

Minutes of a Meeting of the
University Faculty Senate
November 10, 2010

1. CALL TO ORDER

Speaker Steve Beer: "Good afternoon, ladies and gentlemen. I would like to call to order the University Faculty Senate meeting for November 10, 2010. I would like to first remind people present that no photos or tape recordings are allowed during the meeting and ask everyone to please turn off or silence your cell phone.

"When members of the body wish to speak, we ask that you rise and identify yourself as to name and administrative unit, and kindly wait for the microphone to arrive before speaking. And I would remind you that we have a high-tech voting system. Every senator should get a clicker. There are clickers in the box at the left and, if you see a senator coming in who bypasses the clicker, please ask him to get a clicker, because he'll need it for the important votes that the Senate will take this afternoon.

"So at this point, I'd like to call on Associate Dean of the Faculty Fred Gouldin for a report on the Nominations and Elections Committee."

2. REPORT FROM NOMINATIONS & ELECTIONS

Associate Dean and Secretary, Fred Gouldin: "Thank you, Steve. It's my pleasure to be reporting for the Nominations and Elections Committee, which as usual, has been working very hard. The information that I'm going to tell you is also shown on the screen, so let me begin.

"The Childcare Services Subcommittee, Stephen Morgan of the College of Arts and Sciences has agreed to serve. For the Educational Policy Committee, Bruce Levitt, who is chair, College of Arts and Sciences, and John Muckstadt, College of Engineering have agreed to serve.

"For the Faculty Committee on Program Review, Professor Jane Mount Pleasant, College of Agriculture and Life Sciences, will be joining that committee. For the Lectures Committee, Jonathan Ochshorn of the College of Architecture, Art and Planning, is chairing that committee. For Nominations and Elections, Susan Suarez of the College of Veterinary Medicine will be joining that committee.

"The North Campus and Collegetown Council has three new members: John Belina of the College of Engineering, Jennifer Gerner of the College of Human Ecology, Joe Regenstein of the College of Agriculture and Life Sciences. Professors-at-Large

Selection Committee, Graeme Bailey, the College of Engineering; University Benefits Committee, Michel Louge, my colleague from Mechanical and Aerospace Engineering; and the University Sustainability Committee, Tony Ingraffea of the College of Engineering.”

Speaker Beer: “Thank you very much, Fred. The body may accept the report. All in favor say aye.

“Opposed, nay? Abstentions?

“Your report is accepted.”

Associate Dean Gouldin: “Thank you very much.”

Speaker Beer: “Now I’d like to call on Associate Dean of the College of Human Ecology, Carole Bisogni to give a report on advising. And I can equip you with a microphone.”

3. REPORT ON FACULTY ADVISING

Associate Dean Carole Bisogni: “Thank you. I appreciate being invited. I am here to read a report from Vice Provost for Undergraduate Education Laura Brown, and this has to do with the advising study being undertaken by the Associate Deans Working Group.

“This report is being a followup to actually a request from the Faculty Senate that we investigate and consider issues related to faculty advising, which in my experience is being expressed around the campus at this time. I have a brief progress report.

“The associate deans for undergraduate education are convened monthly by Vice Provost Laura Brown, and the group consists of the associate deans of all the undergraduate colleges, among others, and I can tell you those others later, if you wish. Our study of advising across the undergraduate colleges has four particular aims: One is to provide a description of current advising practices ongoing in each college. We believe this information will suggest effective models and also generate useful comparisons across how things work in different colleges and how people feel about them.

“A second aim of our study this semester is to generate a statement of advising goals for the undergraduate colleges, a statement of what we’d like to achieve, and also to

address the current challenges toward these shared goals and the current assets we have as a campus.

“A third aim is to address the impact of the PeopleSoft software on the advising relationship -- the relationship between faculty-students and other advising staff on campus -- and make recommendations related to this relationship. Finally, our aim is to introduce -- consider new activities, projects and directions for undergraduate advising on campus. These would include best practices in the colleges, new programs that colleges are trying, as well as possible collaborations, adjustments, new priorities and university-wide activities.

“For example, it may be possible to really strengthen undergraduate advising through initiatives in resident life, the first-year experience for students, new student programs, undergraduate research, and also through career services.

“This is our progress report of what we are up to. We plan to have the report completed by the end of the semester and to provide the report to college deans, the provost, the president, the faculty senate, the dean of students and others who wish it.

“I know at this time, if you have comments or concerns, we welcome them, either now, if there's time, or perhaps directly to Laura Brown or through your college associate dean for academic affairs.”

Speaker Beer: “We have several minutes available for questions and answers. Senator Cohn. Please wait for the microphone.”

Professor Abby Cohn, Linguistics: “Okay, one is whether there's any faculty representation on the working group; and the second is whether you could share any more specific responses vis-a-vis the resolution we put forward with some specific concerns and recommendations last spring.”

Associate Dean Bisogni: “The working group doesn't have representatives on it. All the associate deans are faculty members. We also have in the group the associate deans from the graduate colleges, the dean of students, associate dean for continuing education summer session, university registrar, the associate dean for new student programs, vice president for student academic services and the director of the office of undergraduate biology; but in terms of at-large faculty members, in this group, no. “You raise a good question. I don't have specific comments in response to the Faculty Senate resolution at this time.”

Speaker Beer: "Any other questions or comments on the matter of advising? Thanks for the report."

Associate Dean Bisogni: "I will pass it on to Laura Brown. Thanks for inviting me."

4. APPROVAL OF MINUTES FROM OCTOBER 2010 MEETING

Speaker Beer: "I would like to now call for consideration of the minutes of the October meeting of the university faculty. Are there any comments or questions on the minutes?"

"And before we take a vote on this, I would like to remind the members, the senator members that we are now high-tech and vote by clicking. And just to refresh you, there are a bunch of buttons. The button at the bottom turns the apparatus on or off; and to vote affirmatively, you push the A button. To vote negatively, you push the B button. To abstain from voting, you push the C button. Please don't finger the D and E buttons.

(LAUGHTER)

"Associate Dean Gouldin informs me we are short of a quorum. That means we cannot take a formal vote at this time. We will pass over this issue and go to the next issue on the agenda, which is the presentation of a resolution on faculty lunch by Professor Grossman. And we'll have a discussion -- the resolution will be presented, and then we'll have a discussion on it; however, until a quorum appears, we will not be able to vote on the resolution."

5. RESOLUTION ON A FACULTY LUNCH

Professor Yuval Grossman, Physics Department, Arts & Sciences: "Okay. Actually, I was here nine months ago, kind of feel like -- nice time schedule, right? And I was talking to you about the resolution, the situation with the lunch. And what I want to do today, if you don't remember, I want to, again, briefly review what I know the situation was, where we are now and why I want to have this resolution.

"Can we have the resolution up here? Okay. Here's the resolution."

Motion for the Cornell Senate: "Status of faculty center"

WHEREAS most major universities in the world have a "faculty club" or a "faculty center", and

WHEREAS Cornell University has had a faculty club and/or luncheon facility for over 50 years, which has important benefits to the university such as increasing professional and social interactions amongst faculty members, thereby improving faculty productivity, and

*assisting and enhancing recruitment and retention of faculty,
WHEREAS the existing faculty luncheon facility is to be closed at the end of the Fall 2010 semester, and*

WHEREAS the Cornell Dean of Faculty conducted a survey of faculty members about the need for a faculty luncheon facility and the results indicated that a significant number of faculty members felt that keeping the facility is important, and

WHEREAS the 2010-2015 Cornell University Strategic Plan calls for "develop a revamped faculty club on campus,"

BE IT THEREFORE RESOLVED THAT

The Senate strongly urges the Cornell Administration, and in particular, the Provost, to reverse the decision to close the current faculty luncheon facility and keep it open until a suitable replacement is found, and recommends that a serious planning effort be undertaken, with Administration support and involvement, to ensure a sustainable faculty center that includes a luncheon facility.

Senators supporting:

Elizabeth Earle, Don Hartill, Harry Kaiser, Michael Nussbaum, Tim Mount

Speaker Beer: "You can advance the slides yourself."

Professor Grossman: "Oh, yeah, that's okay. I have learned a lot. I have learned how to write resolutions. Some friends help me, so you do get good things. Anyway, so as far as I know, the history is that we have something called a Statler Club, a faculty center. For many years, I think before I was born -- not 100% sure -- but there's a place that was there, and it was at the Statler Hotel.

"Last year and through the years, it was shrunked, and last year it was shrunked a little bit more, the beginning of 2010. And now the situation that, unless something will come out, the plan is that it will be closed, okay. There's not any specific plan for this to stay open.

"And then the Provost, I think, in January, he appointed the Dean of Faculty to try to find a solution. I have been talking alot with the Dean of Faculty. I talked alot with the Provost, and we tried to find a solution. Then the Dean of Faculty appointed a committee to try to find a solution. I was the chair of this committee, and we have tried hard to find an alternative.

"I really spent a lot of time trying to look for places. I have sent a lot of e-mails to people around campus, and it was a very frustrating experience, because people just don't answer you -- I don't know; they don't know you, or just because it's frustrating, you know. You talk to students and they say, "We don't have time."

"I say maybe we give them less homework, they can answer my e-mails; but practically, basically, and I think I understand the reason. Nobody wants to give up space. Space is very, very important. Every space that's freed up, there's like I don't know how many people want this space, so people naturally don't come and come back to us. So basically, we had this committee, we produced a report of -- this committee basically, the bottom line is nothing comes out of it. So what I'm trying to gain by bringing this resolution is to try to make it why it is important for us and why we don't want it to be closed. That is the basic idea.

"So let me again try to explain why this is so important and why it's important for me and why it is important for anybody. Let me start by saying that -- maybe not a good argument. Whenever my kids bring up this argument, I said it's not an argument, but everybody has it, so I want it; but it's true.

"Basically, if you just look out -- basically all universities that we want to be like them, they have a faculty club, and they have a place. I have a friend, you know, a colleague of mine, he said I've been to the Dominican Republic, and they have much better than what we have. So yeah, there is something about what we are -- we consider ourself -- and I'm really happy to be part of a very first-class university and we want to be top ten university, everybody says, and we want to be like everybody else.

