

A MEETING OF
THE UNIVERSITY FACULTY SENATE
WEDNESDAY DECEMBER 8, 2010

Speaker Charles Walcott: "Call the meeting to order. I have the usual kinds of announcements to begin with. First off, I'd remind the body no photos or tape recorders are allowed during the meeting, and would everyone please turn off their cell phones, so that that won't disturb matters. Then, if you have comments and remarks, please not only identify yourselves and the department, but wait until you get the microphone, so that everybody can hear you and so that we get a recording of what it is you have to say.

"As far as I know, there are no Good and Welfare speakers today, so we have an extra five minutes, which I think we will add simply to the Africana discussion probably. And finally, a most important reminder, please drop off your iClickers, either up front here in a box that's available or one in back. Please do not take them home.

(LAUGHTER)

"Well, they don't do you very much good at home anyway. So I would like to call on Fred. Where did Fred disappear to? He is on the phone. Poor guy."

1. APPROVAL OF MINUTES FROM 10 NOVEMBER FACULTY SENATE MEETING

"Well, why don't we do the minutes. I am not going to ask the question how many people here have read the minutes, but I am going to ask if people are willing to have the minutes approved. Are there any additions or corrections to the minutes? Seeing none, I'm going to accept them as written.

"And now, Associate Dean & Secretary Fred Gouldin, you are on for Nominations and Elections."

2. REPORT FROM NOMINATIONS AND ELECTIONS COMMITTEE

Associate Dean & Secretary Fred Gouldin: "Thank you very much, Charlie. My report is very brief. There are just two new appointments that were made, Angela Gonzales for the College of Agriculture and Life Sciences has accepted her term on the Institutional Review Board for Human Participants. And second, Professor Castillo of the College of Arts and Sciences will be on the Committee of Professors-At-Large Selection Committee.

"I am sorry. Do I need to make that report again? Thank you."

Speaker Walcott: "So we need a motion to accept that report. So moved. Second? Any discussion? Yes, point of view of order, sure. Excuse Me.

"Do we have a quorum?"

Associate Dean Fred Gouldin: "Yes."

Speaker Walcott: "We do have a quorum. So I'm going to simply ask all in favor, please signify by raising your hand. All opposed? Unanimous -- abstentions, I suppose I should ask for. No abstentions, so that's unanimous.

"We will now proceed to the resolution from the Educational Policy Committee. And Bruce, would you come and present it, please."

3. RESOLUTION FROM THE EDUCATIONAL POLICY COMMITTEE

Professor Bruce Levitt, Theatre, Film & Dance: "Thanks, Charlie. The first resolution from the Educational Policy Committee -- there are copies up here, if you need the hard copies -- "whereas there is a consensus among national experts in the field of academic integrity that cheating is pervasive at American colleges and universities," and I'm going to skip all the whereases.

WHEREAS there is a consensus among national experts in the field of academic integrity that cheating is pervasive at American colleges and universities;

WHEREAS there are numerous factors that contribute to this crisis of academic dishonesty at the college level, including: the predominance of cheating in secondary schools; a lack of preparedness and familiarity with requirements of academic integrity, particularly regarding plagiarism; increased access to electronic materials and the corresponding difficulty of detecting inappropriate use of such materials; increased stress, including pressure to excel; student perceptions of unfairness in grading and academic requirements; and inconsistent handling of academic integrity violations;

WHEREAS colleges and universities that have responded to this crisis invariably determine it necessary to develop a comprehensive educational approach, addressing the multiple causal factors and involving both the faculty/administration and students to create both formal and informal cultures of academic honesty,

WHEREAS to create a formal culture of academic honesty it is crucial to make academic integrity an educational component of the first-year curriculum, in the classroom and/or through academic co-curricular offerings;

WHEREAS as part of an educational response to inadvertent academic dishonesty, innovative educational responses (e.g., small, group, interactive classes) might be utilized;

THEREFORE BE IT RESOLVED that the Provost in collaboration with the University Faculty create an initiative to draw upon internal and external expertise to explore

approaches to creating a climate of academic integrity on campus and to propose the steps and resources necessary to accomplish such a goal.

"Therefore be it resolved the provost, in collaboration with the University faculty, create an initiative to draw upon internal and external expertise to develop approaches to creating a climate of academic integrity on campus and to propose the steps and resources necessary to accomplish such a goal."

"Discussion?"

Professor Abby Cohn, Linguistics: "This seems appropriate and reasonable, but I was wondering if we could have a little more context as to why this is coming up now, why it's being put forward and, more specifically, what kinds of conversations or what thoughts there are about the kinds of steps that might be taken."

Professor Levitt: "The EPC has discussed this for at least a year, and that discussion came to a culmination when Carol Grumbach came to present to us a report from a week-long conference that she had attended that involved a number of universities, and there was a large report, a lengthy report from Carol, who herself is in Student Services and is an attorney.

"And that report involved an overview of the problem, a number of the ways that this is addressed at various universities, and the notion is that there didn't seem to be anything readily adaptable necessarily to Cornell and that we need to come up with a unique and clear solution, given the diversity of colleges. And every day, there seems to be another article in the "New York Times" about a site that students can go to and purchase essays, even now admissions essays, which was the latest one that I read in the "New York Times."

"So that's the context, that it seems to be overwhelming, that the second resolution, which I'll bring up in a moment, which has to do with Turnitin, in a survey that FABIT did in 2009, 90% of the faculty at Cornell felt -- that were surveyed. Four hundred people returned the survey -- felt they needed some help with this issue, some software program that would assist; but the larger issue is that I think the EPC feels this should not be punitive necessarily, that there needs to be education about academic integrity and how to accomplish that, what's the best venue, what's the best program. There may be different programs in each colleges that necessitate different approaches."

Professor Cohn: "I would just, as a comment, say it's very, very important to work closely at the college level. I served as the chair of Academic Integrity Hearing in Arts and Sciences a number of years ago, and we worked quite systematically at that time to put together and to keep going a working group among the chairs, and I've also been

involved in a number of specific initiatives that have been taken in Arts and Sciences over the years; so I think to be sure that there's a cross-college conversation that provides the underpinnings and foundation for any such discussions."

Professor Levitt: "I think that's the point of trying to raise this to the provost level, to pull together all that expertise that exists in the various colleges on those committees, because we did look at reports from several of those committees over the last year."

Speaker Walcott: "Yes, in back."

Professor Harry Kaiser, Applied Economics and Management. "I am just curious -- my first meeting of the year as I've come back onto the senate we passed a resolution that dealt with academic integrity. How does that resolution fit into this? What's the relationship between this and that resolution?"

Professor Levitt: "I am unfamiliar with that resolution. David?"

Professor David Delchamps, Electrical and Computer Engineering. "That resolution is completely decoupled from this one. That came from a faculty member, and it involves putting a statement on the matriculation agreement saying I have read and understand and I agree to abide by the Cornell Code of Academic Integrity."

Professor Kaiser: "You are calling for ways to help prevent cheating, and that is one way, isn't it?"

Professor Delchamps: "Well, certainly, it's a cultural thing. There are so many elements to this. I preceded Bruce as chair of the EPC, and we have been -- a good three years now, and there's not just technology. There are a lot of different ways to cheat, not just plagiarism, not just Wikipedia, it's Course Hero; but then there's culture, student culture that sees a little cheating is not such a bad thing. Carl Franck's resolution addresses the culture issue, and I think that's a huge -- I'm hoping that whatever we come up with, whatever approach this leads to is going to involve that as well."

