

**A MEETING
OF THE UNIVERSITY FACULTY SENATE
WEDNESDAY, SEPTEMBER 14, 2016**

1. CALL TO ORDER

Dean of Faculty Charlie Van Loan: "Let's get started. I'm glad you all found your way here. I spent half an hour -- so as is customary, we often have the president come to the first senate meeting, give us an overview of what he or she anticipates in the coming year, so Hunter is here today.

"As many of you know, Hunter was president here from 1995 to 2003, then from 2005 to 2006, now here he is in 2016. In addition to being the president of Cornell, five years recently head of the Association of American Universities, a group of 50 top research universities, so very unique perspective on higher education. So with all that, I will put forth --"

2. [INTERIM PRESIDENT HUNTER RAWLINGS](#)

President Hunter Rawlings: "Thank you, Charlie. So thank you very much to all of you, and thanks to Charlie for making this visit possible. I want to say a couple things in the beginning and then talk at a little bit of length about undergraduate education, and then ask you for questions and comments that you would like to raise. And we are trying to do this in a relatively short period of time, because you have other things on your agenda.

"So first I want to just draw extra attention, if I could, to what we are calling the bureaucracy reduction work we are doing now. It is a joint effort between faculty members and some of us in Day Hall to look at the bureaucracy that inevitably grows up in a large institution like Cornell and causes lots of cost and time.

"And the basic problem was brought up by a committee last year in Arts and Sciences, headed by Sol Gruner in Physics. And soon after I came back to Cornell at the end of April, I met with Sol to hear from him personally about what his committee had found. And essentially what they had found was that while Cornell has been often making changes in staff, reducing staff for budgetary reasons and thinking it was saving money, a lot of that work has now been picked up by faculty members, so-called shadow work that faculty

members wind up doing because the staff is no longer doing it. And this often happens at the departmental level; not so much, of course, at the broader campus level.

“So it's the unintended consequence, very often, of staff changes in work patterns. So what we decided to do, Sol and I, was to form a small group -- I think it's five faculty members and five members of the administration, including the provost and our vice president for finance -- to sit down and talk about this and how we might best address it over time. It's not something you can fix in a short period of time.

“And we've come to a couple of conclusions. And these conclusions were driven primarily by David Easley, a professor here who was on the Sol Gruner committee last year in Arts and Sciences. And his basic point is measure, measure, measure. Whatever you're doing, when you're putting in a new system like our new travel system or you're trying to evaluate an old system, is to measure, you must measure the amount of time, the actual time faculty members take to do the work, as well as the staff. And often, we look at the number of staff, we look at the time they're spending on different tasks, but we don't look closely at what the faculty is doing. And it piles up.

“We have formed ourselves into four little pairs. Each pair is working on a different aspect of this. The one I draw to your attention is on your web site. Charlie put it on the faculty senate web site, and it describes this better than I can do in a few minutes, but the emphasis here is on introducing a new system, such as a travel system; but as you do it, be absolutely certain to measure the amount of time faculty were spending with the old system and how much time they would spend with the new system, and don't commit to the new system until you see that you're actually going to gain something by the imposition of the new system.

“I am not going to go into length on this. I will just say that this is nuts and bolts work. It requires a lot of measurement. So in a sense, we're now doing bureaucracy in order to reduce bureaucracy, if you see what I mean; but I guess that's necessary.

“And I am persuaded, and I think Mike Kotlikoff is persuaded that we need to do this, if we want to learn firmly and clearly what is actually going on, as opposed to patting ourselves on the back for cutting out this number of staff and, therefore, this many dollars.

“So I urge you to take a look at that, and I also urge you to volunteer, if you're willing, to participate in some of the studies that we're doing on an experimental basis to see how much time it does take faculty members to learn certain forms, fill out certain forms, go through certain processes, such as travel, which is the example.

“That is outlined on your web site, and I draw it to your attention. The main thing I want to do today is to talk about undergraduate curriculum. And this, for me, is a very important topic that I'm going to try to concentrate on a fair amount myself this year while I'm back at Cornell. And this is going to be filling up all my time, really, or a lot of my time during the months that I'm here, because I find this so important.

“What I want to say is the following: I have two principal reasons for focusing on undergraduate curriculum. The first is national. As Charlie said, I spent the last five years in Washington, D.C. as the head of the association of American Universities, which is a great set of research universities across the country. Cornell, of course, is a major member; and one of the things I learned most acutely during these five years is the extent to which Americans are losing faith and even interest in liberal education.

“I don't have to tell you this. You read it in the newspaper all the time, you see it on television. The very term "liberal education" has begun to sink somewhat in the American mind, and it's primarily driven by several factors we can all understand: The high cost of education, the recession meant that many families had a very difficult time paying for education, and so they want their child to get a degree and get a job.

“That is totally understandable. No quarrels with that whatsoever. Everyone can understand the pressure to do that, but what that's led to is the increasing focus on vocational education or on higher ed as purely instrumentalist.

“What is the purpose of a college degree? The purpose of a college degree is to get a job. And you put it in straightforward, simple terms like that, people understand it, makes sense. They want to make enough to pay back the cost of that education. Many families borrow for their education. So this is completely understandable.

“But as I think you know and certainly I feel, this is a very short-sighted view, very short-sighted view, because often the training for a first job is also the

training for the last job. You're trained for a job, and that's the job you are trained for and that's the job you are always going to have because you would have a hard time getting a different job; whereas the purpose of a liberal education is instead to help the person become educated broadly and critically so that the individual is then ready for a whole career, which might involve many different jobs. But more than just for a career; the person's ready for life, or at least more ready than she was before she got the liberal education.

“I find this today a very important topic, because I think the negatives on liberal education in the U.S. today are really strong. I spent a lot of my time during the last five years visiting states at the request of university presidents, lawmakers, trustees, regents, to address this problem in states in particular, where there's a very negative attitude towards liberal education.

“And I learned a lot from talking to people across the country about this, and I feel that liberal arts colleges are doing a pretty good job of defining and defending liberal education these days, because in effect they have to. Their existence depends on it.

“But research universities are not doing much of a job in defending and defining what liberal education is. We are busy with a million different things, we have many agendas, and so we are tending not to speak out much about the value of a liberal education, which I think very much needs defending these days.

“That is the national reason why I raise this. At Cornell, a local reason I want to raise, this is a little bit complicated, but I think it's easily understood. First of all, unlike almost all of our peers, we have undergraduates in seven separate colleges. Most of our peers have undergraduates in one college. So whether it's Princeton or Harvard or Stanford or whatever, they generally have their undergraduate in a single college. We have seven different colleges, and the curriculum is, as it should be, governed by the faculty of those separate colleges.

“Each college spends a lot of time working on its curriculum; but rarely, if ever, do we talk about the Cornell curriculum as a whole. I can't remember a time when we did, but maybe some of you can.

“So we tend not to talk about liberal education as a campus. There may be discussions of it within the individual colleges, but the colleges do not speak with each other too much on this topic, except when they make trade agreements

about how students are going to take courses in other colleges that they need to take for their degree.

"In addition to that, the college of Arts and Sciences, which is central to the curriculum at Cornell, has not had a curriculum review in about 15 years. And the last time it did have a curriculum review, I would say not much happened. I was here then. There was a good study, but not too much changed. And the result over the years in the Arts College is that the curriculum has become, I would say, fairly stale and fairly incoherent.

"By that I mean the argument for the curriculum of the Arts College, as a whole, is not very tight any longer, and the distribution requirements are not fulfilled across a wide spectrum of courses without a whole lot of thought put into which courses fulfill the distribution requirements. General education has not been thought through recently, and the result is the curriculum, in my humble view, is not as strong as it should be.