"The other thing, within the university, many other sectors have their own place. Every day I walk by the Big Red Barn, and this basically the University gave to graduate student something, that I don't know how much money it was, but it was given to them, and nothing had been given to us. So it's not only the University decided no sector get nothing. And I know that there's a lot of history coming, but that's what the current situation.

"The undergrads have their own place. We were talking to the football team. The football team even has their own place, and we don't.

(LAUGHTER)

"No, I know. That is what it is. That is just a matter of fact. There is some frustration about it. Now, the other thing I want to say is that in a way, I don't have to even prove - - try to tell it to the University, because the University themselves have it -- how it say not black and white, but white on screen, on the resolution -- on what's called strategic plan.

“The strategic plan, it says clearly the university club as a whole is a very important thing. One of the actions is to not only to keep it, but actually improve it. It says the action objective C -- objective 6, item C, develop a revamped faculty club on campus that ensure there are conversation space for faculty, graduate professional student across campus, so people actually -- we don't have to really, in a way, to kind of explain why it is important. Everybody kind of agreed it is important, then we kind of fall between the cracks.

“There was a survey done over the summer. All faculty members were asked how important it is for them. I don't have the summary with me, but basically, everybody can read what they read. It is very clear that there's significant amount of people that see it as very important.

“So let me say -- I think this is where the point is, and that's what I try to convey, is for us, this is like really very, very important for the way we do work, and kind of try to explain it is when I try to set a doctor appointment, I will say, you know, I cannot do it over lunch. I can do it at 11:00 or 2:00. Lunch is the time we do things; we go together and sit and discuss physics and teaching and discuss post-doc hiring, whatever you want. That's the time. Everybody in our group knows that's what it is.

“And the point that I think is very important to understand is that we do research, everybody of his own needs. The University provides us with needs; so University provide, for example, libraries. Some people, it's very important for them. That's why the University provides it for us. People have different need. For our group, basically, the fact that we have a place we can go and discuss quietly in a nice atmosphere, it's extremely important for our work, okay. It is not just hey, let's have lunch. That's really, really the point.

“And I would like to have a little quote, so I asked some friends -- so that's for us, from my group at physics, but I asked friends from -- don't matter who she is, but a young faculty member, female faculty member that's important, and she said, and I quote, ‘I can safely say that most of the mentoring I received as an assistant’ -- [AUDIO DIFFICULTIES] -- we come together and find a solution.

“I know from the past that when someone -- when these things were -- if the University will decide, this is really, really important, we will find a solution. And that's basically the aim of this resolution. So this is basically all the fact, and this is what I was -- came about it. I was hoping that we can get, and basically to keep it open and to work really with a lot of goodwill to find a solution. And I think if we do it, we will find a solution. That is it.”

Speaker Beer: "So the resolution is now on the floor, open for discussion. Gentleman in the blue shirt. Please wait for the microphone."

UNIDENTIFIED SPEAKER: "Can you tell us the exact numbers of people that supported it in the survey as a fraction of the total number of faculty?"

Professor Grossman: "Yeah, so the numbers you ask for, it was from 1 to 4. Four was extremely important, very important, kind of important and not important. The number was 9% said extremely important, another 18% said it's important, and 40-something percent said it's not important. More than 50% said it's important to some degree.

"And my point, as always, there's nothing that is important for everybody. There are many things that I couldn't care less if the university would close it, but it's important for -- so that's the numbers."

Speaker Beer: "Gentleman in the second row, please."

Emeritus Professor Dick Durst, CAPE: "Have alternate locations been sought for the faculty club?"

Professor Grossman: "Yeah, so we looked for many alternate locations, and many of those, we tried to contact the people that are responsible. As I said, some didn't answer, some answered for the first or second e-mail, and I can tell you a list of places that we tried. And basically, it's extremely hard to come as myself and say, you know, we are doing this, as head of committee, so we look at -- we didn't get an answer yet. We looked at Anabel Taylor. They said they may be able to give us for one day a week.

"We are still looking -- Dean Fry is looking; there's still no answer. I don't know. It doesn't look so good. We tried to look at several places in Physics building, in particular, since we have a new building; we'll be moving. There's some big space that used to be the library down there. When we came, it's already -- I don't know how many other people are wanting this thing. We tried the A.D. White House. The answer was it was tried already ten times. Don't bother.

"So I still went out and I ask and I got the answer there's -- we look at the Sage, and nothing come up, and we look at the Memorial Hall for the football. Actually, they said they might be able to give it to us for like one day a week. So if we were able to get five places that will tell us one day a week, we might be able to do something, but we are

down maybe for two. So yeah, we tried. We tried, okay. I don't know if there are other ideas on the market. I'd be happy to try."

Speaker Beer: "Gentleman in the third row, please."

Professor Ephraim Garcia, Mechanical and Aerospace Engineering: "I don't get a lot of e-mails from faculty about resolutions, but I got e-mails on this, and there was a lot of strong support among engineering faculty, at least from my department, Mechanical and Aerospace. It could be that engineers are socially challenged, and any chance we get to socialize we want to take advantage of it. It might also be that engineers, like physicists, like to work in teams and discuss problems and discuss technology over lunch. Maybe that's it -- I'm not sure -- but there was a lot of support among engineers.

"I think having the lunch club thing is really lame and a first-rate university should have a genuine faculty club in a traditional sense, its own building, somewhere on campus. I am afraid of this era where we have to come up with the money to pay for the building before we can break ground, or God forbid find a little spot where to put the building, this is going to be a long way off, probably beyond 2015. I would invite a comment from the Provost, if he'd dare, but --."

Speaker Beer: "Senator Lisa Earle, who is also one of the senators bringing us this resolution."

Professor Lisa Earle, Plant Breeding and Genetics: "It is true that the survey showed that many faculty are unfamiliar, completely unfamiliar with this facility or don't consider it highly important. I think one reason for that is that the reduction in size of the facility, particularly the recent shrinkage down to the Regent Lounge has made it unrealistic to advertise the facility, to make people aware of it, to invite new faculty coming to Cornell to come to it; because if that kind of advertisement were successful, the place would be overrun.

"So just holding steady at the numbers we currently have is the best we could do, given the facility, but that's not to say that a larger or better facility would not be an important thing to more faculty members."

Speaker Beer: "Lady near the rear."

Professor Rose Batt, ILR: "We have a group at ILR that regularly goes over to the Statler at noon, and it's a very inclusive thing, so that whoever wants to participate on a daily basis can. There is always a group of four or five or six or ten. It is a great integration

mechanism, because when visiting faculty come, or when you want to kind of engage graduate students, there's always an inclusive group, and we find it's a great way of integrating people who come for a month or two and want to learn more and get to know the faculty, so it's been a really positive thing to have for faculty generally. And I would just echo what Elizabeth Earl said. I happened to be an undergrad here in the '70s, and I waitressed at the faculty club, and it was just always full. Then I came back 20 years later, and it was this kind of skunky thing in the bottom of the terrace. Then it became even skunkier; went to a tiny room in -- a room in Statler, and I think that it's really a shame. I think people really need it.

"And the other thing is, facility. I don't know how people feel about lunch, but you go over to the Statler or, you know, The Red Barn at noon, I mean, you wait in these lines and you grab something, you go back to your -- it is so unsocial. And we need spaces to have quiet conversations and build a sense of community."

Speaker Beer: "Gentleman in the center."

Professor Peter Hinkle, Molecular Biology and Genetics: "We have had a couple of discussions about this issue now. I don't think I heard anyone speak against it. Maybe I have forgotten, but by own feeling is times have changed, and there are lots of facilities on campus that aren't as formal as the old faculty club, and probably in some cases they have cooks and some cases there's simply rooms with microwaves.

"We have lunch rooms in our building. There's no difficulty for groups of faculty to say let's meet and discuss a certain problem at a certain time, and there are plenty of places to do that. In fact, you could even do it in someone's office, if it's not too large a group.

"The other factor is, my own feeling is that faculty frequently wish or desire to have a subsidized lunch, and I don't think that that's the modern way to do it. Also, I know I've met many Europeans over the years who would never consider bringing a lunch from home, but I don't think that's such an unusual thing, even for faculty to do nowadays.

"So I would say what we are experiencing here is the change in the times in which people didn't utilize it as much because there were alternatives and there were changes in lifestyle. We dress differently also now. Anyway, I don't think we need a faculty club."

Professor Grossman: "If I can answer these three points. The first point, as I said, that's I think the main point: We work differently. I don't know how you work. We work

differently. If it was up to me, truly, we'd close all libraries. I do not need a library. My point.

(LAUGHTER)

"Why, if they come -- of course, others need it. So the fact that I need it and you don't, doesn't mean. And the fact that I don't find it nice to bring lunch from home, the point is that we, as faculty, should support the fact that we are diverse and we are diverse in the real meaning of the -- we work differently. And since I was a student, in all high-energy groups, high-energy physics groups in the nation is same. At Stanford, it was the same; that's what it is. We always do this, okay.

"So the fact -- I think what I really ask here is the understanding we do things differently, and the fact about when we did this survey, actually you find that the number of assistant professor that need the club is actually more than full professors; so just an interesting fact."

Speaker Beer: "Gentlewoman in the yellow, please."

Professor Vicki Meyers-Wallen, Veterinary Medicine, Biomedical Sciences: "I don't know if you are aware of it, but there was a considerable body of knowledge on this subject of a faculty club, because there was a committee that was sponsored by Provost Martin, and there was a considerable amount of investigation that was done on this. And there was also a faculty survey that was done by Peter Stein, so it was done very specifically.

"I don't know how many people responded, but it was a significant response, and that over 80% of the faculty who responded said they wanted a faculty club and they wanted one that was -- that they could spend money at lunch; they didn't expect to have a subsidized lunch. And we also had looked at it to see what was needed to make it financially sustainable, without intervention or supplementation from Cornell. And so all of that is available to you. I just want to say that none of the faculty were looking for a free lunch or even a subsidized lunch. It was very clear from the survey that what they were looking for was a place to work, and a different kind of place to work than what they already have. That's different for different people.