Professor Kaiser: "I would just add to that, too, it's one thing to say on a document that the student signs that they will abide by the academic integrity policies. It's another to make sure they know what those policies are, and there's some sense, some, I think, widespread sense that the students do not know or understand those policies. And so part of this would be to disseminate those in such a way that that statement has meaning."

Speaker Walcott: "Professor Stein. Wait for the microphone, please."

Professor Stein: "I walked in the middle of Bruce's presentation, and when I sat down, the last word I heard was something about nonpunitive. Does that mean that the notion of punishment will have no part in this regime?"

Professor Levitt: "No. What it means is there has to be -- (Audio difficulties.)

Professor Peter Katzenstein. Government: "Two students fully unaware what they were doing. The reading list had a two-paragraph statement about academic integrity. I spent ten minutes in the first lecture on this, talking with great intensity about it. When it came to paper time, I took five minutes at the beginning of the lecture. The TA's reaffirmed this in each of the 20 sections. Three students plagiarized.

"And it's not that they do it with a bad feeling in their stomach -- one of them did -- the other two were utterly clueless, totally clueless. And I don't think it's a culture which is unique to the electronic age. When I came 30, 40 years ago, there was a deep corrupt culture of plagiarism at Cornell. It was the old network of the fraternities, and the established faculty and everybody was laughing about the recycling of term papers. I don't think this is -- this is a culture corruption issue, and I'm very happy that this is moving in this direction. "

Speaker Walcott: "Other comments? Are you ready for the question? All right. Now, we're going to do high-tech. And we are going to use these clickers. Now, the thing that is important to remember is A means yes, B means no and C means I abstain. Okay, got it?"

"I will turn it on. You got to turn on your clicker first. I have got to turn on this thing here, and then we'll see if we can make it work.

"Okay, you are ready to vote. We're still gathering votes. We're up to 50. Do I have 51? 54. 55.

"Okay. Has everybody voted? All right, now the exciting part; we will see what the outcome is. Oh, my gosh. Look at that. 98% in favor and 2% opposed, and no abstentions. So I would declare the motion has passed.

(LAUGHTER)

I call on Professor Levitt to proceed with the next --"

4. RESOLUTION FROM THE EDUCATIONAL POLICY COMMITTEE ON TURNITIN

Professor Bruce Levitt: "The second resolution, "whereas there's a consensus among many at Cornell that academic dishonesty is prevalent on our campus, increasing faculty frustration, renewing a demand that the university purchase a university-wide license for Turnitin"

WHEREAS there is consensus among many at Cornell that academic dishonesty is prevalent on our campus, increasing faculty frustration and renewing a demand that the University purchase a University-wide license for Turnitin;

WHEREAS to the extent that Turnitin is employed, it is imperative that it be one component of a comprehensive educational approach, otherwise students are merely punished and deterred temporarily, but not educated, and the University fails in its mission to educate our students to become ethical citizens and professionals;

THEREFORE BE IT RESOLVED that as one component of this comprehensive approach, the University purchase a University-wide license for Turnitin for use at faculty discretion;

BE IT FURTHER RESOLVED that faculty are strongly urged to make certain that students understand course academic integrity requirements and know how to meet them; text in a course syllabus, without elaboration, may be insufficient for these purposes; and

BE IT FINALLY RESOLVED that faculty who use Turnitin are strongly urged to use it as an educational tool as well as a detection tool.

"And there are three resolutions. Be it resolved that as one component of this comprehensive approach, the university purchase a university-wide license for Turnitin for use at faculty discretion. Be it further resolved that faculty are strongly urged to make certain that students understand course academic integrity requirements and know how to meet them. Text in a course syllabus without elaboration may be insufficient for these purposes. And be it finally resolved that faculty who use Turnitin are strongly urged to use it as an educational tool, as well as a detection tool."

Speaker Walcott: "You have the motion before you. Is there any discussion? Abby Cohn."

Professor Cohn: "We actually had an earlier go-around a number of years ago, when the then vice provost signed us up for Turnitin at that time. In fact at that time, the university counsel determined that we couldn't use it; and since that time, I understand that the university counsel has made a different determination, but I'm curious to know

-- at that time, one of the significant features was that any paper that was run through Turnitin became the property of Turnitin, and thus, we either -- we have to expect our students then to give up those rights to their paper. And is that still the case? And what does the committee think about that?"

Professor Levitt: "That is the issue that's been resolved with counsel, that the students still retains rights to that paper, as far as we understand, yes."

Professor Cohn: "Retains right is not the issue. The issue is does it become part of Turnitin's database and do they use it for further fact-checking."

Professor Levitt: "It does."

Professor Cohn: "And is it the case that the student then no longer has control over what might happen to their paper, where it goes, who has it? What kinds of assurances are we in a position to give to students relative to --."

Professor Levitt: "My understanding is Turnitin does not sell or distribute the papers. They only keep it in their database. I know there are some units in the college that are using Turnitin already, and seem to be happy with it. I remember when Isaac Kramnick did purchase that as a site license for us to use, and that was the issue; whether the student did retain their rights to that paper."

Professor Cohn: "I understand here it's just to make it available, it's not a requirement; but I would like to share a concern of one of my colleagues who just feels that the idea that this material would then become Turnitin's to use is completely dissonant with all the other principles we espouse relative to copyright, our own information and how we treat confidentiality with respect to information."

Emeritus Professor Dick Durst, CAPE: "I would just like to add support to this, saying whether or not faculty uses this, just the knowledge of a student that we have this available and it could be used is going to be a deterrent in itself."

Professor Carl Franck, Physics: "Could you give a good example how it could be used in an educational way?"

Professor Levitt: "One of the suggestions that was discussed at the conference that Carol Grumbach attended was to have the students literally go online and plagiarize a paragraph and put it through Turnitin, or paraphrase, which Turnitin picks up to a certain degree and put it through Turnitin, so they can actually see the various kinds of

things that are caught with this technology, and also for their own information. There are some students who don't know that paraphrasing is plagiarism, without citing the source, without giving some reference to it. So those are the kind of things that were talked about in the EPC meeting, of how one might use this as an instruction tool."

UNIDENTIFIED SPEAKER: -- "One of the things I tried to work out with the students was to take a writing course on professional writing. One student came back to me and said there's no such course offered on the Cornell campus next semester. This course would be useful."

Professor Claire Fewtrell, Molecular Medicine. "I understand Abby's concern, but the reason why Turnitin wants to keep it is to determine whether some fraternity person at Cornell has sold a paper; not given the paper to somebody else."

Professor Jane Fajans, Anthropology" "Some years ago we were told to put a text in our syllabi that suggested that plagiarism -- what plagiarism was and why it wasn't allowed. I don't understand why text is not sufficient in a university where everybody is supposed to be literate and a little bit responsible to the syllabus you hand out to them.

"It may be that it needs further elaboration, but I would not put -- I would like, I guess move to strike that from this resolution, because I think that's giving students all the ways out of abiding by what we're trying to instill here, to say, "Oh, but the professor didn't elaborate on it, so how could I possibly be responsible for it."