"Well, that's important not only for the Arts College, but it's important for the other colleges at Cornell, because they all depend, to some degree or another, on the curriculum of the Arts College. So our Engineering College, for example, is quite liberal itself in enabling or even pushing its students to take courses outside of engineering, but the list of courses the engineering students can take in the Arts College is very long, so there's not a lot of guidance about which courses are best for engineers in the humanities, for example.

"So I could go on at length about this, but I don't want to do that this afternoon. I just want to emphasize that from my perspective, at any rate, this is a subject whose time has come. And we're fortunate, because Dean Ritter, whose here, last year put into place a committee to study the curriculum in the College of Arts and Sciences, and it's at work.

"My understanding is, it's looking at the curriculum from the ground up; that is, it's not making any assumptions. It is asking fundamental questions about what should the curriculum in the Arts College be. So to me, that's terrific and it's a nice piece of timing that I arrive, not having caused something like this, but at a time when the Arts College has already gotten it underway. I think that's great.

"Before I go on with a couple more minutes of remarks, let me say I do think there's a first principle involved here. The first principle is curriculum is a faculty matter. It belongs to the faculty.

“The faculty of each college, not the administration, not the trustees, is charged with setting the curriculum of each college, as it should be. And the faculty senate is given the responsibility of considering curricular issues that cross the colleges. So you are the body, maybe the only one that can look at, not determine, but look at curricular issues across the colleges.

“So I take this first principle very seriously: The faculty owns the curriculum. It should own the curriculum, and it does own the curriculum. So this is a faculty matter.

“So my job, it seems to me, during this brief stint back at Cornell, is to encourage the faculty to consider the curriculum across the campus, not just college-by-college. And I think it's a pretty good year to do that, because we have an Arts College that's now undertaking its own review, and that college has the core departments upon which all the colleges at Cornell depend.

“Cornell has an interim president who's interested in the topic. The fact that he's interim is good, because it means he can't pretend even to steer the process, much less complete the process. And frankly, I hope the process goes on beyond this academic year. It is a serious enough and difficult enough problem that it should take time to consider properly. This is not something you consider in three months and then put to bed.

“I would submit the hardest problem is in the Arts College, because engineers have a pretty clear sense of what engineers need to know, and College of Agriculture has a pretty clear sense of what students need to know. In the Arts College, Richard has one opinion, I have a very different opinion, from what the curriculum should be in the Arts College. And he and I could argue all night long about this and we will have difficulty persuading each other. So it's a tough topic, which is maybe the reason why the Arts College doesn't take it up very often. I think that, in fact, is the case.

“Couple of final points: What do I mean by liberal education? As a classicist, I use the term in its root sense in Latin. It is education for free citizens, “liber,” free in Latin. So it is the education designed for people who are going to be free, that is free to participate in public life, in civic life, in making community decisions, not just in work, not just in a job.

“And to do so, in my view, they need to be able to think critically, to read closely, to speak and write clearly and persuasively, to reason morally and to use

evidence effectively and to be able to conduct research of their own, either independently or collaboratively with others.

“So you might have a somewhat different definition of liberal education, but that's what I mean. It's a pretty traditional sense of it. Nothing new or fancy, but I thought it would be important for me to say a couple words about what I think it is. We could argue about it. I hope, frankly, we will. It's a good thing to argue about.

“For the purposes of this, I distinguish a liberal education from a liberal arts education, but we can quibble about that too. But for the purposes of this discussion, I'm using the term liberal education as one that perhaps all the colleges at Cornell might well want to subscribe to, whereas a liberal arts education might be one that the Arts College wants to lay claim to and the others don't, but that's up to the faculty of each college. It's not up to me.

“So one question I would pose: Should all of Cornell's colleges think of themselves as offering a liberal education? Maybe they already do, but we don't say so as a university. Or do they want to think of themselves as offering a liberal arts education? Maybe they do. Should Cornell state publicly that as a whole it offers a liberal education? That's up to the faculty.

“So these are questions, not answers, but it seems to me they're worthy questions for us to consider.

“I don't want to make any curricular recommendations of my own; zero. I don't think that's my job, but I do think it's faculty members' jobs. And in talks over the last couple of months with quite a few faculty members and groups of faculty members, I have heard some very interesting suggestions.

“So I have met with the chairs of departments in the Arts College. Gretchen invited me to a retreat, where the chairs were meeting, and I brought this topic up, expecting to be countered in some sense, and the chairs didn't counter what I had to say. They thought yes, it is time to do a good review of the curriculum in the Arts College and it is time to talk about what a liberal education is and what a student should study or should know. So that was good.

“Then I met with all the deans at their retreat this summer. Seems as if Cornell was doing a lot of retreating this summer. And the deans took the topic up, and they were quite interested in talking among themselves about how maybe ILR

had to be a little more clued in to what's going on in the Arts College with its curricular review, et cetera.

“Then I talked, at Charlie's invitation, with the UFC and had a brief discussion with the UFC about this. Then I talked with a lot of individual faculty members. What I found is a fairly lively interest in the topic, actually. I don't mean everyone said yes, yes, let's do this, but people seemed quite open to it.

“So I would like to encourage the faculty to take it up in a serious way. Charlie seems to have a strong interest in this and has been very helpful to me in giving me forums in which to bring it up, including this one this afternoon. And Charlie has his own thoughts about liberal education. He has written on the topic, so I think it's good that we have a dean of faculty who has an interest in this himself.

“I have heard a lot of interesting suggestions from faculty. One is, for example, that in the Arts College, we should establish some foundational courses for freshmen; foundational meaning foundational. Courses that are about how you learn, about methodology, about significant central subjects, sometimes big topics, and that these courses might be organized in a sequential fashion, so that the same students could be in three or four courses in a row. There's a lot of value in that. That's one suggestion I've heard. It's a pretty interesting one.

“I have heard another very interesting suggestion from Computing and Information Sciences. They would like to offer a course in statistics and data science for every Cornell undergraduate. And when the dean of CIS said that to me, I said are you serious? The staffing problem would be huge.

“He said: I'm serious. Berkeley is doing something like this now to great effect, and I think it's something the faculty at Cornell ought to consider.

“So I told the deans: The dean of CIS thinks they could offer a course in statistics and data science that every Cornell student could be encouraged to take. I mean, that's a very interesting proposal, given where we're going in this realm.

“I have also heard suggestions from faculty that we have some faculty forums this fall, in which the topic could be raised for anyone to come and speak to, including students. Why wouldn't students be able to talk about the curriculum? They, after all, are the victims of it.

“So all these things seem to me to be worthy of discussion. I wanted to bring it to the senate. Charlie was good enough to say this would be a good opportunity at this meeting to do so, and I'll just conclude with one sentence: If the current presidential campaign doesn't convince you that we need to have educated citizens, I don't know what would. Thank you.

(APPLAUSE)

“I will be happy to take questions, comments on that or anything else. Yes.”

Dean Van Loan: “Please state your name. This is recorded.”

Senator Dan Brown, Animal Science. “I agree with you that in addition to the transferable skills that are part of the liberal education -- (Off mic.) I think we often underestimate how much breadth of subject -- may be taught in courses, science courses. In many of these, we are talking history and economics, even though the core of the course may be [Inaudible] -- so there's a lot more -- the other thing is we have or I have been involved over the last 20 years creating courses that would be more close to your definition in special writing courses for [Inaudible] but the barrier that we run into [Inaudible] is the Arts College really denies their students broad access to these courses, so they have a requirement that they take a higher -- credits in the Arts College.