"Clearly, it was also a place to bring people from other places and impress them with the Cornell environment so that we could recruit people here, and also mentor the people that we have in a very friendly and collegial environment. And I don't feel that we have that now.

"Certainly, there are places to go and cook your lunch, but that's not what we are talking about. We are talking about working, recruiting, keeping the people that we have that are good in a collegial environment, where everyone is welcome. And it was not only for faculty. It was also for other people who are not faculty, per se, could come. So I think it's important we go back and look at that. The siting was very important and the financial issues were very important, and you should see that."

Professor Grossman: "Didn't know about this."

Speaker Beer: "I am informed by Associate Dean Gouldin that we had achieved a quorum, so after another question or two, we will put the resolution to a vote."

"The gentleman in the second aisle."

Emeritus Professor Jerry Hass, JGSM: "First I want to point out, I think the faculty club is a little narrow definition. At least in my mind, faculty -- also, talking about university club, where friends of the university and others could enjoy the opportunity to get together in something other than a 3-by-5 lunch room or a place that's so noisy, where maybe you can't even get a table, except if you went very early or very late."

"And the second point I would make is that over three days, I took the opportunity to just pass this resolution about the faculty club. How many people signed -- did you count the number?"

Professor Grossman: "No, but I can show you."

Professor Hass: "Someone came to me and said subsidized lunch for 25 people."

Professor Grossman: "No. We have --."

Professor Hass: "That's just people in the last three days that were at that club, that we - - and I saw people come in at one time, look and walk out because there was not a table available. I think there are more than 100 signatures."

Professor Grossman: "Not 100, but close to 100, I think. 10 to the 2."

Professor Hass: "That is a lot of people."

Speaker Beer: "Okay. I think we are going to have to consider whether this resolution should be voted upon or not, because time for its discussion has passed. So are you ready for the question?"

Professor Hass: "Yes."

Speaker Beer: "So as I indicated, we are going to vote by clicking, so all those in favor of the resolution on the lower part of the screen, please indicate such by pressing the A - first turn on your clicker, the bottom button, and then press the A button if you are in favor of the resolution, the B button if you are opposed to the resolution, the C button if you wish to abstain from voting.

"As far as I can tell, I've done what I should with this master clicker. So I think alternatively, we'll have to vote by –

(LAUGHTER)

"By show of hands. So I would ask Dean Fry and Dean Gouldin to please count. All those in favor, please raise your right hand.

"All those opposed, please raise your right hand.

"All those senators who wish to abstain, please raise your right hand.

"Without seeing the count, just seeing the hands, the resolution passes. 46 in favor, 5 opposed, 1 abstention.

"So quickly, can we dispose of the minutes of the October meeting? All those in favor of the approving the minutes, raise your right hand. Those opposed, please raise your right hand.

"Those abstaining, please raise your right hand.

"The minutes are approved unanimously.

"Okay, so now we have a report from the University Faculty Committee by a mystery reporter to me."

6. UFC REPORT

Professor David Delchamps, Electrical and Computer Engineering: "Actually didn't know I was going to do this until I arrived today. Thank you once again. UFC met with the executive committee of the Board of Trustees two weeks ago today. It was really interesting. That is about the only thing I want to talk to you about, and I'm going to be brief.

"Who was there from the UFC, well, Bill was there, of course. He was sitting at the head of the table with Peter Meinig, who's the chair of the Board of Trustees. From the UFC, we had Eric Cheyfitz, we had Don Hartill, we had David Lipsky, Tim Mount, I believe -- no? Kent Goetz, and I. The whole executive committee, the Board of Trustees, those in town were there. That was unusual. Apparently, this meeting has only been with a subset of that group in the past, but Peter Meinig invited everybody.

"The UFC met and talked a little ahead of time about what we wanted to ask the trustees about. One thing was a really general question, and that was reimagining Cornell -- that's a weighty phrase -- and you, trustees, is the reimagining that you are seeing the kind of reimagining you imagined? And sort of gave them that open question.

"And the responses were telling, in a certain sense. I mean, the trustees were not of all one voice. And for example, the woman who was in charge of the big \$4 billion capital campaign was saying -- sorry? Yeah, I don't know their names. I am really sorry. She said how great it was that we even had a strategic plan, that the universities don't usually have things like this the way we have it, and this is a great selling point when we're raising money. That was one piece of response.

"Another piece of response was we are totally on board. It is all up to you guys, all up to the President and the faculty and the administrators, like the Provost and company, and we are all on board with that. Then there were the few who were sort of like well, yes, we like, but we'd like to see a little more speed with certain things, you know.

"For example, they were saying if economics is taught in 50 different places in the University, how can that possibly be efficient and all that sort of thing. And that opened up an interesting discussion. David Lipsky made a really solid speech, I would call it, supporting the way we do things at Cornell, in some sense autonomously; that it's different having economics in the ILR School from having economics in the Johnson School, labor economists working together, sitting together, do important things together that they wouldn't do if we just threw all the economists -- or even had all the economics courses kind of uniformly shared across.

"There were some positive feedback from the trustees on that. They said yes, you're right. Some of them did. Some of them still thought there's got to be a better way. Okay, another thing was -- another point one of the UFC members brought up was the fact he didn't feel the University was doing such a great central administrative job on diversity stuff, and even though they are talking a lot about it.

"And more broadly, he commented that often the central administration wants to do something that everybody agrees is a good thing and they kind of ignore the fact we have all kinds of scholarship across the University dealing with whatever they are trying to do. They don't ask those people. They go hire administrators to do the job without asking faculty, who happen to be experts in the area. And the trustees said that's something very important you take up with your President. That was one thing.

"Now, the one shocking comment I heard -- maybe I'll close with this -- the one sitting right across from me. He said, and I almost quote -- this isn't funny, actually -- he said given that only 20% of our recent graduates are employed, do you think we should be giving them a more relevant education?

"Now, first of all, the stat in the first clause does not apply to the Engineering College, certainly not. And I can't imagine that everybody else is so down in the dumps that it averages out to be 20%. When you take the Engineering College into account, it can't be true; that's thing number one.

"Thing number two -- and I think I said this -- that relevant was a word that was hot when I was in high school in '72 or so, but everything had to be relevant, but I don't think it really fits in the image of the university, in my head. And I think the other UFC members were sort of taken aback by this as well. Everyone kind of mumbled responses to that, but I think we all sort of thought about it for a while. I don't know what your impression was on that, but it was a really interesting meeting, and I think they are listening to us.

"And also, they were wondering why are we asking this general question about the strategic plan? Are you suspicious? Do you think we have an agenda we are not telling you? I think we were just curious, because we look at the strategic plan, and we don't think of it as a huge, dramatic shift. It talks about doing the things we have been trying to do anyway - be great at research, be great at teaching, all that stuff. I mean, and it doesn't seem to us to be such a huge departure. Okay."

Speaker Beer: "You still have a few minutes, if you would like to entertain some questions or comments. The woman on the left."

Professor David Delchamps: "And I forgot to mention our faculty trustees were at this meeting as well, Nelson Hairston and Rosemary Avery."

Professor Elizabeth Sanders, Government: "I am curious how you would respond if someone from outside said, well, I hear you have been reimaging Cornell. How is it different now; because I would have to say, well, we have a lot of new buildings and parking lots, but we have fewer faculty, fewer graduate students, we are closing libraries like mad, selling books to China. How's it better? How have we reimagined it better? Does anyone have a good answer for people on the outside who ask us that?"

Professor Delchamps: "I don't. I mean, my library is getting closed, but the way that was broached to the Engineering College was sort of an exuberant e-mail from the Dean saying we are improving the Engineering library by getting rid of all the books.

(LAUGHTER)

"That's what it said. We are going to make it into study space, and people don't use the books anymore. They just use the online, so we'll move the books out of the way and have all this room for students to hang out."

Professor Sanders: "And I forgot to say we are closing the faculty club. That's another part of the reimagination. Is there anything good to say about this?"

Professor Delchamps: "Well, I think it's early. It's early in the process. That is the way I'm looking at it personally, but it's just me."

Speaker Beer: "Gentleman in the orange jacket."

Professor Ted Clark, Microbiology and Immunology. "Did anyone at the meeting or does anyone here actually know what the figure is, as far as how many students are unemployed of the recent graduates?"

Professor Delchamps: "I could tell you in my department, it's a very small percentage of students who, say, graduated last year or the year before who reported, when we surveyed them, as seeking employment and not obtaining it, still unemployed and still looking.

"Some of the people probably sought for part of a year, didn't find anything they wanted, then decided to go for a master's; something like that. I don't know, but it's a

very small percentage, single digits in ECE, Electrical and Computer Engineering, but I don't know what it is in English or Philosophy or anything."

Speaker Beer: "On the aisle."

UNIDENTIFIED SPEAKER: "Can you hear me?"

UNIDENTIFIED SPEAKER: "I can hear you."

UNIDENTIFIED SPEAKER: "You mentioned diversity. Did it mention ethnic or racial diversity? Can you elaborate on that, please?"

Professor Delchamps: "I think the UFC member who brought that up was thinking mostly in terms of ethnic and racial diversity when he raised the question. He did it in a very general way; that he thought diversity is front and center in a lot of the sort of policy that we read -- the administration puts out, what we are trying to do. And the administration has not done a good job into tapping into the available scholarship in the ethnic studies programs who can help them with reimagining our approach to diversity. That was the point he was trying to raise; but also trying to raise a more general point, that this happens often, there's scholarship available to help with a noble mission and the scholarship doesn't get asked to help.

"We didn't talk numbers. It was an hour and a half meeting. There wasn't time for that really, I don't think."

Speaker Beer: "Questions or comments? Gentleman --"

Professor Carl Franck, Physics. "The subtext of this whole thing was a financial crisis. The fact that many of us are here is a good sign. I mean, I think that's -- that was a major issue, and reimagining was restructuring, finding financial solvency."

Speaker Beer: "Okay, thank you very much. Appreciate the report. Now we'll have a report from the Vice Provost for Research."