Professor Wojciech Pawlowski, Senator at Large, Plant Breeding and Genetics: "I am wondering if you made an assessment about the economics of purchasing a university site license, how many people would use them and if it would just make an economic sense."

Professor Levitt: "What I can tell you, the Faculty Advisory Board on Technology did a survey. They had 400 responses. 90% of those 400 people said that they would use such a tool, if it were available. Were asking for it, in fact."

Professor Tarleton Gillespie, Communication. "I just wanted to push on the question of copyright. I want to make sure the EPC thought about the implications of a required course. So we're still in this position where asking a student or obliging a student to turn in through this mechanism, does then hand this paper over to Turnitin, which the courts have said is fair use and acceptable; but if there's no way for a student to opt out of that for the course and a course is a required course, then we really are putting them

in a dilemma, where we're sort of tacitly obliging them to participate. If that's still a question about whether they have the right to opt out or if we are basically handing off that right. I want to make sure, especially as a required course, as a special case for this."

Professor Eric Cheyfitz, English: "I want to emphasize this is an ethical issue. Plagiarism is an ethical issue, but this kind of surveillance is also an ethical issue. As we think about it and vote on it, just want to make sure that's on everybody's mind."

Professor Levitt: "I would just remind everybody that the participation on the part of the faculty member is voluntary. Not on the part of the student. That's true."

Speaker Walcott: "Other comments? Yes, sir."

Professor George Hudler, Plant Pathology: "I wonder whether the committee has done enough homework to know that Turnitin is the best product for the money."

Professor Levitt: "Actually, our sense is from the FABIT report and from those using it on campus already that it probably is right now."

Speaker Walcott: "Other comments? Yes. Wait a second for the microphone."

Professor Paul Feeny: College of Ecology & Evolutionary Biology. "I just wonder, if we have this kind of system that's sort of built in and we have a license we can all use, it would become a prop we'd rely on and perhaps allow us to be less diligent about employing other ways of deterring cheating. I can think of many other ways, some of which were referred to earlier.

"In my class, for example, I would announce that the top 20 essays as judged by the teaching assistants would come to me, and we would bind them and put them in a folder in the library, because there would be a special topic that is not known to be in any fraternity files. We don't know what's been set in previous years, keep a track of that, so then that would deter people from having something memorialized, if it were, in Madden Library, there for everyone to read in the future and find them out.

"Another one is actually to have the students pay particular attention to sudden increases in the quality of the writing, unbecoming to the typical undergraduate, which is not difficult in our field, and then to type those in on Google and see what comes up. And in fact, one of my recent students, about four or five years ago actually found that a student -- she noticed there was some text that looked familiar. It was actually taken out of a paper of hers that had been published in the National Academy of Sciences two

years previously, of her own work. So needless to say, we had something to sort out there.

“Another time, when I gathered papers from different sections, I found two identical papers. Now, they may have got through on Turnitin, but clearly one had plagiarized the other, and I found out who those two people were and took appropriate action. So there are -- just getting more involved with what the students are doing, and just trying to play -- just understand what their motives are, looking for signs that you can detect quite easily, if you get to know the students or have TAs who can do that, can go a long way to mitigate having to depend upon a prop like this that might then excuse us from putting in other effort.”

Speaker Walcott: “Okay, I think the time for discussion is over, and I would now call for a vote. Once again, let me arm this great machine here.

“Okay, remember A means you're in favor of it. B means you're opposed to it, and C means you abstain. Is everybody done? 58. Do I hear 59?

(LAUGHTER)

“Okay. Come on, computer. You can do it.

Well, there are the results, and it looks to me as if the motion passes, 66% to 26%, with 9% abstentions. Okay. We now proceed to Bruce Levitt.”

5. RESOLUTION ON “WORK NECESSITATED OVER BREAKS” FROM THE EPC (FOR DISCUSSION ONLY)

Professor Levitt: “This is an advisory resolution only. We are seeking your advice. The EPC is seeking your advice. There has been a lot of conversation lately amongst us about the amount of homework given over short breaks, and so there's a draft resolution in front of you: "Whereas student workloads have become an increasing cause of concern in relation to student mental health and whereas short breaks in academic requirements are generally regarded as healthy, be it resolved that framing assignments in such a way that necessitates academic work for students over fall break, Thanksgiving break and spring bring is strongly discouraged.”

WHEREAS student workloads have become an increasing cause of concern in relation to student mental health; and

WHEREAS short breaks from academic requirements are generally regarded as healthy,

BE IT RESOLVED that framing assignments in such a way that necessitates academic work for students over Fall Break, Thanksgiving Break, and Spring Break is strongly discouraged.

“The reason we are bringing this to you is that it's a difficult issue to phrase. We're not trying to discourage students from reading a book that has been assigned since the beginning of the semester and that book's completion may be after fall break. What we're trying to get at is the notion of someone giving an essay to be written on Wednesday before fall break, having it due the Wednesday after fall break, or a take-home exam over fall break. Those are the kinds of things we're trying to get at, not the long-term assignments that students can anticipate and hopefully schedule their time for.

“This is of grave concern to a lot of faculty, a lot of parents, a lot of students; and also in just informal conversations with the mental health people at Gannett, they feel this is crucial to reducing the amount of stress on students, if there is some ability to get away from the increasingly heavy loads of work over these short breaks. So we're looking for your advice.”

Professor Andre Kessler, Ecology and Evolutionary Biology: “Is there evidence the workload increased over the past few years? Because I kind of have the feeling it's actually not. It is just that the students have to do other things in addition to learning at the university.”

Professor Levitt: “The anecdotal evidence that we have are hundreds of e-mails to the Dean of Faculty's office and the conversations with students, and actually, this conversation came from faculty members who wanted it discussed.”

Speaker Walcott: “In the back, please.”

Professor Shawkat Toorawa, Near Eastern Studies: “Has the EPC given consideration to an issue I think I may have raised with them, which is the other very short break in which it's not healthy to have work, which is overnight? I live in a freshman dorm, and have done so for the last -- this is my fourth year there, so I can attest to this. I suppose it's anecdotal but that's about 1,000 different students.

“One of the things that has become remarkably unpleasant and clear to me is that there are members of faculty who assign things that are due at 2:00am in the morning or 11:00pm at night or 6:00am in the morning, problem sets -- it tends not to be humanists. I tend not to exonerate the humanists -- but completely interfere with the sleep schedule of the students, so it seems to me there's a large question about how we assign work.

"I think technology, which has helped so many of us, is also proving to be sort of a contributor on this, because we know we can time stamp things on Blackboard and time stamp things through e-mail. So is that part of this discussion?"

Professor Levitt: "It is on the agenda as a separate issue for the December meeting, December 15th."

Professor Toorawa: "So don't we want to think about these things globally? It would change the way we write our syllabi, it would change the way we assign readings. I may be wrong, but I think it perhaps will be doing things in a very haphazard way, if we discuss whether or not we're going to assign work over a break, and wait a minute, whether or not we'll assign things overnight. Seems to be an important discussion that needs to take place across the colleges. And thank you for addressing this. I am one of the faculty members who brought this to the EPC's attention."