“That has been a major barrier, I think, that denied art students the full breadth of possible ways to find the general education and the transfer of skills.”

President Rawlings: “I think those are two good points. On the first one, I think people often confuse liberal education with the humanities, as if the only way you get a liberal education is by taking humanities courses. I mean, that's just clearly wrong, but there's a lot of confusion about that. I mean, the Arts College, after all, has physics and math and chemistry, as well as English and philosophy and social science and so on.

“You're right; courses in any college might indeed be perfect for a foundation in liberal education. Absolutely right. So the Arts College doesn't have a, you know, a lock on this at all.

“On the second question, I think it's interesting what I have learned in the summer, since coming back, is more and more Arts College students are spending more and more of their time taking courses in other colleges. So

Gretchen's here and probably knows 100 times more than I do about that; but in spite of that requirement in the Arts College, I think they're voting with their feet now and taking far more courses.

"Do you have some handy statistics on that, Gretchen?"

Dean Ritter: "I don't know that I have the numbers off the top of my head. I can tell you, the one thing I certainly appreciate is part of what draws great students to Cornell is the ability to take courses across these colleges.

"I was a student here in the '80s, and now I really see a hunger for embracing the great opportunities to find out about sustainability in CALS and to find out about labor issues in ILR, to find out about great projects in engineering, et cetera. I think that's a draw for us we should be embracing.

"I am not sure that the 100-credit [Inaudible] most of our students are taking significantly more than 120 hours by the time they graduate. They are taking a lot of classes."

President Rawlings: "It is a good point to raise, because it does get us into the inter-college discussion, which I think we don't do enough of. Yeah."

Senator Andre Kessler, Ecology & Evolutionary Biology: "I was wondering if you could elaborate a little more about two or three points that you think are the major problems at the moment, other than being confused about what the curriculum actually is across --."

President Rawlings: "That is a good question. So I have gone to not at all the colleges yet, but to most of them. And most of them have a curriculum committee that's a standing committee that does its job and each year looks at the curriculum and maybe makes revisions, but in any case tries to keep it fresh. The Arts College doesn't do that. They just don't do that.

"So years go by, and there's not college-wide thought about the college curriculum. The departments worry about their own curricula very much, but you don't have too much consideration at the college level of the college curriculum as a whole. That is what I find not so good. And it has impact, as I said, not just on the Arts College, but on the other colleges as well.

"What tends to happen over time is the curriculum becomes watered down. For example, many Arts College upper division courses no longer have prerequisites.

Now, we can argue about that, but I have noticed that trend over the course of time. Various reasons for it. And there is, I have to say, a competition, zero sum competition among the Arts College departments for students.

“Departments like mine, which is the small classics department, need to work hard to bring in students, so they compete to bring in students by various means, and other departments are doing the same. And that's not always, to me, the smartest way to go about curriculum. So these are things that have, I think, happened over time.

“Yes. Back there.”

Senator Jerry Stedeinger, Civil Engineering. “I am sitting here, listening to you and listening to my department chairman saying we want to double the amount of research we have and double the amount of students and courses. So this trend to be efficient with the new budget model, I don't know that they want to be spending a lot of time thinking about educational issues.”

President Rawlings: “Yeah, I hear you on that, and I appreciate your point. And in fact, this is always the problem at research universities. We have a very strong reason to do research. We need to do research, we need to be great in research. That's what gives us the reputation we have. So totally agree with that.

“That tends to mean that we don't spend too much time worrying about undergraduate education. Now, there are many exceptions to that and there are a lot of faculty here who do a fantastic job of teaching undergraduate students, and they think about it and they worry about it and they are really good at it. So fortunately, we have that.

“But I think the new budget model might even lie behind some of these curricular problems. I don't know enough about it, frankly, to say much, but some people have said that to me, that the budget setup now is not conducive to good academic thinking about the curriculum. That may be right.

“Yes.”

Senator David Delchamps, Electrical and Computer Engineering. “I have been here 34 and a half years. You mentioned you weren't sure whether there was ever a time we talked about the university curriculum as a whole. Not in my time here, we haven't talked about it, because in some sense by definition, the

curricula are the property of the individual colleges. There's no mechanism in place to talk about something for everybody.

“There is, however, right now a committee that the provost chairs, of which I'm a member, but I'm not a member of the [Inaudible] of that committee considering that very issue, and I haven't heard from them. I am curious, is there some momentum in that direction right now from that subcommittee?”

President Rawlings: “That is a good question, and I think there is. I talked with Mike Kotlikoff about this. He has this pretty high on his agenda. He is not unhappy I'm going out to raise this with faculty, because it's high on his agenda. And he was the dean of the Vet School for many years and he knows how those problems arise frankly.

“They don't have undergraduates in the Vet School, so it's a little different, but he's acutely aware of this. And one of the reasons he put your group into place was to examine this, and there's also a task force headed by Paul Fleming in German on the humanities and arts, which is looking into the curriculum very astutely, I must say, and they have come up with some quite interesting ideas. So yes, at the university-wide level, there are a couple of efforts underway that impinge on this.

“Yeah.”

Senator Matthew Evangelista, Government: “I appreciate your disclaimer a liberal education isn't just about getting a job, and I appreciated my own liberal education that allowed me to change trajectory at a certain point. But the students really are preoccupied with that. And we see it here at Cornell in the numbers who have flocked, for example, to a business minor. And we see it represented in the administration by the emphasis on technology and entrepreneurship. And I wonder if we could think of preparing our students for careers that doesn't only mean business and technology and entrepreneurship, by taking advantage of our strengths from the liberal arts.

“This is something I was discussing with Dean Ritter just recently. There are models at other universities. I know the example of Northeastern, because my younger daughter attended it, where there's a combination of study in the liberal arts and in other fields, with six-month paid internships, which at Northeastern, students can do three times. It makes for a five-year degree rather than the four-year degree.

“And I was -- again, drawing on my own experience, my older daughter went to NYU before my younger daughter went to Northeastern. My younger daughter knew how to get a job in her first year in college, and my older daughter, who graduated in 2009, still doesn't.

(LAUGHTER)

“You know, this is something that we can take advantage of through our alumni networks. The students are begging for internships or more contacts with people, and not people in the conventional careers, the only ones they have heard about.

“And I think that's the strength, where we could draw on our alumni network, and I think it's worth considering as we revisit the curriculum, whether there should be more; because I know in the Engineering College and elsewhere, there are these internship and job opportunities, and I think maybe we could think of it as -- .”

“President Rawlings: I think you're right. The resources here are fantastic, actually, and so an Arts College student here has opportunities in engineering, in ILR that students at liberal arts colleges don't have.

“So I don't want to be misunderstood as suggesting that a college degree should not be helpful in getting a job or should not be aimed at helping students get jobs. I think it's great that they get jobs. I just don't think that's the main value of a liberal education. I'm sorry; I never will think that's the main value.

“And you know, I had my own personal story when I went into classics, as a graduate student, my uncle said: What a ridiculous decision. I mean, you are never going to get a job. You are never going to get a job.

“And when I did get a job teaching classics, they said: When are you going to get a job?

(LAUGHTER)

“And that went on for years. And finally, I became president of the university, and one uncle said: You have a job. You have a job.

“So now I have had it four times, you know, but I think that is a very strong tendency, even without the recession, it's a strong tendency. And as said earlier, I have a certain amount of sympathy with parents who are paying \$50,000 a year for an education and they're worried about whether there's going to be a return on their investment.”