7. REPORT FROM SR. VICE PROVOST ROBERT BUHRMAN

Senior Vice Provost for Research, Robert Buhrman: "Okay, thank you. I appreciate the opportunity to be here. I have a number of slides I would like to go through, but if you would prefer to ask questions, stick up your hands and we'll do that for the next 15 minutes. It is really up to you folks, but -- they have changed the form of my slides, not to my favor.

“What I'll talk about is a little about the goals and directions of Cornell research, administration. This is the support side, and then focus on what's going on in reorganizing the office of sponsored programs, where our grants go through. The vision that we have for research administration at Cornell is we'll be as good as the Cornell research is, which is dang good, so that's a good goal to have.

“Secondly, how we are going to do that is support and facilitate the advancement of research while upholding institutional principles, which we have not always done consistently, but we are trying to do that; and to adhering to external regulations, which are getting more onerous, no question of that.

“Just give you a little background of where we are as a research institution, the Ithaca campus I'm speaking of, we are approaching \$500 million a year in annual research expenditures, 26% of the total budget on the campus. There are 1,800 or 1,900 graduate students, GRAs each year; about 4,000 personnel supported on sponsored funds, a large part of our staff; approaching 2,000 proposals are processed every year and going out.

“We are doing that in a very 20th Century, or 19th Century approach; that is paper, form 10s, bad tracking, lots of bad systems. We have incomplete and poor verification that we are in compliance across the board. We currently have 3,700 active awards. This is the last count; a little out of date, a few months. 600 active subcontracts to other institutions, mainly universities, but not only; 1,100 PIs with active works currently, 225 departmental and college research administrators we have to interact with and have to understand what's going on and all be on the same page, which is a difficult challenge.

“Approaching 2,500 research protocols submitted each year to the animal care and the human participant protocols, institutional biosafety for chemical work. All this is done with paper web forms. We have a stand-alone animal protocol system, which irritates many faculty deeply, I am told.

“So let me say a few words; where our focus has been in my office and my staff -- I'm supported by Cathy Long, the Associate Vice President for Research Administration. “We really have been focusing on enhancing -- on an internal focus largely, enhancing the staff, enhancing training and improving the consistency and the organization.

“We have been trying to develop, and successfully, I think, but still work a progress, the culture service and quality, and we also have been developing the idea that we take a risk-based approach to what we do, which means as Cornell is going to incur a risk in what we do, it has to be acceptable risk. Risk when we sign agreements -- this is risk on

how we implement compliance regulations, but we cannot have unacceptable risk. It could be very expensive.

“Our sister campus in the med school has paid almost \$10 million in fines over the last ten years for bad performance in effort reporting. That is a risk that's not affordable for Ithaca, or for them. Basically, what we are setting up with the way of majoring and benchmarking performance, we want to be able to easily get key performance indicators and compare ourselves to other peer institutions in the Ivy plus research-intensive universities. We are conducting program assessments.

“Some of you are aware of the fact there's an ongoing examination of how we deliver animal care for our researchers in dealing with some of the issues; heavily communications, but there are other things going on. And we are also having a research communications study of how my office talks about -- brags about Cornell research, which is a great story to tell.

“And we are addressing internal compliance issues that I have to worry about; you don't, I hope. What we are trying to do now is start focusing on external out to the campus. First thing is we are reorganizing the Office of Sponsored Programs, which I'll speak about in a few moments.

“There are other steps pending over the next several years, including putting in an integrated research administration system, which when the end happens, which will be a number of years from now, we'll have one seamless web-based program delivered to the desktop, proposal development, proposal submission, proposal acceptance, compliance, all be integrated together. I think it will be a very good development, if we could do it successfully.

“As you all know and remember, we have not always implemented systems well at Cornell. We have to get this one right. We are going to do it in a very staged and systematic process, and we are doing it in a way which is in partnership with leading research universities around the country, including now MIT, where the basic template is coming from.

“Office of Sponsored Programs. Last year, after a year-long search, we were able to recruit JoAnne Williams. She joined us December of last year as director. She came from Clemson. Before that, she had been working in industry. She has a law degree, but mainly she's a really skilled negotiator and a very good manager, in our assessment.

“She is now -- after getting a good look at the institution, the office is looking at realignment, reorganization. I'm talking about the current state, why we are changing and where we expect to be going forward. So right now, there's lots of dissatisfaction with OSP. There are a lot of people who say good things about OSP. I don't hear that enough, but that's the nature of the human enterprise. We complain a lot. That's why we get better.

“We have various levels of quality of OSP support to the PIs in the departments, and the skills and understanding of the spectrum of sponsors are not standardized amongst the GCOs. That's the grant contract officers that work with the PIs. And the PIs and departments have an incomplete understanding of the scope of the role. And the perception is, if some people say they help a lot, but another perception is OSP provides minimal added value to the process. They get in the way; they don't facilitate the process. There is -- I'll come back to that.

“Particularly, sponsors and PIs say why did you accept this grant or contract -- not so much the NIH or NSF, but it's the industrial funding or foundation funding or things of that nature. You accepted it here. Why don't, won't you accept it here? That's a different GCO.

“That is not a way to run a professional half-a-billion operation. We'll address that. We have minimal feedback between the sponsored program on the formal way and the customers, both internal faculty and external sponsors. We get phone calls, but that's not a formal feedback mechanism. We get rumors.

“So the other thing we need to do is change perception from being a barrier to success to being a partner in success. We need to provide consistent high level of administrative sponsored program support. We need to standardize the personnel, training and ability to deliver services, we need to improve the low morale and sense of contribution.

“The grant contract officers work very hard for Cornell, they think they're protecting the institution. They are. They think they are enabling research; they are. They are not heavily thanked and supported. That's true of the staff across this whole university. The faculty are the key. The students are the key. You will not succeed without good staff.

“We need to implement the Cornell strategic plan, which says we are going to strategically focus cost-effective enhancements and infrastructure support of research scholarship and creativity. That's my task in our office.

“So externally, we have an increased and more and more burdens in federal and state compliance regulations. It is not going to get better. There are over 40 sets of separate federal regulations that we have to know about and implement every -- all the time. They added four over the last two years. There are 216 federal acquisition regulation clauses, and our grants and contract officers have to be able to read, understand and know whether or not it should apply. There are 79 defense federal accusation regulations, then there are all the ones the other agencies can add in at their pleasure and leisure.

“Increase complexity of sponsor-driven requirements, contracts and other transactions' funding mechanisms; and of course, particularly looking forward, there's going to be more and more competition for research dollars. There's not going to be growing volume of dollars.

“If Cornell is to excel, as we can and should, we have to be very competitive. We cannot be an obstacle for a PI to write a grant. We have to be the way to help that grant get in and get funded.

“So I'm not sure you can see this, given to the innovative blue background, but we are going to change how we organize the office. Rather than having a GCO assigned per department, we are going to have teams of GCOs assigned to centers of expertise. There will be one center of expertise in federal government. There will be one center of expertise for state government and foundations, and other states and local governments -- there aren't too much of that, but there's some. There will be one that will address a real issue we have in Engineering and some of the contract colleges particularly, which is dealing with industry.

“It is that problem of having consistent terms, having people who are knowledgeable of what we are going to be addressing by doing this division. You will not have one GCO. You will have one for your federal fund -- which many cases, that's all you really do -- but if you also have corporate funding, you will go to a different one, who is an expert in corporate -- serves enough critical mass and will be enough expertise in these centers so if one is out for sick leave or child care issues or vacation, you will have someone else who has electronic access to the files, to the data and can immediately respond to your phone call and questions.

“That is what we are doing. And then we'll have a center of expertise in operations, which will provide enhanced support we'll have in the system. So this is just quickly -- you can just read this. These will be posted on the faculty web site.

“So you can read them, in the interest of time, in taking questions. So where we think we'll end up is we'll have improved support to researchers and departments, better quality, more consistency and speed. We think we'll have much better relationships with sponsors. That has to happen. They can't come back to us and say you did not accept -- you accepted something last year; you need to accept it this year. We'll say Cornell policies are this, and this is how we are going to implement it.

“Increase levels of skills of the sponsored program resources. We have been hiring some very excellent GCOs the last couple -- over the last two years. They need to be trained and brought up to speed, but that's happening. It is not easy to find practiced and skilled grants and contracts officers in the middle of nowhere -- that's what they say we are -- so we have to train them, but they are excellent people.

“And we are going to have a better teamwork, in my opinion. So finally -- I'll leave this up here, in case there are questions -- we are implementing our current research administration system, which is called Ezra. What does Ezra stand for? I haven't a clue. Cornell, of course. It stands for Easy Research Administration. That's -- okay.

(LAUGHTER)

“Pretty bad. It is not that good, but it is easy, because some guy wrote it about a weekend and he put it up. But we will be tracking -- up until now, until JoAnne came on board, we haven't been insisting that everything be tracked electronically. So when a proposal comes in, it's on there. When it's updated, it will be there; so we can have a much better tracking of our operations.

“When we go to the new system, it will be much more automatic, but that's where we are. So we'll be able to get response times, be able to understand how much work a particular GCO is doing; we'll be able to do better training, better consistency, better management.

“That is all I have to say. I would be happy to take questions in the minus two seconds I have.”

Speaker Beer: “You have more than that. You have seven or eight minutes.”

Sr. Vice Provost Buhrman: “Seven or eight minutes. So thank you. Sorry. I shouldn't do that.”

Professor Wojciech Pawlowski, Senator-at-Large, Plant Breeding and Genetics: "So some of the responsibilities in terms of sponsored research also in the department, and I wonder how you envision making the system more efficient with more specialized GCOs, if I still will have to go through the same and only person in my department that will have to deal with all kinds of grants."

Sr. Vice Provost Buhrman: "That is an excellent question and an excellent challenge for Cornell. Research administration is a distributed task. It's done centrally, and it's done in departments. I'm quite concerned both about the staffing reductions in the departments and the level of training.

"Some departments have very good research support administrators. They are typically the ones that have a high volume. The smaller units or the ones that perhaps have had a bad staff history or whatever, are not so much. We have to work together. We view it -- my office views it very much that it has to be a campus collaborative effort, and we just have to deal with it and work with the deans if there are particular cases where this is not being addressed, or we are not going to excel in research.