Professor Cohn: "Two comments. I appreciate the spirit of this, but I feel the way it's currently worded doesn't quite get the reading that you want, and I might suggest that we would say something like necessitate significant academic work or -- the thing is, it's only going to be advisory anyway, so there may be some fear if we start adding adjectives, it will water it down; but I think we want to separate the sort of ongoing work that really should potentially be happening during those times versus the -- sort of the more major assignments.

"The other comment that I might share, which is something brought up by a colleague, but it ties into a discussion we had last spring when we passed the resolution about advising was significant concern about what seems to be a significant increase -- I just used "significant" many times -- a significant increase in the number of students taking overloads. And the fact that we have no advisory mechanism, none of those students are getting guidance from anyone who is saying you should not be doing this.

"And we had a report last meeting from a member of the committee that's -- working committee that's working on that, but we have no feedback on that. And each and every semester that goes by where we have no mechanism to see our advisees face-to-face and particularly have the discussion about what a reasonable number of credit hours are, I think continues to exacerbate and feed very directly into this problem."

Speaker Walcott: "Professor Stein."

Professor Peter Stein, Physics: "I find the language so vague that it's hard to know quite what it means, but I'm inspired by the freshman to my right -- that was supposed to be funny. I'm sorry.

(LAUGHTER)

"And it seems to me there's a wording that I can't quite get exactly right at the moment that would incorporate this problem, the problem that he raises, and perhaps one might think about whether weekends is a time that should be used. I mean, I rather think it should be, but that's obviously something to think about.

"And you could put them all together in one language by saying something like that the time that is allowed -- that a reasonable time be allowed to complete an assignment, and that time should not include fall break, midnight to 8:00 am in the morning and weekends, if you feel that way. I mean, if the writers feel that's an appropriate thing to exclude."

Speaker Walcott: "Right behind Professor Stein."

Professor Kaiser: "I support this motion. I have a logical question. How is this information going to be relayed to the faculty every year? Is it coming from the provost, the president? If I'm a new faculty member, how am I going to know about this?"

Professor Fajans: "I just want to endorse what Abby Cohn said about students taking too many credits. I certainly know -- and I know this informally from all my colleagues that over the last 15 or 20 years, every one of us has had to water down our syllabi in order to keep students in our class because students are taking so many more courses. It has gone from 125 to 150 pages of reading a week, Social Science or Humanities course, to 75 being too much.

"So there's a broader issue about what students expect to be able -- expect of themselves and expect of their college education that's shifted over time, and I think the discussion has to include that."

Dean of Faculty, Bill Fry: "The EPC addressed this in a variety of ways. The major reason for bringing this today is to get your input, so if you have suggestions you would like to make in terms of wording, the EPC would like to hear that. It is not up for a vote today, but to get your input. And that's a serious request, that you send your input to Bruce Levitt."

Professor Levitt: "ba15@cornell.edu."

Speaker Walcott: "Back corner."

Professor Ron Booker, Neurobiology and Behavior: "I guess my concern is related to the last comment, and we really don't have a critical analysis of what's going on. I mean, we all know, and I believe Arts and Sciences is aware of the fact the number of students that are doing double, triple majors has increased dramatically.

"Students are reporting the stress, and the stress may be self-induced. To give this message, it actually may be driving the over commitment on the part of the students. You would think that actually a better way to maybe go about this at this point is actually do an analysis to make sure that this is the best approach to solving the problem.

"There are a number of campuses that have made it very, very difficult to do double majors. The idea is that when you start doing double majors, instead of taking four courses or five courses during the semester as a normal load, you try to do six or even seven. And that certainly will increase the number of calls from students and faculty, because the students are trying to juggle all that additional work.

"So just by doing that, you actually could potentially make the problem worse, because we don't necessarily understand what the problem is. We don't know why they are complaining or what the root cause of this development is at this point."

Professor Levitt: "I think there's a clear difference between a semester-long syllabus in which students can anticipate assignments and an essay that's not on that syllabus that's assigned, say, Wednesday or Friday before fall break that's due the Wednesday after fall break. So I do think the issue of student loads is absolutely true. I mean, I see that with my own students; but I also think this one issue can be addressed.

"It may be that we need to address the whole notion of student loads -- true -- additionally, but I think there's been less than -- I think in some cases, there's -- there have been assignments by faculty that seem to be egregious in this way, where they are -- where the faculty postpones or waits or gives an exam, a take-home exam over fall break. I think that's what we are trying to address with this, but I do take the point that we should probably discuss the student load issue too."

Professor Booker: "It seems more generic."

Professor Kim Weeden, Sociology: "I want to point out another unintended consequence, and that is that alcohol is a depressant. And I say this, actually, as somebody who lives quite next to Ithaca (Foaming) Falls, which is unfortunate, in a number of respects, mainly that I do hear the helicopters and panic every time, because I know exactly what helicopters mean in my neighborhood. They aren't traffic

helicopters; but I think a motion like this, while well meaning, can have unintended consequences in encouraging more partying, especially this thing about the weekends.

Do we really not want students to be working over the weekend? What are they going to be doing instead? And I think that might be quite counter-productive for what we are trying to alleviate here."

UNIDENTIFIED SPEAKER: Microbiology and Immunology. "I strongly support the motion, I support the language of the motion, because I think it addresses exactly the situations that you are trying to prevent, and I think by putting additional language in there like "significant" leaves it up to the faculty to decide what is significant. The students should not be subjected to that. I think it's a power issue. And as far as the students partying, I think it's up to them what they want to do, really."

Speaker Walcott: "Right behind you."

Professor Graeme Bailey, Computer Science. "Just a quick observation to the EPC to think also about the provision of prelims the week after Thanksgiving break, immediately proximal to final exams, which is a tradition in some departments."

Professor Levitt: "That is on the December schedule as well."

Professor Toorawa: "What all this is demonstrating is something that I think many of us know, which is that first of all, students don't necessarily know how to manage their time very well; and second of all, in many cases our syllabi are extremely demanding. And what I do, for example, I front-load, because I expect my colleagues not to front-load, so the students have less to do for me than other classes. I think we all probably need to be educated a little more about how to do our syllabi.

"I think many of us went through these things at a time when things were a little bit different. The kinds of distractions we had were different. Alcohol was always there, but Facebook, technology, the way students interact. Again, I speak from living in a dorm. Things are quite different even than five years ago.

"There are a lot of things we could do. I leave open slots in the syllabus and tell the students, like you, I sometimes can't keep up, so I keep things open. And so I model that as well for them, so they understand it's okay if I slip a little behind. I can catch up; but it's a whole culture of time management, and so that's why I, too, support this and endorse it, but I think it's a much bigger issue and we need to address the bigger issue. This simply shows we are aware of the problem. We need to somehow address the real problems."

Speaker Walcott: "Okay, that's it for our time for that item, and -- Eric Cheyfitz to present something. I don't have my cheat sheet. Eric, let me wire you up. It hurts a lot."

6. RESOLUTION ON TAKING BACK THE TAP – FOR DISCUSSION ONLY

Professor Cheyfitz: "Thanks. This is a proposal from a student group, as you can see, that came to the UFC. I don't have a dog in this fight, so to speak, nor does the UFC. We didn't have anyone on the UFC who could do the science, as you can see a lot of whereas proposals that present statistics. We have no reason to doubt the statistics. "They are probably completely accurate, but it needs faculty sponsorship or UFC sponsorship or Senate sponsorship, so we thought we'd present it to the Senate because it is an environmental issue that is important, and it's by way of saying it's a resolution - - a proposal for resolution, seeking a resolution. I have no expertise in this matter whatsoever, but we did -- the UFC did want to present it for consideration. So I'm going to sit down and let the discussion proceed.