Senator John Brady, Food Science: “I think this actually begins to undermine the very environment of the university when we're just an employment credentialing station, rather than teaching students who are actually interested in material. It sort of begins to undermine the very foundation of the university as an institution pursuing knowledge.”

President Rawlings: “Thank you for saying that. That is the most honest way to say it. I couldn't agree more. Wish I had said it myself. I completely agree with what you just said, completely. I just think we ought to be more forthright in saying that publicly. I totally agree.”

Senator Richard Bense, Government. “We had a department meeting today, and the chair gave us a very interesting set of charts he got from a retreat involving the department chairs. One of the displays showed that almost every department and/or subdivision in the College of Arts and Sciences is smaller than their peer institutions.

“I would really urge the university to think about curricular reform not as a redistribution, a scrambling for morsels, but instead as an opportunity to recreate, rebalance the amount of instruction and the amount of resources dedicated to a liberal arts education. I worry about curricular reform when it's seen as a zero sum from a very dog-eat-dog world.”

President Rawlings: “I totally agree with that too. I just think the idea that we're now competing with each other to get students, when we ought to be asking ourselves what do students need to get a liberal arts degree, for example, in the Arts College, we are just asking the wrong questions. And we're squabbling, as you say, over students. And it's zero sum, because everyone I get away from you, you lose.

“So the Arts College doesn't gain from that, and somehow the departments feel they have to do it for the reasons we all well understand, but I don't want to be thought of as saying this is an easy problem. Setting a curriculum in the College

of Arts and Sciences is hard. It is really hard, because there's so many things that people feel should be in the education.

"I have got to stop here in just a minute, but I'll suggest a couple things to read, if you're interested, that I found really helpful. There is a very good chapter in Derek Bok's new book -- can't remember the name of the book, but you will find it easily enough. And it is a chapter on what to learn. And it's about this question; what should the curriculum be. And it's well-done.

"There is an even better chapter in a book by Louis Menand, and many of you have read him. He is a very visible professor at Harvard who writes a lot in the public domain, and he wrote a book called "The Marketplace of Ideas." It has four lectures he gave at the University of Virginia. I really recommend lectures 1 and 3. They are quite good on the subject. They are also, by the way, very humorous. And they, unfortunately, get us academics pretty much correctly. They are very good in understanding what we're like. So that's good.

"And then if you're really interested in this, go to the Stanford web site and see the report that Stanford faculty recently produced on the Stanford curriculum. It is really good. You don't have to agree with it all, but it's got a philosophy of education that's stated rather well.

"And if you want to know what our peers are doing, Stanford recently revised its curriculum, and the report is clear on what it is. Princeton is currently reviewing its curriculum; very serious review. Harvard does so periodically, and sometimes it's useful to look at what our peers are doing.

"I have to go in about five minutes, but I'll be happy to take questions on other subjects, in case you have things you would like to raise that are not part of this. Yes."

UNIDENTIFIED SPEAKER: "I just wanted to bring up another concern within [Inaudible] liberal education, higher education, I think the other thing that [Inaudible] been talked about in the [Inaudible] because I think that is a driving force that's concerning parents, students, having a liberal education and [Inaudible]"

President Rawlings: "Yeah, it's a huge problem."

UNIDENTIFIED SPEAKER: “[Inaudible] as important as any college [Inaudible].”

President Rawlings: “Yeah, it's a big issue. If there's anything I learned in the five years at Washington, it is that we had lost the public battle over the cost of attending college. I would start in on my arguments on why it's expensive, and no one wanted to listen after the first minutes, because as soon as you say it's \$50,000 or \$55,000, that's the end of the argument.

“So we do have good rationales for why Cornell costs what it does, and we help students in all kinds of ways afford it. So many, many of our students, of course, are getting huge amount of help, but it's still a huge problem; you're absolutely right.

“I think I should say something about the tragic stabbing we had here just at the beginning of the semester. This was a terrible tragedy, and you all are familiar probably, as I am, with the outlines of what happened; but I can tell you this, and I have talked with Cornell Police very recently. The Ithaca Police are leading the investigation, they are making progress steadily. The Cornell Police are assisting in that, and there's a real hope that there will be significant progress made, but there's not anything concrete to report right now.

“But more and more people are coming forward with evidence, so we're all anxious to have some kind of clarity around this. I can also say the group that sponsored the event at Willard Straight Hall followed the rules, followed the procedures, and there were no untoward incidents in the event in Willard Straight Hall. So that's about what we know at this point, or at least what I know.

“I think Charlie's had some updates, too, and probably learned similar things to what I have learned.”

Associate Dean of Faculty, Chris Schaffer: “I am no expert, but my understanding is that sometimes in investigations like this where the information is slow-coming that often the district attorney's office will offer a monetary reward for information that leads to a conviction. And I'm curious as to whether or not that's been brought up and whether Cornell might be willing to help finance an initiative like that, if that is something that could in fact lead to --.”

President Rawlings: "That is a very good question, and we have inquired into that. And it is, as you say, sometimes done and sometimes helpful. So we are offering to help with that. And so far, we have been told not time yet, but it's definitely something that's on the table.

"And maybe lastly, just a quick comment on graduate student unionization. I am sure you are all aware that a group of graduate students would like to form a union. And so they're now collecting cards from graduate students to see if they can get enough to qualify.

"I am happy to say that we have a very good working relationship with the organizers of the union and, in traditional Cornell fashion, we are going about this as a good discussion and not something that's adversarial.

"And I mean that seriously. Cornell has a long tradition of this. And so we tend to do this in ways that are not confrontational. We reached a broad agreement with the organizers back in the summer on how we should all behave. The agreement is quite clear, well-done, took a long time to arrive at, but both parties agreed to it.

"And according to that, the students will go about their work, trying to see if they can get enough signatures. Now that the National Labor Relations Board has stated that students at private universities may organize, this gives the green light to students here to try to do so.

"And part of our agreement says that the university will have one opportunity, just one, to make a statement about this. And so we're not prepared to do that yet, but we might be prepared to do that in the next few weeks, as we see how things develop.

"So I am not to comment positively or negatively about this until the time comes when we issue our statement. And we will live by that, because that's what the agreement says.

"In the meantime, faculty members may, of course, engage in discussion with graduate students on these things, and you should feel free to do so. It is good, of course, not to try to influence graduate students unduly, but you're certainly welcome to have discussions with graduate students, and I'm sure a number of you are doing so.

"Thanks very much.

“Charlie, thanks especially to you.”

(APPLAUSE)

3. CONSENT ITEMS

Dean Van Loan: “Okay, so we have a number of consent items, the first of which is the special -- the first one, we have to be formal about our speaker, which is [Alex Susskind](#). So Alex, would you -- these have been posted on the web site, or is everyone okay with Alex being the next speaker?”

“Okay, great. So Alex.

(LAUGHTER)

“We are all set. Okay. Congratulations, Alex. It was a close call, but --.”

(APPLAUSE)

Speaker Alex Susskind: “For some reason, the computer is rebooting here. I don't know why, but we basically have some consent items we'd like to move forward with, so I guess I'll just read them to you.

“First is approval of the [May 11 minutes](#), 2016; the [approval](#) of the proposal for academic title of research professor, the College of Agriculture and Life Science; then [approval](#) of the Nominations and Election report. All the materials were available to you to review on the web page. So we'd just like to move to have these items approved. All in favor?”

“Opposed?”

“So moved.

“Okay. Well, now I'd like to introduce Charlie, who is going to take care of some business. And Chris, as well, will be involved in this. So welcome. “

4. [SENATE-RELATED PROCESSES AND ANTICIPATED TOPICS](#)

Dean Van Loan: “One thing we're going to allow, you can leave your laptops and cell phones on. And all this stuff is online, so I'll speak without slides here.