"This is the challenge. We have to do it cost-effectively because, as we know, I heard comments about the faculty headcount has shrunk. Well, count the staff, and you'll really see a head count shrink. That was fine and that's probably the right choice, but we are going to have to make sure the staff we have are well trained, well supported and well integrated across the campus. So I think it's an excellent point; one we are well aware of, but solution is a lot harder than knowledge in this case."

Speaker Beer: "Time flies. I think we can take one more question. Gentlewoman in the rear."

UNIDENTIFIED SPEAKER: "Yes, just a couple questions on that staffing reduction. What was it, and what is your staff now? And also, in terms of this reorganization, how long -- what's your time projection and who put it together? Is there an outside consulting firm that's helping you? How are you going about it?"

Vice Provost Buhrman: "Thank you. First, I have to be honest. I meant staffing reduction that's mainly out in the units. OSP reduced one. Our volume certainly was up with the recovery act. We got \$100 million of additional money, but we have all these extra reporting requirements, including monitoring subcontracts.

“Used to be we could just send the money out. Now we have to make sure they are in compliance. It's tremendously burdensome, but it's the way it is. Now, what was your other -- oh, what is it?”

UNIDENTIFIED SPEAKER: “What's the number?”

Vice Provost Buhrman: “I don't know. 30 in OSP. I have it, and I'll be happy to give it to you; but now, the time frame of the reorganization that JoAnne is putting in place with a lot of consultation with other people; so I'm responsible for it, but it was her idea. First, it was an idea -- this is how they do it at MIT, at Michigan. It's not *sui generis*, from us, but it's been very thoughtful.

“We didn't bring in an outside consultant, but there's enough information out there. With her experience, both with working at Clemson and working in industry, that you should have expertise. I had to go to a dentist specialist today. I didn't go to a GP for that. You want to go to experts. We need to have experts, because this is no longer a mom and pop research organization.

“So I think we are on the right track. I'm convinced of that. Making it all work is not a trivial task. It's a human enterprise.”

Speaker Beer: “I am sorry. We are going to have to cut that -- due to an error in the schedule. Thank you very much, senior vice provost.

“Now I would like to call on the Dean of the College of Human Ecology, Alan Mathios, for a report on reaccreditation.”

8. UPDATE ON REACCREDITATION

Dean Alan Mathios: “So we hit our milestone. I have in my hand the draft copy of the self-study that we put together. We have three months now and it will get -- to get comments from the community, so this is largely what I will be talking about.

“So we're due for -- every ten years, we go through this process. It was actually in November of 2008 I received an e-mail from the central administration that started with very glowing language about how wonderful I am, and I knew this was going to be trouble, because about the second paragraph was would you be willing to cochair this steering committee that puts together this self-study.

“So actually, we have been working on this for two years, so it's quite -- we are quite happy to be at this stage now. So basically, the requirements are we put together an in-

depth self-study, a three-day visit by an external review team that will occur later in the spring. The self-study has to address 14 standards of excellence for accreditation; very different from the last ten years.

“In some sense, going back, looking at what we did last time was totally useless to us, because Middle States changed the whole way they actually do accreditation and what they require in a self-study. It covers everything from Weill Medical College to Qatar to Singapore, we have programs; so we have to address virtually every place that Cornell touches. And while this is a voluntary process, it's really not voluntary, because you must be accredited to have access to federal financial aid.

“The 14 standards, we broke this up into working groups, into conceptual categories of institutional stewardship with the standards under that listed there: Student admissions and support, the faculty had its own working group, integrity governance, administration, educational offerings and assessment. And I'll just say on standard 14, assessment student learning, this is one of the major changes that was barely addressed in the past. Now Middle States is almost obsessed with how we report on how we measure student learning, that we have to articulate learning goals at the university level, at the college level, at the department level, at the course level, and assess against our stated learning goals what students learn. So I'll talk more about that later.

“So the organization was breaking it into these working groups around these standards. We also have a trustee task force that works with us, so there they are. The chairs of the working groups are there. It's a nice array from the university.

“Then in addition -- so the steering committee was me and Kent Hubbell, the cochairs. Marin Clarkberg is now the director of institutional research and planning, and actually, she's done a truly, truly amazing job in getting this sort of organized and up and operational. Seriously, I cannot say enough positive things about Marin.

“And then in addition to the chairs of each working group, this is the rest of the steering committee. You can see the talent that is represented. Each working group in of itself had a typical number of people, about eight to ten folks working on each working group; so this really touched many, many individuals, many in this room.

“So the timing is -- we started in earnest in March 2009, and we promised actually originally we'd have a working draft in November, and so we met that deadline, November 2010. And this is the draft we will share with the campus. In December, we have a preliminary visit from the chair of our evaluation group. I'll show you who the

group is in a second. That's just a one -- half a day visit, just to get acquainted with the University and the team.

"Then we have to submit our final self-study -- every page on the web and in the print has draft on it. Once we get comments and edit and resubmit, we must have this by February 1 to Middle States. The evaluation team is visiting March 27 to March 30 in the spring; then that will be followed with an actual report from them to us, giving us our status.

"The primary audience -- they keep saying this, we have to do this, but they say this is for your benefit -- the primary audience is the institution's own community, and the secondary audience includes the external constituencies. We tried to take that approach. We tried to really reflect on what we are doing well as a university and where improvement can occur, at least from sort of this steering committee's perspective.

"The report is to advance institutional self-understanding and self-improvement. It's most useful not when it's a defensive document that just talks about the praise of your institution and defends what you have done, but takes an analytical look at what you are doing. This is all going to be on the web, so you can look more carefully at this presentation.

"So we had a weird confluence of events that we started before the strategic plan activities were going on, then the strategic plan activities were created and completed and we are still going. So we've worked back and forth with that group and with the strategic plan, shaping how we started doing our work. It influencing us, we believe it influenced them, because we had overlap and we discussed quite often.

"In the end, our recommendations in our self-study are trying to be, at least in some areas, word for word with the strategic plan recommendations, and certainly not putting recommendations out that we have to carry through; because if you put a recommendation in to Middle States, they are expecting you to follow through. So given the number of activities the strategic plan is requiring the University to focus on, we made sure we were consistent with the strategic plan in posing recommendations in the document that's on the web.

"So we have a web page that's been up for quite a while now. This document is on there, so if you go to the web on Middle States at Cornell.edu and you go to Documents, you will see the self-study design plan that was approved originally, how we were

going to do this that was submitted to Middle States, and you will see the draft of the self-study.

“I do encourage you, maybe at a faculty club in the future, during lunch, to take this and go through it. It's actually -- in my view, I learned a lot about the University, a lot of things going on that you would not know about otherwise; so it's actually an interesting read, I think, and we're really anxious to get feedback on it.

“Just to give you a sense of the table of contents, it's about 227 pages long. We were encouraged by Middle States to keep it around this length. Some self-studies get into 300, 400, 500 pages. We really wanted to make this a read that's doable for the evaluation committee; so we were very, very careful about length. So you see, the length's there.

“This is by far the most challenging change for the University with respect to the self-study and what we have to do. Essentially, we have to, according to them, to get accredited, we have to have clearly articulated statements of expected student learning outcomes at all levels and a document organized and sustained assessment process to evaluate and improve student learning.

“So when I accepted this committee assignment, one of the first things I did was meet with Kent and say, if we don't actually start figuring out how to document and organize around this, we are going to be in deep, deep trouble two years from now. So Laura Brown -- first it was Michele Moody-Adams, then Laura Brown took responsibility for creating a decentralized approach to assessing student learning.

“And so basically, there's a core assessment committee with representation of every college on that core assessment committee. They bring the issues, the central issues, so they get pushed to the dean, the associate dean largely, who's responsible for assessment in your colleges; and then they are working with departments to develop department learning goals, get that into faculty, syllabi learning goals, then strategies for assessing against those learning goals.

“We have a ways to go, but the actual progress we have made is quite remarkable. There are stated university learning goals now. Every college has learning goals that are on the web. As a dean, I have developed Human Ecology's learning goals. I have actually found it very helpful to me, when I discuss the college to external audiences.

“Here's what we expect our students to learn. Then I think about how our program does or does not sometimes support those particular learning goals. So I have actually

found at first, this was just bureaucratic, this is what we have to do; and I'm slowing becoming a converted person in terms of thinking this actually has significant value in thinking about our curriculums and how to have them evolve.

"The recommendations, the -- here's the learning outcomes for Cornell. In case you haven't seen these, just to give you a sense of what we have down over the -- this is not the steering committee. This is evolved from your colleges coming up with your learning goals, us looking at those learning goals and raising the common ones to the university learning goals. So there they are. This is all on the web. You can take a careful look at another time.

"Again, the recommendations, the primary purpose of the self-study is to advance our self-understanding improvement, so we have recommendations at the end of every chapter in this self-study. They are stated recommendations of what we are committing ourselves to do. This is a quick way to get a sense of the document, if you wanted to.

"A typical chapter is organized like this: So Chapter 4, Integrity Governance and Administration. Here is the sort of table of contents of that chapter. Part 1 is leadership and administration. There are all the subcategories within that chapter under 1, under 2, integrity, ethical conduct policies and enforcement efforts; and 3, the end is recommendations.

"The site visit is March 27 to March 30. The chair is Rebecca Bushnell. We were able to make recommendations, based on lists they provided, as to who might be a good person to chair this. We strategically suggested Rebecca, because some of the most challenging issues in assessing student learning are in the humanities; how do you measure student learning in very abstract-type material, so we wanted a chair who has a sense of the difficulty of accomplishing this. So a dean of Arts and Sciences at Penn seemed like actually someone very good.

"Laura Brown knows this person, thinks she's quite, quite intelligent, quite balanced in the way she thinks about things, so we were very pleased with that. The rest of the team has just been provided to us. It was actually quite late in us knowing this. I think it's actually a reasonably good team. It has some of the -- our competitors we like to think we compete with, it has some land grant representation there, so I think we are doing quite well with this composition of a team.