"We do want discussion. We have ten minutes for discussion. We would like to see -- I think what we'd like to do is just test the waters here and see if faculty is interested in this kind of proposal, in supporting this kind of proposal. I could say, as someone who writes a lot, that it could use trimming down, I think, and focusing for sure; but beyond that, is this something that the Faculty Senate wants to address, which is the issue of bottled water on campus, as part of a sustainability initiative, which is clearly on the agenda of Cornell University.

"So yes, we'd like to hear from people. I dare say, there are probably people in the room who do environmental science who can perhaps add to whatever is here.

Speaker Walcott: "Comments? Questions?"

Professor Cheyfitz: "This is one of the issues with the resolution. There are too many whereases, no doubt, and too many resolveds, but the resolveds are both educational on the part of the administration -- it's asking for the administration to educate the campus on the hazards of bottled water in terms of the bottles themselves, the plastics; but it's also asking the administration to somehow lead a movement to reduce the sale of bottled water on campus, which is a material consideration clearly and has to do with economics. So that in a nutshell I think synthesizes what all those resolveds are about."

Speaker Walcott: "Any comments? Yes."

Professor David Levitsky, Division of Nutritional Sciences: "You could also add -- an educational component that drinking the extra water will not do a damn thing for their health, which is well-known; secondly, the quality of the water they get from their plastic bottles is no better than what they are going to get from the tap."

Professor Cheyfitz: "That is in the resolution already. So I think that's covered."

Speaker Walcott: "Abby Cohn."

Professor Cohn: "I guess the question I have reading this resolution is whether we, as a body, would be writing the resolution or rather endorsing a position taken by the students, but particularly if the student assembly has already passed this and there's wide support for it, I could imagine us taking a position more of endorsement or a much -- a more specific set of actions in endorsing and sharing with the students the communicating to the administration the desires to do this, rather than sort of putting forward the same sort of resolution that the students have put forward."

Professor Cheyfitz: "I think that's clearly what they're looking for. I think they want the Faculty Senate to support the resolution. They've got a list of supporters already, and I guess ideally, if I could speak for them -- and I haven't spoken to them actually, nor has the UFC, as far as I know -- but if they could add the Faculty Senate to that list, that probably would satisfy."

Speaker Walcott: "May I just add a remark, that as chair of the University Assembly, I happen to know this resolution was passed by the students and forwarded on to the president, and so I think were the faculty to say they agreed with it, that would be something that the students would value."

Professor Cheyfitz: "Yes."

Speaker Walcott: "If there's no more comment, I think we should proceed to ."

Professor Cheyfitz: "I guess the only question would be is it worthwhile to put this as a resolution of support for this particular resolution, just have a vote on it. Okay, so we can do that."

Speaker Walcott: "Thank you."

Whereas, Cornell University has signed the American College and University Presidents Climate Commitment, which pledges "Cornell University to a path toward climate neutrality enhancing our land-grant mission in support of a socially, economically, and environmentally sustainable society"; and

Whereas, the Cornell Climate Action Plan, which seeks to “achieve climate neutrality on campus by the year 2050, and provide a model for solutions that will engage, educate, and inspire our state, our nation, and our world,” identifies energy conservation as one of the five recommended action areas and promotes “active leadership” and “campus engagement from faculty, staff, students, and alumni”; and

Whereas, bottled water wastes 2,000 times as much energy as tap water, and 85 percent of bottles are not recycled; and

Whereas, Cornell Dining sold 148,543 total Aquafina single-use water bottles in the latest fiscal year, a decrease of 33,575 units from the previous fiscal year, thus indicating declining consumer demand for bottled water on campus consistent with nationwide trends; and

Whereas, U.S. plastic water bottle production requires approximately 32 to 54 million gallons of oil, and three out of every four of those bottles end up in landfills, as roadside litter, or in an incinerator; and

Whereas, a 20-ounce bottle of water requires about one-third its volume in oil for manufacture, transportation, and disposal; and

Whereas, almost 50% of bottled water comes from the same source as tap water but is sold back to consumers at hundreds of times the cost; and

Whereas, bottled water, regulated by the FDA, is less stringently regulated than municipal tap water, regulated by the EPA; and

Whereas, Fall Creek the source of Cornell’s tap water, consistently exceeds EPA standards; and

Whereas, public tap water is safe and is significantly more affordable, accessible, and environmentally sustainable than bottled water; and

Whereas, bottled water undermines communities’ faith in their public water systems;

Whereas, 68 universities and colleges around the country including Brown University, Harvard University, Dartmouth College, Yale University, University of Pennsylvania, University of California-Berkeley, Belmont University, Oberlin College, New York University, Vassar College, Washington University, Oregon State University, Seattle University and many others have already made campus-wide efforts to curb their bottled water use; and

Whereas, The Cornell Student Assembly passed a similar resolution on the 4th of November, 2010 demonstrating their support for the following actions.

***Be it therefore resolved** that the Faculty Senate recommends that President Skorton issue a directive to all departments, facilities and functions discouraging the purchase of bottled water.*

***Be it further resolved** that the Faculty Senate recommends that the University invest in drinking fountain infrastructure by increasing the number of and, where possible, retrofitting drinking fountains on campus with spigots for refilling reusable bottles.*

***Be it further resolved** that the Faculty Senate recommends that the University encourage the use of and, where possible, sell refillable bottles at dining facilities, department offices and functions.*

***Be it further resolved** that the Faculty Senate recommends that the University authorize, endorse, and facilitate efforts to educate, via various media, the university community regarding the value and benefits of using the local water system for all of its water needs.*

***Be it further resolved** that the Faculty Senate recommends that the University will take gradual but concrete steps to end the purchase, sales, and distribution of bottled water on campus and at Cornell-hosted events, which will include:*

Gradually replacing bottled water with tap water and/or filtered water whenever possible; Specifically refusing to sell bottled water through Cornell Dining when future beverage contracts are negotiated; and

***Be it finally resolved**, that the Faculty Senate recommends that the President's Sustainable Campus Committee (PSCC) include a timeline of specific measures pertaining to decreasing the consumption of bottled water into its "annual progress report on Cornell's campus sustainability initiatives and commitments" as part of the Climate Action Plan.*

Resolution Presented By:

*Take Back The Tap at Cornell
Kristen Loria '11, President*

Organizations Supporting the Resolution:

Cornell Student Assembly (Resolution Passed)

Environmental Law Society

KyotoNow!

Sustainability Hub

Society for Natural Resources Conservation

Roots and Shoots

Cornell Sustainable Design Team

Dilmun Hill

Engineers for a Sustainable World

7. DEAN OF FACULTY [REPORT](#)

Dean of Faculty, Bill Fry: “Thank you, Charlie. My comments are going to be in four categories. I just want to indicate there's a committee working on the Cornell academic calendar. That committee is meeting about every two weeks. It is learning a lot. It is learning that some simple solutions seem to be unavailable, but it is in action. Just want to let you know they are acting.