“So the faculty website, over the summer, to make everything much more visible and democratic and participatory, and we also introduced some features of the agenda-setting business that is associated with the senate. So we are -- the UFC, which set it is agenda, you are going to know if you look on the web site what we talk about and what are some of the issues, how we kick things around.

“Then, well, the new features are in red there. And for example, like after this meeting, I'll prepare like, with others, a very short paragraph that sort of sums things up. A very important feature here, because you can go back to your departments and tell what's going on. And this is to make it easy for you. We will send out an e-mail, very informal, this is what the senate talked about, so then you can just edit it, you can relay it to your chair or whatever, so that your colleagues know what's going on.

“We were thinking about having the audio recording. There are some bugs about that, because the upload of files, like this meeting is 200 megabytes and there's issues about that, but we'll hopefully get that set up. So again, everything is online, and the whole message here is you can pay attention and be as involved as you want.

“So just a little bit about the web site. Just google Cornell faculty, you will be taken to it; but let me tell you really briefly what you can find there. So for faculty, you know, lots of procedures and things that we do, and they are all up there, okay?

“Lectures -- sorry. All the resolutions, all the transcripts of every single senate meeting going back to the late '90s is there. And we organized it in a way hopefully you can find things more easily. As far as the senate's concerned, the whole agenda -- much more visible. Pending legislation, for example, things have to be floated for 60 days before we vote on them. You can find that, you can find out who's in the senate and, as I mentioned, the transcripts and the resolutions.

“We have a ton of committees, but they aren't just our committees. The provost has committees. On occasion they are ad hoc committees, making it easy for you to find out who's looking at what, who's on these committees and how to get in touch with them, what their charges are and so on.

“And this, to me, is almost the most important thing, which is -- I don't want to use the word hot button, but there's current events, things we should track as

faculty if we are to be effective as a constituency, and I just put up a couple of them right there. So for example, you heard about the [bureaucracy reduction](#) thing. There is a web page on that. You can find out details of some of the things Hunter was talking about.

“We will hear more about the library today. Make it easy for you to find information, to be informed. We have to redo the [academic calendar](#). Well, there's information on that. So all these things are available, so that you can stay informed and look things up.

“So here are some highlights. Again, everything is unpredictable. You never know what's going to come up, but here are things which most definitely will come up. So the academic calendar has to be rethought. Part of the legislation was we were supposed to do this actually last year. We are doing that now. Committee is going to be formed. Things will be on-line, you can see the kind of people we are looking for. And probably in the next senate meeting, we'll nail down that lineup.

“Another issue is [promotion to emeritus rank](#) over the summer. We looked at the ten colleges, found tremendous variation. There are other issues about that. We would like to look into that whole scene and, so to speak, clean it up and get some measure of clarity.

“One of our committees is concerned with program reviews. Every ten or so years the department is reviewed, there's a committee that does that. It is a very labor-intensive committee, but the labor goes into bureaucracy and we wonder if there's a way of keeping up the quality of the oversight, but making it a more attractive time of service for faculty.

“Both the graduate students, undergraduates have sent things our way. They did this in May, for us to look at for the graduate students. And this is something we looked at a year ago. As you recall, this is about student-supervisor relationships.

“So these are the other assemblies. They, too, have resolutions. These two resolutions pretty much put the ball in our court, and we have to respond and engage them in a dialogue.

“The undergraduates, as the student assembly, have a comprehensive resolution and is concerned about the inclusive learning experience. One of the important

parts in that is faculty training, so that we are more sensitive in our classrooms. It's a pretty extensive resolution. We want to look through it. We look through it with them and try to figure things out.

"Yeah, so faculty forums, we try to have one of these each semester. And we thought that for this fall, because it's in the news and very basic academic freedom things, revolve it around trigger warnings. What are they, why are they used and should they be used.

"I am thinking that maybe we should call this a faculty-student forum and maybe engage the undergraduates in the design of this forum, so we have an interesting sort of dialogue.

"And oh, here's routine announcements. So Engineering has come up with implementation of the [research professorship](#). This is something that goes into that 60-day posting thing. You can find the details there. It sits there, you can comment on it, raise issues. In November, we'll vote on it.

"Work/life survey. There have been two of them. They come every five or so years. October 6, you'll get an e-mail about this. This is very important. It's very extensive, the survey, but we'll talk more about it in the October meeting, but that's just a heads up.

"We need faculty on panels that are looking at sexual assault cases. There's a new way of handling these things, and we sent out an announcement a few days ago about that.

"And then, very timely, there are what are called breaking bread series. This is like a 6:00 to 8:00 dinner, and you just sort of sign up and go to it and talk about important topics. The one this month is on police-community relations. And this is probably going to surface -- that topic will probably surface later in the fall.

"And to my way of thinking, wouldn't it be great if a bunch of us are there -- I am going to it -- just to get perspectives on this very important topic that might surface later this fall.

"Finally, Chris and I are going to show up in the [soup club](#). We don't have [Inaudible] soup club or whatever. And we'll be there, you know, one or both of us will be there every Friday, and we have stuff to talk about amongst ourselves.

Great, if ever you want to talk with either of us, please do come by there. And of course, you can always contact us by e-mail.

“That is -- I thought that Chris and I would just -- if you have any question whatsoever about this, how we do business, any of the topics that you would like to see or might feel are worthy of senate discussion and so on. On the web site, you can leave comments all over the place. And so for example, if you didn't get a chance to ask Hunter a question, you could post that question or comment on the web site, if you want.

“So totally open-ended discussion about what would you like to see. And please state your name, because it goes in the transcript.”

Senator Andy Galloway, English: “This is just a historical note, question about a portion of the web site that's been shifted around. I was a member of the team that I know seven or eight years ago built the academic integrity web site that actually is here under for faculty, then I think policies and procedures.

“But when we conceived of it originally, all the constituencies that might be involved in those cases, and we always kept thinking along somewhere that students, graduate students and faculty could access, it was designed to plug into those different points of view. And the dean of faculty was very generous in giving it a space; but at this point, the doorway's marking its location seemed increasingly to be opaque as far as that large of audience.

“So I wonder perhaps I should be talking to somebody about putting it in some other web site space or it should have other links that indicate that original plan for it. It may have struck you as a little odd that it had all this information for students, et cetera.”

Dean Van Loan: “We found lots of units have written up; and what it is a definitive document, something on the provost's web site, whatever. So I would like to know more about it. Is it simply stuff of having a quick link? Or is it --.”

Senator Galloway: “Well, it's already there. It's the one we actually were trying to unify and simplify, et cetera, consolidate. So it's one that you have up there, and I'm just pointing out that its utility is for a wider constituency rather than faculty.

"I don't know what to do with that observation, other than that's interesting and I know the history of that particular section of this. So anyway, I thought I would mention it. Maybe people want to know about that. I think it's the best of the various compositions of this sort. Took a lot of thought."

Dean Van Loan: "We need comments like this, not only -- you know, where things show up. So please send those to us."

Unidentified Speaker:[Inaudible] "What is the status of resolving the issue about the disparity in credit hours for courses in the College of Arts and Sciences, compared to the rest of the campus?"

Dean Van Loan: "So that topic showed up late last year, and I don't know if it's moved forward at all. The accounting of credit hours, the topic, and it feeds into the budget model, right, as a central component of that. So I am not aware right now of forward motion on that topic, outside of what we talked about maybe in the May meeting. I don't know anything else about that."

