to balance out the difference in rise or increase in tuition monies to different colleges, say between the vet school and one of the other three contract colleges using the state appropriation, so it might be the vet school tuition typically rises slower than the tuition for other students in the contract colleges and the state monies would be used to balance that out going forward.

“For an. If you are in the science area, you probably have research grants that bring in indirect cost and you want to know where does that go. Well, it depends where you sit now, because sometimes I get it all, sometimes someone else gets it all. Going forward, it will all be the same. It will basically go to your colleges.

“And then, the principle is we tax it to go back -- 2% of it will go to the principal investigator. We’ll try to make that consistent across the institution. That is not a consistent principal now, and -- but then there is a part of the administrative cost that’s for oversight of research grants, office of sponsored programs, the animal care, those kind of things.

“Those costs, those central costs are going to be paid for by those colleges that have research grants. And other colleges won’t have to pay. It will be distributed based upon the amount -- the size of external grants that you have to your colleges, what percentage of it that goes to your college.

“So this just shows you how much -- this is a revenue source, F&A, and there's $83 million that comes in currently. So many of these colleges don't see this revenue. Some do. So they are going to think they are getting a windfall, but then they are going to get a tax that will take some of these funds back.

“I'm giving you the simple form of this, as you might imagine. So what about this first big tax? It's about $234 million. It's called the central administrative tax that -- you are paying for it. You just don't know it right now, in many of your colleges, and it pays for the provost's salary, pays for all kind of things - the police, the buildings, sometimes lights, et cetera.
“And we are now going -- right now that tax is distributed based upon the revenues in your schools, if we indeed push it out to your college. And some we don't. We are going to have get rid of that. It is not going to be based on the financial revenues of your college or school. It's going to be based on what we believe are the factors that create this cost.

“And typically, that's the people or utilities or research expenditures. And by people, I mean either students or faculty or staff, or a mixture of those.

“An example, as I've already illustrated, is the library. So what we've done is taken all the different areas of this, such as Human Resources -- I've already mentioned the research office, et cetera, alumni affairs and development -- and looked at how we'd distribute those costs.

“So we've taken the $234 million, divided it into these eight different categories. Libraries is one of those. And we said then how, we are going to distribute those costs out to individuals. Everybody then knows how it's distributed. If you add an employee, you know how much your portion of this bill is going to go up. Or if you add a building, it will actually show how much your costs are going to go up for maintenance of that building.

“So here's the library one, because I know Abby, you were speaking about the library, $11 million. We know now how that gets distributed under this new budget model. There's not a piece of it that's hidden in the provost's office. It's all pushed out to the colleges as part of the CAM bill. That's the $234 million I mentioned there on the right side.

“What about this second tax that we're calling the USP tax or the provost academic initiative tax? We've actually been working hard on cutting back on what we fund at the center. Most of these things are a benefit to your colleges and schools, so we've stopped doing a whole bunch of things at the center, and this -- it's now down to about $57 million or so.

“We need to have a debate about what the center should be funding and what it shouldn't be funding. So for example, should the provost's office have a fund to support diversity and faculty hiring? Should it have a fund for dual careers? Should it be doing other things in this area? And this is where that money comes from.
“And how does that money come? It’s a tax on tuition. Professional masters and undergrad tuition. That’s where it comes from.

“So what about facilities and utilities? I think this is the big, big one. We were even working on this today. Principle's very simple: The occupants of a building will pay the utility bill. So the light bill for your office will be paid by the college that you reside in. That now is not the case for almost anybody.

“There is secondly the other charge is for what we call basic maintenance, O&M. That's an average cost, based on square footage. We are classifying the buildings into three types of buildings, then pushing out those costs. So there will be a basic charge for everybody for the facilities they occupy.

“I really believe what this is going to do is constrain our appetite for new buildings, because we know now, if you have fewer buildings, we have smaller charge here for this. And we’ll also be able to predict accurately what the costs will be of adding a new building in terms of annual O&M charges.

“Last slide, Steve.