“Last month we also passed a resolution on a faculty lunch. There is continued activity concerning the continuation of a faculty lunch. There will be a meeting next Monday that I will have with representatives from the Hotel School, and we'll see what happens. At the present time, the current faculty lunch is destined to have ended last Friday at the Statler Hotel, so we're investigating what can happen for next semester.

“Can I have the next one, Charlie? I just wanted to share with you; I received this e-mail today from the family of a deceased faculty member indicating that they do really appreciate the memorial statements, and I wanted to say that very soon, all of the memorial statements that we talked about last time, Bob Cooke is -- those have been scanned, they will become available back to the very beginning, when those memorial statements were made.

“And then finally, I want to say a few words about Africana. Can I have the next slide, Charlie? First of all, I want to disclose that I was informed confidentially about what the provost was intending to do, and I have to say that my personal view is that units do better in colleges. That was -- it's been my view for a long time. I think it's true for Nutritional Sciences, I think it's true for the Isles of Shoals, and I think that it is also true for Africana. So just wanted to disclose the very personal view.

“And it's also my view that the university needs to provide stronger support to the Africana center. The provost sent everyone a message this afternoon, in which he indicated that is also his approach. I happen to believe that, that there will be that

stronger support. He is planning to spend more money, but he plans to do it only through the College of Arts and Sciences. And then finally, this action, whether it's a closing of a department, merging of a department or adjusting the reporting structure of a unit, from my reading of the bylaws, it's completely legal. We went through this with Theoretical Applied Mechanics, the Department of Education and with Africana, so the bylaws give the administration that power. I just wanted to provide that for discussion for later on. So with that, I would be happy to take any questions or to sit down.

"Sit down."

"I was informed, yes."

Professor Elizabeth Sanders, Government: "Can you clarify that a little bit more? Was it a meeting --?"

Dean Fry: "It was a one-on-one discussion. I met with the provost, he said this is what he was planning to do and that it was confidential."

Professor Sanders: "My question -- sorry about that -- to ask him what was the nature of the meeting. He said he was informed confidentially, so I wanted a bit more clarification on that meeting in which he was informed."

Director Robert Harris, Africana Studies: "Well, this is from the Dean of Faculty's report, and if -- my name's Bob Harris, Africana Studies, and I'll be talking more later -- could you let us know when you were informed of this?"

Dean Fry: "Between 10 and 14 days ago."

Speaker Walcott: "There is a comment in the back."

Professor Steve Morgan, Sociology Department: "Was the UFC informed confidentially?"

Dean Fry: "No."

Professor Risa Lieberwitz, ILR: "I realize there's going to be a longer discussion and it's going to be important, but I want to say that I think this reveals something that's come up over and over again, which is this sharing of so-called confidential information to somebody who represents the faculty, and I think it puts the Dean of Faculty and the UFC -- sometimes it's a case of the UFC -- in an impossible situation, and I don't think

we should agree to keep things confidential that affect the faculty and that we have the right to know about. So I'm sure we'll have more to say about this."

Professor Stein: "I only know what I read in the newspaper, but it was stated in the newspaper that no one in Africana was informed, except for being told about it five years ago. I don't know if that's correct, but that does seem to me peculiar, and I think it raises a lot of questions. I hope I can hear it's not true, but that's what was in the newspaper."

8. DISCUSSION CONCERNING THE ACADEMIC HOME FOR AFRICANA CENTER

Professor Carole Boyce Davies, Africana Studies: "Good afternoon. I'm Carole Boyce Davies, Professor of Africana Studies, with a joint appointment in the English Department. First of all, I'm a faculty senator and it is in this context I address you this afternoon. I want to thank the Dean of the Faculty for including this as a formal agenda item. Initially it was at the end of the agenda, but we are pleased that you have made it a formal item and given us time to really develop it properly in this context.

"There is a written statement, which you should have picked up in the front, but I'm going to read from some of it -- not the entire thing, since you have it, but highlight some of the critical items we want to bring forward this afternoon. And then my colleague, Professor Bob Harris, who is the director of Africana Center -- Africana Studies and Research Center, will join me and also provide more context and also respond to questions that you may have.

"The first -- I'm going to hit some of the key paragraphs. One of the points that Dean [Fry] made that really startled us was that this had been discussed informally with a number of people and we [Africana faculty] were not informed at all, so I want to highlight that; that we actually had a meeting but after the fact. First the provost scheduled a meeting, but did not tell us what the agenda would be. We had to solicit it from him through the chair, and then he indicated that it was the future of Africana Studies. When he came to meet with the faculty he, just announced that this was a decision that was already made. This took place on December 1, 2010, as the statement says.

"And then we had a subsequent meeting with President Skorton, 12/6/10, in which he endorsed this decision. So it was announced as a fait accompli i.e. the Africana Studies and Research Center was going to be moved to Arts and Sciences. So the part I want to highlight: this decision, we feel, violates the fundamental recommendation of the

Faculty Senate Committee to review faculty governance March 6, 2007, which stressed faculty participation as an essential of shared governance.

"The second point is that the provost indicated he had consulted with individuals, but in that consultation with other individuals, we [Africana] were totally left out. We had no prior discussion with him about this, and we felt the same courtesy and opportunity to deliberate which he had, for example, with Dean Fry was not accorded to our faculty at all prior to his announcement of its implementation.

"The provost essentially announced the change in Africana's structure in a way which denied the faculty's expertise and participation in his decision. This begins a process of undermining the Africana Center. This is a slippery slope, we believe, for faculty engagement at Cornell University.

"Thirdly, the provost has since, in several communications, including the ones in the newspaper that was mentioned, including the one circulated today, indicated that he cites a 2005 Africana program review as basis for his decision; however, this review, which I have read carefully, contains four recommendations, none of which mention transferring the Africana Center to the College of Arts and Sciences.

"He also -- we should say as well, there was a long response from the director and faculty, which challenged a number of factual errors in that program, and a response from former Provost Biddy Martin, which engaged a number of questions -- items raised and recommendations raised in that review. He also indicated in the "Cornell Chronicle" of December 3rd, 2010, that he also used the reimaging Cornell initiatives, which creates a leaner and more distinguished University. This record as well did not address any structural rearrangement of the Africana Center.

"While we welcome support on the Ph.D., we want to say we have already started a process which was instituted by the hiring of new faculty -- I'm one of them -- and a series of meetings, retreats. We have brought in consultants from Harvard, Berkeley, Northwest and U. Mass. over the year to consult with us. This culminated in a Ph.D. proposal, which we are waiting implementation. So the idea of announcing the Ph.D. as kind of a treat or carrot does not work for us, because we have been in that process for a while and there's a document which has outlined the way which we envisioned this Ph.D. to look.

"I am going read the last paragraph, "We are especially concerned about the timing of a change of such proportions. It has negatively impacted our students at a time when Cornell is marketing itself as a caring community. This decision brings additional

negative attention to Cornell University as it relates to the treatment of minority" -- quote, unquote minority -- "issues and undermines trust and confidence in the institution.

"The lack of prior consultation with Africana faculty and transparency inevitably raises suspicions about the real intentions of the administration for the future of Africana Studies. We are not irrevocably opposed to change. This is one of the ways we have been presented, but we cannot accept proposals that will weaken our institutional vision and integrity.