UNIDENTIFIED SPEAKER: "Mike, wasn't one of your provost subcommittees going to assess how big of a problem that was?"

Provost Michael Kotlikoff: "There is a subcommittee that's looking at the overlap issue, but I think this is another issue. As I recall, at the last faculty senate meeting in the spring, there was a resolution for the faculty senate to take this up, and I think -- I don't know --."

UNIDENTIFIED SPEAKER: "Last I recall, apparently [Inaudible] was to identify how serious of a problem this is by trying to identify how many of these four-credit classes exist that are meeting for times that sound more like a three-credit class."

UNIDENTIFIED SPEAKER: "If I understand that correctly, it was actually accrediting agencies that were --."

UNIDENTIFIED SPEAKER: "That is correct."

Senator Delchamps: "Is this relevant to this? I am the current chair of the University Educational Policy Committee. We are working on this."

UNIDENTIFIED SPEAKER: "Okay, great. Fantastic."

Senator Delchamps: "And this is [Inaudible] last year we determined that every college at Cornell had on the books a guideline for assigning credit hours according to, in agreement -- according with whatever the so-called Middle States standards, which are courses of studies, except the Arts College and ILR. So everyone had on the books something, but not every course in every college, even the ones that had it on the books, was obeying that.

"So we thought step 1, go to the colleges and have something on the books that agrees with the accrediting agency and say you have this policy. Step 2 is figure out what's going on in Arts and figure out what's going on in ILR and, at this point, my understanding is that the accreditation knowledgeable folks aren't quite sure how big a problem this is with accreditation, but there's general agreement on the EPC that if you are doing something that doesn't comport with Middle State standards, there's got to be some kind of [Inaudible] to justify it.

"As far as I know, the ball is now in the courts of the Arts College and the ILR School to think about these things. And Gretchen can correct me if I'm wrong, that last point."

Dean Ritter: "There are standards and they conform to the Middle States standards, which is typically a four-credit course meets three times a week [Inaudible] ensuring that everybody that offers a four-credit course meets those standards. Something we could always review and be better at, but we have had those policies in place for decades."

UNIDENTIFIED SPEAKER: "We were told by whoever looked it up that the Arts College didn't actually have that on the --."

Dean Ritter: "We do have."

UNIDENTIFIED SPEAKER: "Okay, great."

Senator Richard Miller, Philosophy: "Everyone I talk to on the faculty, not a lot of people, but still some number, has a sense that there's a large-scale transformation in congress at Cornell and lots of criticism. We talked in the senate about a perceived effort, trend, emphasis on entrepreneurship, coming from [Inaudible] and it was part of the College of Business dispute.

"It comes up when we talk about our rules of the liberal arts and humanities in particular. Large questions posed by the budget model, which like it or not, currently does make a lot of things zero sum; large questions posed by credit hours.

"The rule Dean Ritter described would be the death of courses emphasizing critical thinking in concentrated and long research projects in the College of Arts and Sciences. I am concerned that in the agenda for discussion for the year that's been described, there really is no space for concerted independent voice of the faculty in face of this trend of transformation in which our various interests, our various backgrounds come together, and see if we have an independent consensus. We could just be an audience to what the administration is doing. Perhaps we should.

"I don't think we should. I think something like an ad hoc committee and open discussions at substantial length in the senate would be required. I wonder what you think."

Dean Van Loan: "To have basically a whole senate session revolving around more free-form discussion with no presentations, just on this topic."

Senator Miller: "That could be a part, an ad hoc committee could be a part. I think there's a prior question of whether there's commitment in the senate that an independent [Inaudible] voice on the transformation of Cornell. I am not sure how to do it."

Dean Van Loan: "Well, I think before doing a committee, I think we ought to have general discussions with some definite questions that surface, to look at. So we could do that. Risa."

Senator Risa Lieberwitz, ILR. "I wonder if you have information about the search for the president and the timing that's expected, because you know, a lot of the issues that we're talking about, of course, you know, there's a problem we are continuing to run into. Every time we have a search where it's so close that we don't really have the chance to have a lot of input with -- I wonder if you have anything to share with us."

Dean Van Loan: "I can't talk about any details there; but if you look back at the last five or whatever presidents, all those announcements have come in the middle of the fall, right? So that has to be a reasonable target."

Senator Lieberwitz: "Seems to me one of the things we can continue to talk about, in line with this sort of thing that Dick Miller was just raising, is to actually address this issue of, you know, if we are trying to expand transparency, that when we do have choices about our leadership, that this is something where the full body of participants on the faculty and also students and staff really are doing more than being [Inaudible] ."

Dean Van Loan: "I think we should have a discussion about searches. There's the dean level as well. And whether, for example, if you are looking for a dean of a college, whether the faculty in that college should be asked in advance, what are your thoughts about how open the search is.

"It is not all or none. The search can start, then open up, things like that. I think that should be something we talk about. It is under the heading of confidentiality and how big that radius is. So I think it's a real important topic, but I can't say anything."

Senator Lieberwitz: "Because it's all confidential."

Dean Van Loan: "That is right, yeah. Yeah."

Senator Dan Brown, Animal Science. "We pick deans, the top candidates, there's discussion [Inaudible] we are going to do that for the president or the top candidates [Inaudible] the dean of CALS did, or is this all going to be secret, behind closed doors until an announcement's made which one was picked? Unacceptable. I mean, we really didn't have much input or anything into that."

Dean Van Loan: "Well, again, I can only say the last -- it's always been an announcement, right, going back -- it's always been like that. I have every reason to believe it's going to be like that. I can't see a change; but again, the search is under the control of the trustees at this point, and I would assume it's going to be [Inaudible] in the past."

Associate Dean, Chris Schaffer: "Just to speak to that, I share the concerns about closed searches at high levels, but this search committee did have a huge outreach effort in spring that was an opportunity to submit names or characteristics you thought would be important, by e-mail. There were multiple meetings.

"I went to three or four of them and, frankly, it was an empty room in those meetings. There were no faculty there. So that could have been an opportunity for faculty to come and say these are the kinds of characteristics that are critical, these are the kinds of views that I think are going to be important in a president. The entire search committee was there to listen, and it was an empty room.

"So I think when there are opportunities to engage, we need to be proactive about getting their end of things."

UNIDENTIFIED SPEAKER: "You have a list of specific candidates, I can guarantee you the room is full."

Associate Dean, Schaffer: "I agree. I agree things are very different; but nonetheless, I think we should -- we need to be engaged with the processes that are available."

Senator-At-Large Rob Thorne, Physics. Isn't it true, though, in presidential searches, the candidates often don't want to make public --."

Dean Van Loan: "The theory is we can't get good people, unless this is the case. You can debate that and whatever. Like at public universities, there are short lists. Like when Kent went to Florida, there were two people there for a day, brought things out in the open. A lot of public schools are like that.

"I think that's a -- I think that's a sign of strength when you can do that. I also think everybody has to balance their own private career objectives within the larger thing. And I just sort of think when -- if you are willing to get out there and say I'm a candidate, I am -- I will get out there, I think that's a sign -- I like that.

"There are rules. And I'm doing the best I can to play by those rules, but also to lobby for these kinds of things in whatever way I can. We have really never talked hard about closed searches in the senate, to my knowledge, and I think that would be something we could do."

Speaker Susskind: "In the interest of time, I think we should move on. So now I would like to introduce Dean Ritter and Vice Provost Spitz to talk about the librarian search, university librarian search. I will advance your slides."