"A typical visit that will occur is in the morning; they will show up on Sunday. They will have a reception for them. They will work as a team, and then on Monday morning, they will meet with the chair and the president of -- the chair of the evaluation

committee and president meet, interviews and visit. Lots of interviews with campus people from all -- from students, staff, faculty, interviews and visits again. A team dinner for them.

"Next morning, same thing. They start off with the chair and the President meeting, and sort of typical day. At the end, they will present an oral summary to the President and the steering committee, which will be followed up later with an actual report. They can do several things to us. They can make suggestions, which then it's our prerogative whether we want to act on their suggestions. They can make recommendations to us that requires us to take action and report within either five years, which is a good thing. That's a typical -- if you have recommendations, that's the least offensive approach is we'll visit in five years to see you are making progress.

"If there is a concern on whether the university meets a standard of excellence, they will want to see progress earlier than five years, so there's different levels. Requirements are signals that accreditation is in jeopardy. There's no one on our committee that feels we are going to be in that category. Where we feel we are likely to be is on assessment of student learning, given we just started really having a documented, organized approach to the way Middle States wants this done, that we suggest that we're going to have probably a revisit, you know, maybe not in five years, but they are going to want to see sort of progress reports in a couple years, because we are so still in the process.

"Any comments you have can be sent to either myself, Kent Hubbell, and it's been a great team -- working with Kent and Marin has been a great honor to work so collaboratively with them -- Kent, myself, Marin, any comments. We'll take them, we'll share them with the steering committee, so the steering committee will be responsible for editing the final document as a group. Questions?"

Speaker Beer: "Sorry, but the time is very short, and the Dean of the Faculty has a significant report.

Speaker Beer: "Thank you so much. A report from the Dean of the Faculty, Bill Fry."

Dean of Faculty, Bill Fry: "Kent Fuchs would like to say a word."

Speaker Beer: "Before Dean Fry reports, the Provost --"

Dean Fry: "No. After."

Speaker Beer: "Oh, afterwards."

9. DEAN OF FACULTY REPORT

Dean Fry: "Yeah. So I had four topics that I wanted to discuss today. The first one is that Bob Cooke has digitized all of the memorial statements for the faculty, and I think that's a really fantastic item. They will be available online. You can download them. We are printing these books still, but we are printing fewer of them. Primarily the families of the faculty who are really appreciative of these books, but that's a wonderful thing.

"Bob, would you like to just say a word about the whole project? This was at Bob's nickel, by the way, and his effort."

Emeritus Professor Robert Cooke: "When Bill says we have done -- put the memorial statements, the little stubby books online, he didn't say we run it all the way back to the founding of the University in 1868, and the faculty minutes, it started with a resolution. In 1939, they switched and went to the booklets.

"Anyway, it's all online. It's in eight volumes, and I urge you to read it or dip into the parts that are of interest, because you will be astonished with the breadth and depth of Ezra Cornell's dream, as you see what's happen over the years. It is really inspiring. Copies can be made available, but they are very expensive. We are putting it online, so there's essentially zero incremental cost. It's about \$100 a set, if an office really needs the paper."

Dean Fry: Thank you, Bob. I think it's a really nice gesture on his part.

"I wanted to say a few comments about some issues that the EPC is currently addressing. Actually, the EPC expected to bring a resolution to the Senate about adopting Turnitin that turns out to be not a premature resolution. EPC is looking at the whole issue of academic integrity. Turnitin, which is a plagiarism detection device, will be a small part.

"The EPC is also looking at the issue of having assignments and exams over fall break. I received 250 e-mail messages just after fall break from students who wanted no assignments -- or longer fall break and no assignments. The issue that Dave Delchamps raised concerning diversity in the campus is also in front of the EPC. What will happen, I think it's a bit early to say.

"The Calendar Committee is also meeting. They had their first meeting. They meet again at the end of this week. I wanted to let you know that group is in operation.

"Then I wanted to say a few words about the resolution concerning the Cornell Childcare Center, a bit about it, the response and reaction to that.

"The President's response was made public on Monday afternoon. He sent to Charlie Walcott and me about Monday noon his response, and I sent it out to the senate and also to the Childcare Committee. And what his response was, that there was considerable time and effort, and he spent looking at the ad hoc report, the Senate resolution report from Human Resources, correspondence with diverse constituent groups and also the resolution from the University Assembly.

"I asked Steve if I could share his message to the childcare committee, and I would just like to read it. It says -- he sent this Tuesday morning -- 'As you may be aware, most parents and teachers at the center indicated they are now very pleased with current conditions at the center, and I'm certain everyone can agree this is a very positive development for Cornell.'

"President Skorton has appealed to the community that we go forward in a spirit of collegiality and civility. I am sure you will all join me in hoping for the best at the Cornell Child Care Center honoring the President's request that the campus come together support in spirit of center.

"I want to echo those comments. These are a few of my observations about this entire process. First of all, this has been the most emotive issue I have ever seen at Cornell. I have dealt with faculty around salary, around space, lab space, office space and all kind of issues; but when it's your kid, you really are -- you really get into it, so this is a really tough issue.

"There has been a lot of angst, much anger on a lot of people's side; the communication has been awkward at times or wanting at times. I think it's clear there have been improvements at the child care center. I think we'd all agree with that.

"I would also say, I think the heading in The Sun yesterday morning was -- was it yesterday morning? Was sort of in -- today, okay. Time flies -- saying the President disregarded the Senate's resolution I think is not at all accurate. Certainly not all of the recommendations were adopted by the President, but there were certainly changes that he said he would do that followed the Senate resolution.

"My interpretation, personally speaking, is that this resolution and this activity has had a very major change, and I think it's for the benefit of the childcare center. So I would

just urge that, again, we move forward with civility and mutual respect for all persons involved, graduate student, staff and faculty.

“And I went on to adopt Steve's goal and the President's goal that the Cornell Child Care Center needs to become an excellent facility, and it is really best if we all work together. I just wanted to put that on the table. With that, Steve, I will stop and --.”

Speaker Beer: “Okay, we are good. We could take a couple minutes for some remarks by the Provost.”

Provost Kent Fuchs: “I will be brief. I wanted to first thank everyone that's been involved in the accreditation process. We are not done yet; but when you finish your self-study, that's a big, big step. The institution has never been through an accreditation process like this one, that is all outcomes-focused, and not only Marin, Kent Hubbell and Dean Mathios, but everyone else involved in this, thank you very much.

“One of our other favorite topics, the faculty club, the faculty lunch, the University has been subsidizing that -- I provide \$60,000 a year to that. I received an e-mail this morning from the chief financial officer, who didn't know about this resolution, saying the deficit that's been accumulated over ten years is a little over \$700,000. She wanted to know what I was going to do about it. I told her to erase it. She said that's not possible. What has to happen is actually cash has to go into that account at some point, so I have to fix that problem.

“I informed the Hotel Dean it was his problem. He said we should split the cost. I cannot contribute more than \$60,000 a year. What I have done is I'm turning that money over to Dean Fry to use as he sees fit. If it is important to you all, I would encourage you to have your department chairs and deans contribute. I think probably another \$100,000 per year, so about something like \$100 per faculty, this could become a viable option.

“I have cut from your departments and your colleges \$100 million per year out of your budgets. I'm just not willing to do that anymore. We are now hiring faculty, we are investing in that. Any spare change I have, I put into faculty recruiting. That is my top three priorities. I would have voted for this resolution, but that's not the solution.

“So I'm giving Dean Fry the money, and he can spend it as he wants. There are about 100 faculty that use it. There's \$60,000 there. I think there is a solution, but the solution really does depend on money. It really does. The full cost -- it's an expensive lunch, because you have to set up, take down, you have to staff it. It is quite a different venue

than going to a restaurant. But I will respond to the resolution, but that's a sense of where we are. Thank you all very much."

Speaker Beer: "Thank you very much, Provost Fuchs. We have reached the hour of adjournment."

(MEETING ADJOURNED)

Meeting adjourned: 6:00 p.m.

Respectfully submitted,
Fred Gouldin, Associate Dean and Secretary of the University Faculty

**Report from Nominations & Elections Committee
November 10, 2010**

Childcare Services Subcommittee

Stephen L. Morgan, College of Arts and Sciences

Educational Policy Committee

Bruce Levitt, Chair, College of Arts and Sciences

John Muckstadt, College of Engineering

Faculty Committee on Program Review

Jane Mt. Pleasant, College of Agriculture and Life Sciences

Lectures Committee

Jonathan Ochshorn, College of Architecture, Art and Planning

Nominations and Elections Committee

Susan Suarez, College of Veterinary Medicine

North Campus and Collegetown Council

John Belina, College of Engineering

Jennifer Gerner, College of Human Ecology

Joe Regenstein, College of Agriculture and Life Sciences

Professors-at-Large Selection Committee

Graeme Bailey, College of Engineering

University Benefits Committee

Michel Louge, College of Engineering

University Sustainability Committee

Anthony Ingraffea, College of Engineering



Cornell University

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Appendix 2

FACULTY LUNCH RESOLUTION

YUVAL GROSSMAN

November 10, 2010



PROPOSED FACULTY LUNCH RESOLUTION

WHEREAS most major universities in the world have a “faculty club” or a “faculty center,” and

WHEREAS Cornell University has had a faculty club and/or luncheon facility for over 50 years, which has important benefits to the university such as increasing professional and social interactions amongst faculty members, thereby improving faculty productivity, and assisting and enhancing recruitment and retention of faculty,

WHEREAS the existing faculty luncheon facility is to be closed at the end of the Fall 2010 semester, and



WHEREAS the Cornell Dean of Faculty conducted a survey of faculty members about the need for a faculty luncheon facility and the results indicated that a significant number of faculty members felt that keeping the facility is important, and

WHEREAS the 2010-2015 Cornell University Strategic Plan calls for “develop a revamped faculty club on campus,”

BE IT RESOLVED THAT

The Senate strongly urges the Cornell Administration, and in particular, the Provost, to reverse the decision to close the current faculty luncheon facility and keep it open until a suitable replacement is found, and recommends that a serious planning effort be undertaken, with Administration support and involvement, to ensure a sustainable faculty center that includes a luncheon facility.