"The provost's approach to governance sets another unfortunate precedent for Cornell University. We request this decision be put on hold until the Africana's faculty is appropriately consulted on this matter and has input in considering possible models that will enhance its own future."

"This is the formal presentation of the statement. My colleague, Professor Bob Harris, will now join me [in this presentation].

Professor Robert Harris, Africana Studies: "My name is Bob Harris, and I have been at Cornell University now for some 35 years. I think I know many of you that I've worked with here, as I served as special assistant to the provost for six years, I served as Vice Provost for Diversity and Faculty Development for eight years. I am a member of the graduate field of history. My primary appointment is in the Africana Studies and Research Center. I'm also a member of the Field of American Studies, I'm a core faculty member of the Cornell Institute for Public Affairs, or CIPA.

"And why do I mention this? I mention this because the canard is often brought out that the Africana Studies and Research Center is intellectually isolated from the rest of the university, and I think that's one of the things that a number of people have in the back of their minds, that if the Africana Studies and Research Center joins the College of Arts and Sciences, that somehow or another it will be more intellectually involved in the university as a whole.

"Our faculty, our members of graduate fields across the university, we have a graduate field that right now exceeds the number of core faculty in the Africana Studies and Research Center. We did this as a result of the external review that was conducted on the Africana Center, and I just have to respond to the portion of the provost's letter to the faculty, and I hope that we can have the same privilege of communicating with the faculty at large as the provost did.

"We asked for an opportunity to speak to the Faculty Senate, and that's what we thought we would be speaking to, as opposed to the faculty at large, so maybe we'll be granted that same privilege; but anyway, it says that the review urged that the structure of the Africana Center be revisited because of its negative impact on Africana. Now, the Africana Studies and Research Centers existed here for 41 years. We have reported to the provost for those 41 years. Yes, like any department, there are ways in which -- things we can do that will be improved, but I'm not sure that the review committee talked about the structure as having a negative impact on the Africana Center, because we've been functioning quite well under that structure.

"The president and the provost point to African-American studies departments, programs at other institutions and they, in a way, say they want us to be like Harvard, Yale, Princeton. We're different. We have to acknowledge that. I think if we had an opportunity to sit down and to discuss this with the provost, he may have understood that the comparability is not there. At Yale, it's African-American studies. It does not include African studies, does not include Caribbean studies. At Harvard, it's African and African-American studies. At Princeton, I don't know what it is. I mean, they are trying to develop a strong African-American studies program there, I gather.

"So the question of comparability is one that we really should look at. Our work goes across colleges. Many of our faculty are currently members of graduate fields that are not just in the College of Arts and Sciences and have been members of graduate fields in other colleges. There are some other models that could be applied here. Many of us have served on external review committees for different colleges and universities in looking at their black studies, Africana studies, African-American studies departments and programs, but that expertise that resides with us who knows the field better than we do was not called upon in considering what type of arrangement there would be. The provost mentions that he's pleased that I have agreed to continue serving as director with full support of the Africana faculty. Like Dean Fry, the provost indicated to me what he planned to do a week before he came over and spoke with our faculty and asked that I not let the faculty know what he was planning to say. I gave him my word I would not let the faculty know. We did ask him for an agenda. It was a very vague agenda that he gave us, because once I let the faculty know that the provost was coming to speak with us as opposed to us, they wanted to know what's the agenda?

"So as an administrator, I -- you know, supposedly the head of the unit, I asked him to supply an agenda. He gave two sentences, I think, very vague, about what he wanted to discuss with the Africana Center. So I had some idea our faculty was totally in the dark about this and had no idea of what the provost was coming to say. And let me just -- couple of points. We want to make sure you have time to ask us questions -- I have agreed to continue serving as director, because I tendered my resignation when the provost said he was going to make this announcements to the faculty. I tendered my

resignation to him, told him I could not in good conscience serve as director of the Africana Center if it was going to be absorbed into the College of Arts and Sciences.

"When he asked me to serve as director of the Africana Center, we spoke about the reporting relationship, and he said to me I would report to him with a day-to-day report to Alice Pell. That was the agreement under which I said yes, I will serve as director of the Africana Center. He violated our agreement. That is why I had to resign. Only because the faculty have asked me to stay on have I agreed to do so.

"One last point; and this, to me, is really the great disappointment that I had. As I mentioned, I have been here 35 years. I think I've been a hell of a good citizen of this university. And when the provost came and when he laid this out for us, I said, "Kent, you've put a lot on the plate before us. Could you give us two days to digest this and come back and to talk with you? "No."

"That's the reward you get."

Speaker Charlie Walcott: "I would like to ask Senior Vice Provost John Siliciano to come and talk. Then we'll have open discussion. John?"

Vice Provost John Siliciano: "Hello, everybody. I appreciate this opportunity to come speak on behalf of the trustees -- I'm sorry. On behalf of the provost. Freudian slip is right. The provost is not here because he's speaking with the trustees. He's in New York and wanted me to come here and be able to discuss this with you and respond to our colleagues here.

"We don't all agree on exactly what happened here. I think what we do agree on, or at least I can assert is true that what we believe in the provost's office is the importance of making sure Africana receives the support necessary to ensure its excellence and national prominence. The provost reached this decision after considerable thought, and he's decided this goal can only be fulfilled by moving -- changing the reporting structure of Africana and removing that report from the provost's office to the dean of the colleges of -- College of Arts and Sciences.

"The reasons underlying this conclusion are set out in the letter that all faculty received today. The provost sent that letter because this was put on the agenda for the Faculty Senate, and he was not able to be here and wanted to make sure his voice was able to be heard. He did not want to rely on me to accurately represent his views.

"I won't go through the letter or repeat the points in it, but I want to emphasize a few things; one is what's already been mentioned, that the current arrangement is an anomaly and this change has been under consideration for a long time. Virtually all the

top programs at all of our peers have Africana studies in whatever variant it is -- and I accept Bob's view that they are different configurations at different colleges, but the basic unit is always within the central liberal arts college and it's always reported -- or always does now in the top units, report to the dean of that college. At none of these does it report to the provost's office.

"Our arrangement was a source of concern in the 2005 very extensive external review. The committee was so concerned about the arrangement that they urged the provost to reconsider it on the ground that it was detrimental to Africana. Provost Martin, my former boss, delayed doing this and instead focused on another recommendation of that committee, which was to increase the number of Africana faculty significantly and engaged in multiple hires over those years.

"Provost Martin left, and Provost Fuchs came in. He considered it carefully. He discussed this with others, including both the past and current directors of Africana. Those discussions obviously did not represent unanimous points of view, but they did occur. So that's in terms of the arrangement. In terms of how -- I'm speaking for myself, but also the provost shares this view, how we view this issue. This is really, in my view, an issue of our own assessment of what we are capable of handling within the provost's office and doing responsibly in terms of the academic units. The provost has the authority and indeed the responsibility to determine what our office is good at and what we are not good at. What we are not good at, we have the responsibility for finding the right arrangement.

"The Africana reports -- I'll go into that, but unlike almost all other units, reports directly to the provost's office. This has in practice meant reporting to a vice provost. In my six years there, Africana has reported to three different vice provosts. I have had other units reporting to me, two other units; the program in real estate, which has 50 graduate students and the Cornell Institute for Public Affairs, which has 200 graduate students. Those were the other two academic units that reported directly to the provost's office for historical reasons. So I had the task of administering or being the quasi-dean for those units.