5. UNIVERSITY LIBRARIAN SEARCH – BACKGROUND INFORMATION

Vice Provost for International Affairs, Laura Spitz: “Okay, great. So thanks for having us today. I am Laura Spitz, the vice provost of international affairs, and I’m co-chairing with Gretchen Ritter the search for the new university librarian. We were here mostly to listen today, but just wanted to give you a brief update on where we are and what we plan our next steps to be, and then we really want to have a conversation with you.

“So as you all probably know, Ann leaves in April, so that's sort of our broad timeline. We already have the committee, okay. Just before I tell you about the committee, I just want to tell you about how we arrived at selecting the committee. We started by consulting as broadly as we could. We asked various stakeholders on campus for ideas and recommendations for the committee, understanding that we wanted to keep the committee relatively small. And Gretchen's going to explain a little more about that.

“So let's put on the committee, then. And you will see who we've picked or who we invited to be on the committee by the provost.

“Yeah, I will read it to you. But you will see it includes library staff, the Cornell University press director and faculty. We have also begun to do our outreach that Dean Ritter's going to speak a little about. Maybe since the committee's already up there, I will let you talk about the steps.”

“Dean Gretchen Ritter, College of Arts & Sciences: “Okay. So we did [Inaudible] slightly smaller committee. And the main reason for that was simply that we wanted to be able to move in an expeditious fashion. We didn't want to spend the month figuring out when we could -- we also understand, of course, that being that's the case, it means that we need to work harder on doing outreach, to make sure that we spend time with the right constituencies and hear from people what their concerns are, what their interests are, what sort of qualities and characteristics they hope we will be seeking in the next university librarian; and of course, any suggestions that people might have of folks that we ought to be pursuing for such a position.

“A couple of other things that I will mention; one is that we have no preference -- we had this question a couple of times. We had no preference with regard to internal or external candidates. Of course, have a superb library staff here. We

know of many highly qualified people elsewhere around the country or internationally.

“This is a wide open search and, in terms of qualifications, there are two things that I think we've come to agree to from some of our initial discussions with folks: One is that we are certainly looking for a librarian who will both be attentive to traditional book collections and someone who is looking forward to the growing importance of digital archives as well. So both of those things need to be a core commitment.

“And then the other thing that is clear to us is that we need to have someone who is both very attuned to the needs and interests of faculty and someone who has an international and national profile who is connected to some of those broader networks of conversation who is well-known and understood within the broader community.

“And one of the reasons for that, among other things, is that things are changing a lot in this domain, and there are foundations and others out there who are looking to support new initiatives for libraries and being in a position where you know about that and can plug into. That matters a lot.”

Vice Provost Spitz: One thing is that we are really lucky. So it is an open search, and we are really lucky, because our library's actually, in all the circumstances, in really great shape. We have a great librarian. Ann did a terrific job, so we are not doing a search at a time when our library's in crisis and we are trying to lure someone to Cornell to solve our problems.

“We have lots of things that we could improve on, I'm sure, and we are looking for a really strong leader. But again, we are coming from a position of strength, so we feel really good about this search and really good about what Ann has done so far.

“Just wanted to add that, yeah. It matters in the search, we are told. So Charlie, were you wanting us -- where did Charlie go? To identify the folks here to help us with answering --.”

Dean Ritter: “Any questions?”

Dean Van Loan: “Just an exciting or informative discussion. We invited -- Ann sent four people who sort of spanned the space, so to speak at, of what the

library does. And they are here, in case we have specific questions, to assist in answering them.”

Vice Provost Spitz: “So we are interested to know if you had ideas about the kind of characteristics you would want us to emphasize in the search, if you had questions that either Gretchen or I could answer for you, if you had concerns you wanted to have expressed and make sure we heard. We would really love to have that conversation today, but we are also available, we'll also continue to be available to the faculty.”

Speaker Jerry Stedinger, Civil & Environmental Engineering: “How much is our library focused on the needs of the campus versus being a center or repository for information other people use?”

Vice Provost Spitz: “I don't know if this is going to be a satisfying answer, but it is both. Both. We are learning from the library and our faculty how important it is that Cornell is what Cornell is to others in the world, that we are actual leaders when it comes to the second part of your question; but of course, we are focused on what Cornell Library can do for the campus.

“Do you want to say that differently?”

Dean Ritter: “I think one of the things that happened in recent years, we are involved in collaborations with other libraries, so one of the advantages of that is, of course, that our students get to access not only things in our collection, but for instance, things in the library collection at Columbia, and that's a huge advantage to us. So I think that broader piece means not only that other scholars benefit from us, but we benefit from –”

Vice Provost Spitz: “We understand ourselves to have obligations, a role to play in serving actually whole communities in the world, and we can do it better in partnership, actually, with other universities than we can do by ourselves. So I think the partnership enables us to do both the things that you asked about better.”

Speaker Stedinger: “I wasn't being negative about –”

(LAUGHTER)

“If our center does that, that's a big plus.”

Vice Provost Spitz: "It is a big plus. One of the reasons why [Inaudible] involved in the search is we are thinking on about producing and disseminating knowledge, and what's our role in that, what's the library's role in that and how that connects the technology and publications."

Speaker Susskind: "Could you please state your name and department for the record?"

UNIDENTIFIED SPEAKER: "[Inaudible] are you interested in looking at individuals who are really interested in preserving collections [Inaudible]."

Dean Ritter: "Yeah, I think that has been an important thing that's happened here, that's been a strong commitment at Cornell, particularly in some areas where we have extraordinary collections that can't be met any place else in the world. And I cannot imagine that we would have someone who we would consider a strong candidate who wouldn't continue that commitment."

Senator Andy Galloway, English Department. "I was in the same vein, that's a great selection of people from the library, but the folks from manuscript vision are not represent there, and I would want to make sure that oh, yeah, and Cornell, you are aware of whatever their concerns were, their plans, because this is a massively important part of the library, and it would be -- and this is just to endorse the comment, of course, but to suggest perhaps a more direct way to do that would be to make sure you stay in touch with them in this process, by some formal means."

Vice Provost Spitz: "I couldn't agree more. And we plan to be in touch of all aspects of the library through the process, but I would echo Gretchen's commitment."

Senator Hayden Pelliccia, Classics. "How can you estimate how attractive our position for this job is in terms of budget and other resources, compared to a corresponding position at our peer institutions?"

Dean Ritter: "So I think part of it is about timing. So right now I think this is, from everything I understand, the most attractive position out there.

"That said, there have been high-level comparable positions at peers that have recently been filled, so what impact that's had on the potential pool, I think we'll

have to kind of find out as we go along, but I think UVA is still working through theirs. Trying to think of anybody else? Anybody you all know?

“Yeah, so I think right now, we are the job.”

Senator John Weiss, History: “I would just be interested in getting in touch with sort of the world of user changes and user behavior nationally and also whether libraries nationally are feeling they're in a crisis or turning point or they're just rolling on where they expect to roll.”

Dean Ritter: “I think that's right. Of course, this is an area where changes have been happening at a very rapid clip. I would say over the last decade and, as I suggested, I think that there are various groups that are trying to think very proactively about this. I know back in the spring of 2013, just before I came back to Cornell, there was a colloquium on this that was organized by the Faculty Advisory Board to the library, and people who were trying to think in a very forward-looking way about changing the role of libraries, how people use libraries, all spoke at that.

“I am interested in having us talk to some of the folks [Inaudible] about how they sort of see this landscape changing as well. So yes, I think we are hopefully -- .”

Senator Brady: “With respect to the physical collections, not just the ordinary books, but the rare books, manuscripts, so forth, that as those types of collections become rarer around the world, is there a commitment to not just maintain what we have, but to expand our collection and improve it?”