“This simply is showing you how we are going to spend our summer. While you all are doing exciting academic things, we are going to be working on modeling this in detail. The Division of Planning and Budget, Elmira Mangum is here, Vice President for Planning and Budget. Her name was on the first slide. She is leading an effort of actually implementing all these principles.

“As you might imagine, as you implement them, you hit all these special cases and we are trying to get rid of all the special deals, special cases as much as possible and have a consistent way of managing the budget overall, with the idea being that at the end of summer, we are able to clearly show for every college and actually every vice president as well what the new budget would be under this new budget model compared to the budget that they have just been getting over the last couple of weeks.

“So Steve, I’m ending. So is there time for questions?”

Speaker Beer: “Well, I think for maybe two short questions. Anyone with a short question?”
Provost Fuchs: “Invite me back in the fall. We’ll know more. Invite whoever you want.”

Speaker Beer: “Yes, Professor Stein.”

Emeritus Stein: “One wonders why you are doing all this, what the goal is, but it does seem to me that before you settle on something, it’s really important that people look to see who are the winners and who are the losers, because there are some places where it costs more to educate an undergraduate in X than it does in Y.

“And somehow, if people just get that money and keep it, for years the university has subsidized those disciplines which are expensive to teach students to. So somehow it would seem to me you want to see who are the winners and who are the losers and why, and maybe this is not giving the proper incentives in various places.”

Provost Fuchs: “Sure. That’s why we’re modeling it, Peter. You can’t model something unless you have some principles, so you have to have the principles first, then we do the model. And we have a little document that I used to record these principles, and it basically says we have the right to change our mind about any of them, yeah.”

Speaker Beer: “One moment. Wait for the microphone.”

Professor Elizabeth Sanders, Government Department: “I want to applaud any change in budgeting that gives departments more authority and more incentive to say limit their light and their use and carbon footprint and the heating and cooling that goes on 24-7 in locked buildings, which I think is really absurd and has consequences not only for the budget, but for the environment at large.

“I am skeptical that the tax is going to provide any real input on or limitation to administrative expenses, but I’m particularly concerned this time of year about the effect of these taxes on tuition, whether tuition will have to be raised to compensate for the tax.

“I have students coming in now, making career decisions and not being able to do the kind of work they would like to do. Maybe they’d like to go to the Peace Corps, but they have to pay off their gigantic debts. Kids getting out with -- okay, that’s about the effect on tuition cost.”
Provost Fuchs: “Remember that the budget model does not change in its concept any revenues or tuition. It's not tweaking that; but what it does, it does change incentives a lot. It does change incentives. Yeah. Okay?

“You'll invite me back, Steve. Thanks, Steve.”

Speaker Beer: “I hope you will be able to come back in the fall with your report of your summer's activities.”

Provost Fuchs: “Yes, sir. I will.”

Speaker Beer: “Okay. Professor Cohn has asked for Good and Welfare time.”

8. **GOOD & WELFARE**
Professor Abby Cohn: “Okay, so since we have been concerned with and talking about the library over the course of the year, I just wanted to report back very briefly in particular about the faculty library petition. At this juncture, we have over 500 signatures, which we're very pleased about.

“I will say that over half of those are from Arts and Sciences, and there are some sorely underrepresented colleges. I will just mention that. We intend to convey the petition to President Skorton and Provost Fuchs next week.

“So there is a last chance until Friday, if anyone would like to add their name, and we look forward to that being a point of continued discussion about how we'll be able to make the collections as strong and excellent as we need to, to support our core functions.

“Since I have the microphone right now, I wanted to take the chance of having the last word at this last senate meeting, during which Bill has served for four years now, really as our tireless dean of faculty.

“So speaking for myself, but I imagine for many others, it's really been both a pleasure and an honor to work with you, and it's been great to see both the ways that you have supported the senate, both to make it an effective and a relevant body, but also more generally, the ways that you have supported us as a faculty, both as individuals and collectively. So I really want to thank you.”

(APPLAUSE)
Speaker Beer: “Thank you very much, Professor Cohn, for a very appropriate ending. And the University Faculty Senate is adjourned for the academic year.”

Meeting Adjourned.