"It is very clear to us that we lack the tools to be in the supervisory role of a frontline academic unit. By that I mean a unit engaged correctly in the teaching of our students and the production of research. That is not what we are good at, and it has resulted in a form of benign neglect for those units. And in fact, it's something that I don't -- I view as having non-benign consequences. It creates all sorts of problems of things we are not structurally set up to do that dean's offices are.

“An example is the tenure process. That requires, under the rules, that the review occur at the department level, the dean level and provost level. This multiple layer of review ensures not only we're protecting faculty excellence, but that faculty candidates have different independent assessors of their work. In terms of Africana, that middle stage is missing. It goes directly from the center to the provost. In order to build in that protection, we have created a fictional quasi-dean, meaning one of the vice provosts to serve as the dean. You can imagine the difficulty of ensuring the integrity of that decision when it is essentially all within the provost's office. This seriously impairs the rights of appeal available under the faculty handbook.

“So there are a number of these anomalies that are quite significant. As a result of these, the provost -- one more thing, this issue of our capacity to do things, not only in terms of our substantive ability, but our sheer capacity has changed dramatically in the last two years ago. We have gone through a very significant down-sizing. We have eliminated multiple positions. We no longer have a deputy provost, a provost for the Life Sciences, for the Social Sciences, for land grant, for outreach and for other positions. So we have shrunk considerably as a part of the restructuring, and the remainder of our efforts -- and we are working full-time -- is to get through this crisis and to deal with university-wide planning and operations.

“As a result of this, we have moved all of the units that were under this prior arrangement, and prior provosts moved others, the Nutritional Science, Lab of Ornithology and others, with colleges that are more closely affiliated with their subject matter. We have now moved the other remaining ones, the Program of Real Estate and CIPA, out of the provost's office in terms of a direct report.

“So that is how this is -- I can see this is really an effort to assess what we are good at, what we are not good at. This is something we are not good at. It is something that Colleges of Arts and Sciences across the country excel at in terms of supporting their centers and units dedicated to these areas of study. So that's the substantive issue of the change.

“In terms of these issues of respect and commitment to the future of Africana, all I can say is that we are trying to demonstrate an enduring commitment, respect for Africana by placing it in a place we believe it will thrive. This includes a commitment of additional resources for the future of Africana, to allow hiring of new faculty and to create a first-rate Ph.D. program.

“The bottom line for me is we really have a choice in this era of very scarce resources; we could add more bureaucrats like me to Day Hall to do this job and do it poorly or we can spend our money on faculty hiring. This is the battle we are in right now.

Every cent we can save on administrative overhead, that's people like me, and put into the colleges in terms of faculty hiring is money well-spent. We have down the hall an excellent dean's office in a first-rate College of Arts and Sciences that has this capacity. I understand this is not a decision that has support in all corners, but this is the gist of my understanding of the provost's decision. Thank you."

Speaker Walcott: "Okay, we have -- minutes for questions. Locksley needs a microphone."

Professor Locksley Edmondson: "Locksley Edmondson, Professor, Africana Studies, former director 1991 to 1996. I was a senator here years ago. I miss not now being called senator. I loved the title. It made me feel good. I am coming here today to see iClickers. I have never heard of them before. I know you are moving on; but I'm glad you told the audience not to take them home, because we deal with academic integrity and it is an important statement you made, Walcott.

"I remember years ago as a senator coming here with a very incredible infamous humanities report -- (Audio difficulties.)

"I teach a course on Africa, I teach a course on the Caribbean, and I had to say to them, if you incorporate the study of Africa and the Caribbean, we have -- from Brazil under America, I cannot believe academics are wanting to follow the American imperialist mission that the entire world must be subsumed under American -- the American umbrella. They backed off. They backed off, but they brought it back through the back door.

"I regret to say -- the previous speaker said it's respect for Africana. Can you respect a department by deciding if the provost -- what is good for us and not having the courtesy, simple courtesy, decency, to liaise with us; because we feel, frankly, we may know a little more about the field than they do. They are telling us that they know more about it than we do. It's unacceptable in a total way. It is insulting, it is degrading, and I don't think any department here would like to be treated in that way.

"We are academics. We are -- we have differences, we are transdisciplinary departments. Let me tell you, by definition, I'm a political scientist, but we have to liaise with other departments. We don't want to keep away, we relate to other departments.

"I want to say one other thing. I'm going to shut up now. I made the point that you come to Africana, and you see perhaps proportionately a larger percentage of black

people than you would expect on Cornell campus. People will look twice or -- I have said it before; per capita, I defy anybody to dismiss it. We are the most international department at Cornell. We have other departments with faculty from the Sudan, from Ethiopia, until two months ago, from Kenya, from Tanzania, from Swaziland, from Nigeria, one Jamaican thrown in for good measure; and recently, from Trinidad. We have international people too, from Chicago and from Manhattan.

(LAUGHTER)

"I hope you understand the point I'm getting at. We have no right to be treated in this way. And the president yesterday actually almost told us as much, that he agreed with us, but this is not the point. We resent it, and I hope the scholars, academics with units, there are ways and means of treating people in a decent, respectable, intellectual way. Thank you."

(APPLAUSE)

Speaker Walcott: "Time for just one more comment in the back."

Professor Margaret Washington, History Department. "My name is Margaret Washington. I am in the History department. I am on the graduate field in Africana. I support Africana's position 100%, but they can represent that better than I can. I just want to make a comment about Vice Provost Siliciano's statements about the tenure process in Africana.

"I have been at this university for -- since 1988. I have served under four provosts. The first one was Mal Nesheim. The first time I served on an ad hoc committee as the chair was an Africana tenure decision. So the idea that Africana faculty do not go through the same tenure process that the rest of us do, it just -- it's not true.

"I have sat on three ad hoc committees, I have chaired three ad hoc committees for Africana faculty, so they go through the same process that the rest of us go through. They have their department vote, an ad hoc committee is formed, then they go to FACTA, and then to the provost. So I don't know where this idea came from that somehow Africana skips over the process that the rest of us go through, but it may be just an example of the kind of misinformation that takes place about the Africana Center."

"Professor Toorawa: "I realize time is short, so I want to point something out. Whatever the merits or not of the argument as laid out by the provost or by John -- and I thought the arguments presented here were administrative and therefore potentially

acceptable to faculty -- it's clear from reading this letter that what's really gotten everyone upset is what; is unilateral decision, no consultation, fait accompli, consulted with others, but not with us, blah, blah, blah.

“Obviously, we can't argue that it's not legal, if it's legal. And we might disagree on whether Africana legitimately belongs in Arts and Sciences or not, but I am frankly embarrassed that our provost did not consult with members of that department. It absolutely makes no sense to me. Even if it was to show, have a meeting, a public meeting, lay it out, take everyone's objections, then say I'm going to do what I think is right, at least everyone would have felt they have been consulted and it was public. This is not the way to govern.”

(APPLAUSE)

Speaker Walcott: “It is exactly 6:00, and our tradition calls for adjournment at 6:00. It being 6:00, I declare unilaterally and arbitrarily that this meeting is adjourned.”

(MEETING ADJOURNED)