Senators supporting: Elizabeth Earle, Don Hartill, Harry Kaiser, Michael Nussbaum, Tim Mount



Cornell Research Administration

The goals and direction of Cornell research administration

Reorganization of the Office of Sponsored Programs

Faculty Senate

November 10, 2010



Research Administration

Vision and Mission

- Vision
 - Cornell's research administration will achieve a level of effectiveness that is as superb as our faculty and the research results that they produce
- Mission
 - Support and facilitate the advancement of Cornell's research while upholding institutional principles and adhering to external regulations



Cornell Research Scale and Scope

- \$480M research expenditures (26% of Ithaca campus budget)
- 1,871 graduate students (GRAs only) and
3,940 personnel supported with sponsored funds (current)
- 1,906 new proposals last year
 - paper, dept. systems, Grants.gov, Fastlane; PI/RA mgmt of agency forms/rules, institution rates
 - manual routing, verification of compliance regulations
- 3,700 active awards; 608 active subcontracts
- 1,109 principal investigators with active awards (current)
- >225 department and college research administrators (RAs)
- 2,490 research protocols submitted for review
 - paper, web forms, eSirius
 - manual tracking, verification, reporting



Tactics

- Internal focus primarily to date
 - Enhance staff leadership and expertise
 - Leadership changes, reorganization, position and qualification redefinition, training, mentoring
 - Develop culture of service and quality; utilize risk-based decision making
 - Customer surveys, response standards, risk assessment, cost/benefit analyses
 - Obtain and act upon stakeholder input
 - Faculty/staff involvement in hiring, engage assoc. deans, faculty user groups, researcher participation in improvement projects
 - Measure and benchmark performance
 - Key performance indicators, peer comparisons
 - Conduct program assessments
 - Animal care program review, communications study
 - Address internal compliance issues

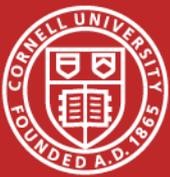


Tactics, continued

- Moving to external focus
 - First step: Reorganize OSP to better serve internal customers (PIs) and external customers (sponsors)
 - Other steps pending – *possible subjects of future reports*



- Office of Sponsored Programs (**OSP**)
 - JoAnne Williams – Director* (as of Dec. 2009)
- Realignment and Reorganization
 - Current State
 - Reasons for Change
 - Internal
 - External
 - View to the Future
 - Expected Outcomes
 - Metrics
 - Next Steps



OSP Current State

- Customer dissatisfaction with services provided by Office of Sponsored Programs
 - ... Why?
 - Varying levels and quality of OSP support to Cornell PI's and departments/units
 - OSP Grant & Contract Officer (**GCO**) research administration skills and understanding of spectrum of sponsors are not “standardized” among GCOs
 - PI's and departments have incomplete understanding of scope of GCO role
 - perception is that OSP provides minimum added value to process*
 - Sponsors and PIs experience inconsistent terms and conditions in similar agreements
 - Minimal feedback mechanisms between OSP and its customers - researchers and department administrators



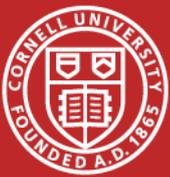
Internal Reasons for Change

- Need to change perception of OSP from being a barrier to being a partner
- Need to provide a consistent high quality level of administrative sponsored program support
- Need to “standardize” OSP personnel core skills and knowledge and required continuing education
- Need to improve low morale and sense of contribution among GCOs
- Need to define, document, and disseminate sponsored program administrative processes and/or process improvements
- Need to help implement the Cornell Strategic Plan
 - Strategic Initiative # 5: Implement strategically focused, cost-effective enhancements to the infrastructure in support of research, scholarship, and creativity.



External Reasons for Change

- Increased, administratively burdensome federal and state regulatory compliance requirements
 - Over 40 sets of separate federal regulations that apply to OSP activities
 - At least 216 FAR clauses and 79 DFAR clauses (in addition to numerous agency specific clauses) that can be included in a contract .
- Increased complexity of:
 - **Sponsor-driven requirements**
 - **Contracts and other transactions**
 - **Funding mechanisms**
- Competition for research funds demands quality OSP administrative performance, and skilled negotiators to compete for the funds while consistently following Cornell policies



Federal Government



Center of Expertise:
Federal Government

Universities
Weill Cornell

State & Foundations



Center of Expertise:
NYS & Foundations
Other States & Local Gov'ts

Industry



Center of Expertise:
Industry
International Gov'ts
Subcontract/Subaward

Contract Support/Oversight

Administrative Operations & Support

Center of Expertise:
Operations

Customer Support
Research & System Support
Audit

SOP & Policies
Training/Event Coordination
Metrics/Dashboard/Reporting

Website
Outreach
Infrastructure Support



Federal Government



State & Foundations



Industry



Proposal & Pre-Proposal Review & Submission

Award, Sub-award and Out-year Action Negotiation; Subcontracts, & Other

Outreach & Education

Contract Support/Oversight

Administrative Operations & Support

Operations

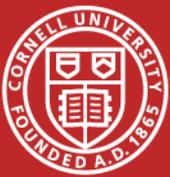
Infrastructure & Office Management

Proposal Services & Award Services



Outcomes of Change

- Improved support to researchers and Cornell departments/units – *quality and speed*
- Improved relationships with Sponsors
- Increased level of skills and quality of OSP resources
- Business process improvements
- Improved team work within OSP



Metrics

- Research system (EZRA) modifications will allow measurement of:
 - Cycle time for (examples only):
 - Proposal receipt to proposal submission
 - Award receipt to award acceptance
 - Other document receipt to conclusion
- Response time to customer calls
- Number of proposals/awards received and successfully processed
- Research funds processed per GCO
- Customer satisfaction survey
- Establishment of OSP points of contact (liaisons) for each college
 - Attendance at department administrator meetings
 - Response time to departmental requests
- Continuing professional education requirements

Accreditation thru Middle States

- Renewal in 2011
- Decennial process involves
 - In-depth institutional self study
 - Three day visit by external review team
- 14 standards for accreditation
- Covers the entire institution: Weill, programs with professional accreditation, etc.
- Requisite for federal financial aid

Fourteen Standards

Institutional Stewardship

1. Mission and Goals
2. Planning, Resource Allocation & Institutional Renewal
3. Institutional Resources
7. Institutional Assessment