Dean Ritter: “So my sense is that one of the things that Ann gets a lot of credit for is in really focusing on acquisitions, and one of the areas of real importance, and focusing on acquisition being the rare collections area, and wanting to both build on what we have and look for opportunities to acquire other things that work well with what we have.

“So a recent example of what we've acquired in that regard would be the [Indiscernible] collection, which I can tell you has made a big difference in our ability to recruit faculty and made a big difference in student projects, among other things. So yes, I do think that has been a strong commitment in recent years, and I certainly -- .”

Senator Lieberwitz, ILR: "We talk a lot about governance issues, and I wonder if there's anything you could reflect on in terms of the search for librarian in regard to philosophy of governance that would be important for the candidate.

"And we have a lot of wonderful people working in the libraries who have enormous amount of knowledge and competence and abilities and creativity. So seems to me a leader in that system should value that kind of democratic governance process, and I wonder if that's something you all have discussed and whether that's a criterion for a candidate."

Vice Provost Spitz: "I am-- we haven't had that -- we haven't met as a committee yet, and we haven't even begun the process of really articulating the job description that we're going to distribute, but I can't imagine that we wouldn't be looking for a leader such as the one you just described. We'd be setting someone up for failure at Cornell, I believe, if we were not looking for the kinds of characteristics you are describing."

Senator Lieberwitz: "I wonder if that could be perhaps explicit, because I think sometimes we get into, you know, a discussion; very important about the issue of collections, obviously, should we have -- all those things are essential, but seems to me that question in choosing a leader that we are really asking about how will you be and how will you create a structure and who will influence that. That seems to be to be very, very important for being quite explicit as a value."

Vice Provost Spitz: "I agree. Thank you."

Senator Michael Tomlan, City & Regional Planning: "Having been a member of the Library Board working along-side of Ann, the thing that you have -- everyone recognizes is she has been an advocate for the library system. I would urge you to put that right out front, okay? It touches on what Risa said. It is touched upon in the management issues, budgetary issues.

"The library has now become, in a sense, by virtue of its funding pattern, tied to different strings of income with each one of the deans. Arguing with each one of the deans for support has been a part of that job, where it wasn't in previous years. The reality is, she has done that and maintained a smile when, in fact, it hasn't been easy.

“And the question of ranking -- the reality is that this university's library has slipped in rankings over the previous administrations, and everyone on the Library Board knows this. Ann knew it too.

“Now, you can count and widget and play around however you wish, but I take exception to this notion that somehow or another, everything is rosy.

“And the reality is that I think it's much more complicated, and everyone should know this in this room. It's a little more complicated than just an ordinary search.”

Vice Provost Spitz: “Thank you.”

Unidentified Student: “I was just wondering your perspective on why you didn't pick any graduate or undergraduate students on the committee. I feel like that might be an important perspective for the committee to have.”

Vice Provost Spitz: “So you might want to add to this.

“So we looked back at past librarian searches to see if they included students and in what capacity, and they hadn't. What we thought we would do then -- I'll back up. I had the experience of -- really enjoyed the experience of having students on search committees. We feel like we need to consult broadly with students, so the search committee plans to consult with students through the process, both in the gathering of information and characteristics and use of the library; and then also, once we have candidates, really consulting about the different candidates with the students.

“So I think you will find there will be good opportunities for the students to be involved in this process, right from the beginning to the end.

“What, no tough questions for our librarians?”

Associate Dean Schaffer: “I would just, in light of the rapid changes, particularly in scientific publishing, explosion of journals, predatory journals, open access, things like that, that we have someone who's a leader in being able to help not just Cornell, but nationally, us transition what looks -- to sort of manage the transition from what looks like subscription-only journals towards open access journals.

"From my perspective, it's going to be a rough ten years, and -- in the scientific publishing industry in terms of costs that are -- and I think someone who's going to not just sort of suffer that burden, but rather going to be a leader for it would be very important."

Vice Provost Spitz: "That's been articulated by others that we consulted, that we need a leader, we need a leader in that transition."

Dean Ritter: "I think we've got a couple of people on the search committee who are thoughtful in that regard and -- positions us well to be leaders, but I agree with you."

Senator Bjorkman, Horticulture: "You brought up the role of the librarian. We used to publish a lot in the print era across the university. And now what constitutes a publication is really very vague. To what extent should the library be publishing the scholarly work of our faculty? Skip the journals. Let's just do it ourselves. We're better at it than the journals are, right?"

UNIDENTIFIED SPEAKER: "It's an interesting question."

UNIDENTIFIED SPEAKER: "To me, I don't know the answer, but the librarian sure needs to."

Dean Ritter: "So we do, in fact, have a small joint project right now in German Studies that is a joint project between Arts and Sciences, the library and [Inaudible] that is precisely along those lines to -- it's not just -- be published, then after a few years to make them open access."

"So I agree with you that sort of thinking about, among other things, a relationship between the library and the press and our faculty is an important part we should be exploring."

Senator Andrew Hicks, Music: "Also on the Library Board. I just want to emphasize the fact this is also a moment to really think as a university about the role of the librarian. One thing that we have discussed on the Library Board is the way in which sometimes it's not realized just how many resources that we use that don't immediately appear to be library-related are, in fact, under the library's wing and under the library's budget."

"And so I would emphasize this is a moment to make that conversation public, not just to reach out and ask what do you think we need in a new librarian,

because answers may not be recognized that something you do is, in fact, part of that answer.

“So education, but also maybe a reminder to all of us to talk with our colleagues and remind our colleagues and our departments that the search is going on, to keep an eye on it and to make sure that we continue this conversation as publicly as possible.”

Vice Provost Spitz: “Communications, education effort around what the library is doing, and take this opportunity to do that. Risa.”

Senator Lieberwitz: “A governance issue, if you could explain something about how people were working in the libraries -- what their participation will be in this process? Because when I talk with people who are in the libraries, I always learn a lot about how things run. And so I wonder if there's a plan for that participation.

“And then also, since you have people here to help field questions, maybe some of the people here could actually -- who are listed on there could identify areas that we should be thinking about, difficult areas, things that will be essential for us to consider.”

Dean Ritter: “We, of course, have several representatives from the library on the committee itself. We will also be meeting with [Inaudible] and we are taking inputs and suggestion from anyone on campus with regard to the search at this stage. And once we have identified candidates, they will come make presentations and [Inaudible].”

Vice Provost Spitz: “To the second point of your question, is there anybody who's here that wants to share? I don't want to put you on the spot, if you don't want to share right now.”

UNIDENTIFIED SPEAKER: “The most important issues have been identified. The right balance between print and electronic, the changes in practices, the ways that people do research and changes in teaching methodologies.

“As you know, the library needs to serve everyone, so it's very difficult to find a leader who will be absolutely versed into all of those areas, including preservation, including special collections.

“So to somebody's point, I forgot whose, the democratic governance is also really important for us; somebody who would be relying on the expertise that we already have.

“I don't know if my colleagues want to add something?”

Dean Kraft, Chief Technology Strategist, University Library: “I will say this point has been made as well. The degree to which we are now collaborating with our peer institutions on sort of broader and complimentary solutions is really growing. I think that's going to be an important area. You already mentioned the importance of getting a leader who will be able to work in that realm.”

Oya Rieger, University Library: “I would add to that also, someone who is thinking in innovative ways about the physical space of the library, change what libraries physically need to house. And books are available in the annex, and there's more square footage here, but what should those spaces look like in the future.”

Speaker Susskind: “Further questions?”

“Thank you.

(APPLAUSE)

“This concludes our agenda for today, so without objection, I move to adjourn.”