Student Admissions & Supports

8. Student Admissions and Retention
9. Student Support Services

The Faculty

10. The Faculty

Integrity, Governance & Administration

4. Leadership & Governance
5. Administration
6. Integrity

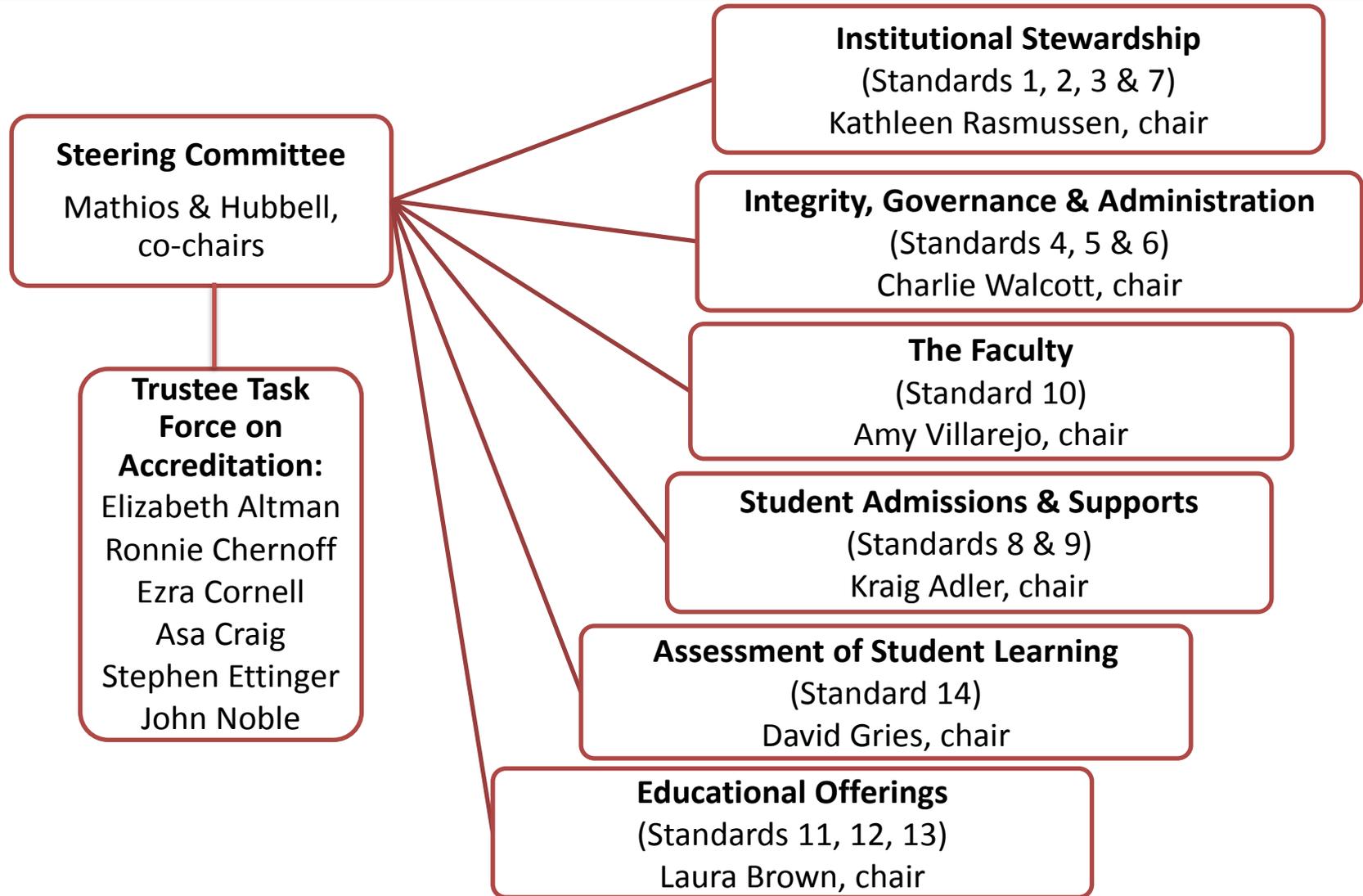
Educational Offerings

11. Educational Offerings
12. General Education
13. Related Educational Activities

Assessment

14. Assessment of Student Learning

Organization



Steering Committee

Alan Mathios and Kent Hubbell, co-chairs

Working Group Chairs +

Marin Clarkberg, Director, Institutional Research & Planning

William Fry, Dean of the Faculty

Barbara Knuth, Vice Provost and Dean of the Graduate School

Susan Murphy, Vice President for Student & Academic Services

Elmira Mangum, Vice President for Planning & Budget

Kristin Walker, Institutional Research & Planning

Gina Ryan, graduate student, Microbiology

Nikhil Kumar (until May 2010), undergraduate student, ILR

Vincent Andrews (after May 2010), undergraduate student, ILR

Timeline overview

Task	Date
Accreditation Steering Committee first convenes	March 2009
Middle States approves Cornell's self-study design	May 2009
Six Working Groups research, analyze, evaluate	AY 2009 - 2010
Working group reports due	May 2010
Steering Committee drafts comprehensive report	Summer 2010
Draft shared with campus constituencies	November 2010
Preliminary visit from team chair	December 17, 2010
Final self study submitted to Middle States	February 1, 2011
Evaluation team visits Cornell	March 27-30, 2011

Audience for the Self Study

“ The primary audience is the institution’s own community, and the secondary audience includes external (or public) constituencies. ”

— *Self Study: Creating a Useful Process and Report*,
The Middle States Commission on Higher Education

Purpose of the Self Study

“ The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement.

The self study is most useful when it is analytical and forward-looking rather than descriptive or defensive, when it is used both to identify problems and to develop solutions to them, and when it identifies opportunities for growth and development.”

— *Self Study: Creating a Useful Process and Report*

Relationship to Strategic Plan

- Self study activities were initiated before strategic planning began
- The work of the self study has informed, facilitated, and complemented strategic planning efforts at every stage
 - Overlapping participant lists
 - Overlap in the questions that were asked
- Strategic Plan, in turn, became a basis for developing recommendations that have been incorporated in self study

Self Study now on-line

cornell.edu/MiddleStates

2011 Self-Study for Accreditation through Middle States

Accreditation Overview

Documentation

Process and Timeline

[Self-Study Design Plan](#)

Standards

The Middle States Commission on Higher Education formally approved Cornell's Design Plan on July 15, 2009 in a letter from Debra Klinman, Vice President.

Committees

[Draft of Cornell's Self Study](#) (October 29, 2010)

Documentation

A first draft of Cornell's Self Study. The final draft will be submitted to the Middle States Commission on Higher Education in February 2011. Comments welcome before December 18. (See left for contact information.)

For More Information Contact:

middlestates@cornell.edu

Marin Clarkberg
mec30@cornell.edu
 607-255-9101

Table of Contents

Executive Summary	TBD
1. Cornell University: An Overview	21 pages
2. Approach to Self Study	6 pages
3. Institutional Stewardship	26 pages
4. Integrity, Governance and Administration	18 pages
5. Student Admissions and Supports	39 pages
6. The Faculty	28 pages
7. Educational Offerings	40 pages
8. Assessment of Student Learning	28 pages
9. Institutional Assessment	14 pages
10. Conclusion	7 pages
	<hr/>
	227 pages

Standard 14

Assessment of Student Learning

- Clearly articulated statements of expected student learning outcomes at all levels (institution, college, major, course)
- Documented, organized and sustained assessment process to evaluate and improve student learning

Learning Outcomes for Cornell

Disciplinary Knowledge: demonstrate a systematic or coherent understanding of an academic field of study

Critical Thinking: apply analytic thought to a body of knowledge

Communication Skills: write and speak articulately

Scientific and Quantitative Reasoning: understand cause and effect relationships; use symbolic thought

Self-Directed Learning: work independently; take initiative

Information Literacy: access and evaluate information sources

Engagement in the Process of Discovery or Creation

In addition, Cornell graduates should develop a deeper understanding of:

Multi-Cultural Competence: engage in a multicultural society

Moral and Ethical Awareness: embrace moral/ethical values

Self-management: demonstrate awareness of one's self in relation to others

Community Engagement: demonstrate responsible behavior

Recommendations

“The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement. The self study is most useful when it ... identifies opportunities for growth and development.”

— *Self Study: Creating a Useful Process and Report*

Recommendations

The chapters makes recommendations for which we be held accountable at the periodic review five years hence. These fall at the ends of the chapters. For example:

Chapter 4. Integrity, Governance, and Administration

1. Leadership and Administration

Board of Trustees; University Assemblies; The Assemblies and Shared Decision Making; Administration; Policy Development; Selection and Evaluation of Leadership; Communication

2. Integrity

Ethical Conduct Policies; Enforcement Efforts

3. Recommendations

Leadership and Administration; Integrity

Spring 2011 Site Visit

- Chair: Rebecca Bushnell
 - Dean of Arts & Sciences at University of Pennsylvania (2005-present)
 - Ph.D. in Comparative Literature, Princeton
- Dates: March 27-30, 2011
 - Sunday afternoon session through Wednesday afternoon exit interview

Evaluation Team

Rebecca Bushnell, Dean of Arts & Sciences, Penn

Susan Boswell, Dean of Student Life, Johns Hopkins

Ann Dodd, Assistant Dean for Strategic Initiatives and Graduate Education and Associate Professor of Agricultural Leadership, Penn State

Thomas Elzey, Senior VP of Finance, Drexel

Daryl Nardick, Director of Strategic Projects Integration/Senior Project Consultant, Georgetown

Glenn Starkman, Professor of Physics, Case Western

Karin Trainer, University Librarian, Princeton

Donna Waechter, Associate Dean for Medical Education, Uniformed Services University of the Health Sciences

Outline of visit agenda

March 27-30, 2011

	Sunday (27)	Monday (28)	Tuesday (29)	Wednesday (30)
Morning		<ul style="list-style-type: none"> • Chair & President meet • Interviews & visits 	<ul style="list-style-type: none"> • Chair & President meet • Interviews & visits 	<ul style="list-style-type: none"> • Finish report writing • Chair prepares oral report
Lunch		<ul style="list-style-type: none"> • Campus people 	<ul style="list-style-type: none"> • Campus people 	<ul style="list-style-type: none"> • Team only
Afternoon	<ul style="list-style-type: none"> • Reception • First working session of the team 	<ul style="list-style-type: none"> • Interviews & visits • Team dinner 	<ul style="list-style-type: none"> • Interviews & visits • Team Dinner 	<ul style="list-style-type: none"> • Oral summary for President, Steering Committee
Evening		<ul style="list-style-type: none"> • Team meeting 	<ul style="list-style-type: none"> • Report writing 	

The final report may make...

- **Suggestions**: action optional
- **Recommendations**: requires the institution take action and report in:
 - Next periodic review report (5 years)
 - Progress letter (6-24 months later)
 - Monitoring report (6-24 months later)
- **Requirements**:
 - Signals that accreditation is in jeopardy

Your comments

middlestates@cornell.edu

- Kent Hubbell, Dean of Students, klh4@cornell.edu
- Alan Mathios, Dean of the College of Human Ecology, adm5@cornell.edu
- Marin Clarkberg, Director, Institutional Research & Planning, mec30@cornell.edu



Cornell University

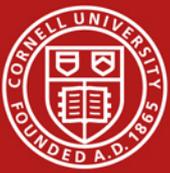
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Appendix 5

DEAN OF FACULTY REPORT

BILL FRY

November 10, 2010



- Memorial Statements now on line
 - (Thanks to Bob Cooke)
- Issues before the EPC
 - academic integrity
 - assignments/exams over a break
 - diversity issues
- Calendar Committee
- CCCC Resolution
 - Response
 - Reaction

The Memorial Statements are on eCommons.

The University Faculty Archive (lists both the volumes (collections) and Individuals)

<http://ecommons.library.cornell.edu/handle/1813/17811>

Two subsets:

The Memorial Statement **Collections** (books containing a decade of statements)

<http://ecommons.library.cornell.edu/handle/1813/17838>

The Memorial Statements **Individually**

<http://ecommons.library.cornell.edu/handle/1813/17813>

Thanks to Bob Cooke!!



- Issues before the EPC
 - academic integrity
 - assignments/exams over a break
 - diversity issues



- Issues before the EPC
 - academic integrity
 - assignments/exams over a break
 - diversity issues
- Calendar Committee
- CCCC Resolution
 - Response
 - Reaction



President's response on Monday noon → Charlie Walcott, Bill Fry
(previous request for extension of the response time)
→ public on Monday afternoon

Previous conversations → considerable time and effort
(report from ad hoc committee, Senate Resolution, report from
HR, correspondence with diverse constituent groups, Resolution
from UA.)



From: Stephen L. Morgan
Sent: Tuesday, November 09, 2010 10:19 AM
To:
Cc: William Earl Fry
Subject: endpoint on child care center resolution

Dear faculty endorsers of the March 2010 resolution of the Faculty Senate (cc William Fry, Dean of the Faculty),

As you may be aware, most parents and teachers at the center have indicated that they are now very pleased with current conditions at the center, and I am certain that everyone can agree that this is a very positive development for Cornell. President Skorton has appealed to the community that “we go forward in a spirit of collegiality and civility.” I am sure you will all join me in hoping for the best at the Cornell Child Care Center, honoring the President’s request that the campus now come together in support of the center.

Best,

Steve



Observations (WEF):

- The most emotive issue that I've seen
- Much angst, much anger.
- Communication awkward/wanting
- There have been improvements
- There will be changes
- Some (not all) recommendations adopted
- Senate Resolution/ad hoc committee
→ big impact

Move forward with civility and
mutual respect for all involved
CCCC needs to become an excellent facility
best if we work together