

**A MEETING
OF THE UNIVERSITY FACULTY SENATE
WEDNESDAY, MARCH 8, 2017**

1. CALL TO ORDER

Speaker Alex Susskind: "Good afternoon, everybody. We would like to begin the meeting, if at all possible. So thank you all for coming. Okay, well, the meeting will begin, and we have a single consent item today to start, the approval of the February 8 minutes. And so, without objection, so approved.

"And now we'll hear from Charlie on the dean of faculty matters."

2. DEAN OF FACULTY MATTERS

Dean Charlie Van Loan, Dean of Faculty: "Thanks a lot. Just a couple of quick items. And just as an aside, this is a jammed agenda. We send you slides, links, tons of stuff in advance. I know we are all busy. It is very handy if you can look at that stuff beforehand, so we can cut to the chase, so to speak.

"Anyway, just to bring you up to date, you probably read about the uniform laptop policy. This was an SA resolution that passed. And what we are going to do is send it to the EPC to have them assess it. What the students were asking in this resolution is to -- uniform policy, where in any class, no matter what size, no matter who the professor is, basically allow the use of laptops.

"So most of the faculty I talked to were all different. We all have different stances on it. We will hear from the EPC and then reply to the SA, quote,

formally. I already invited the sponsors to come talk to me. I haven't heard back yet, but they, themselves say it's a conversation-starter. So I think we should be relaxed about this. It is a real important issue, which is devices in the classroom, and we'll head to some kind of discussion about that.

"Narrowly defeated was a resolution about ideological diversity in the faculty.

And when I read that article in "The Sun," I invited anyone to talk to me about it, because it's a very important issue; what is political bias and so on. And I'm talking to the bias assessment team. They oversee the online bias reporting system, so I think this is the start of perhaps a longer dialogue. I want to learn more about this, and perhaps will bubble up to us here in the senate.

"End game. So you have all gotten a personal e-mail from Becky and myself, and here's the timeline. So we are running the survey right now. There are about 3,000 responses so far; about 500 from faculty. Lets get more, okay? Talk to your colleges about this. It is incredibly important.

"So we'll turn off this survey or basically look at the results a week from Friday, and we'll start trying to formulate a recommendation. Then we'll come back here in one month and float this recommendation. We will talk about it, no doubt.

"Then in May, we come back for a vote. And what we do here will also be done in the other assemblies in parallel. Last time, it was pretty much the students

reacted to the senate. Let's try to engage them in parallel, so that we all know how each other thinks.

"I wanted to delay the April senate meeting by one week. First of all, spring break is in there, so that knocks out a week of preparation. Martha will be on campus the preceding Monday. It is not firm yet, but we are trying to get her to come by in some way, just as an introduction, so to speak. We were going to hold it in the Statler Ballroom. We thought about this earlier. One advantage, and it might play out nicely, is after a senate meeting, we can have some kind of reception right outside, okay? So we'll have a chance to try that out.

"And again, as I said, there's quite a bit of things to talk about in the April meeting, and this one week gives us a little more slack. Otherwise, the senate meeting's the Wednesday after we come back from break spring.

"Elections. They are coming up in about a month. We need people to serve in these different capacities. It is very important, and so if you know somebody who would be good in any of these slots, please forward their name to us.

"So the UFC, as you know, sort of oversees the senate and meets with the president and provost. Nominations and Elections give us names for other committees. And then, of course, we have ten at-large senate slots, and about seven of them are up for grabs now. So real important these things are staffed.

“So let me pause right here. Questions about anything? Yes. Please, microphone and state your name and department.”

Senator John Brady, Food Science: “I was discussing with our administrative assistant for the department today about the calendar, and shocked to find that she didn't get the survey. Has it only been sent to faculty?”

Dean Van Loan: “It is real easy to email all the students. They got it. It is real easy for me to e-mail all the university faculty and all the non-tenure track faculty. That has been done. The whole employee/staff thing is a little more difficult, because there are different components there. I know that Gina in the Assembly's office is working on that. So we'll try very hard to get things to people.

“The fallback I don't like, on the web site, anybody can visit the web site and record things. The survey is a little more difficult to get the people in touch, but we're working on that.

“So that's all -- I will be back later, but the next item to discuss is Cornell's assessment of the Blackboard system and related things, and here's Julia Thom to lead the discussion.

3. UPCOMING REVIEW OF BLACKBOARD AND COMPARABLE SYSTEMS) Slides

Senator Julia Thom, Provost Fellow for Pedagogical Innovation: “Thank you, Charlie. This is about evaluation of Blackboard, which I've learned is an instant often learning manager system, LMS. So Blackboard has not been reviewed since 2007, and a lot has changed since then. The license is up for renewal in June 2018, so this is our chance to evaluate this major tool that many, many of us are using. It is touching many students and faculty around the university, and it's really important that it meets our needs today and positions us so that it will meet the needs in the future.

“So we'd like to evaluate the experience for teachers and students and look at alternatives. And it's also, I think, a chance to widen the use. Right now, about two-thirds of our courses are using Blackboard. There are college-wide exceptions, and then, of course, individual instructors.

“The reasons vary from Blackboard just being not the right fit to reluctance or no need to use any LMS at the moment. So just going through what it means, what tools there are, how it will develop, I think will be a useful exercise for us.

“So just as a visual, this is Blackboard; many of us know. This is a course I was running in Blackboard, with the panel here on this side that many of us love or hate. This is the plan for this evaluation. It is very important to get everybody involved in this, hear all voices, so that we can come up with a representative report.

Who is conducting the reviews? So there's a team from Academic Technologies.

Can you guys wave? J.P. Brannan, Rob Vanderlan and Tom Maniscalco. I am the academic liaison, so I will be the partner on the faculty side.

"The outcome of the review will be a report to the faculty senate and the provost, and the review content will be feedback and data about the current Blackboard use and system and the support service. And then also we'd like to collect in-depth feedback about three alternative products, and they are Canvas, Brightspace and Blackboard Ultra.

"So you may wonder why these three. So these are the three products that are in use, big institutions, institutions of our size. And you may also ask how different are they, is it worth reviewing in depth. So they are quite different.

"Here is one of them, Canvas. You may not see a big difference at first view.

There is also a panel, and then the course appears, and the tools. There are differences, but common tools often, or common use. What is very different is sort of the user interface and the feel of the learning management system.

"This is something that has to be experienced to collect feedback about it. Also, the student experience will be quite different. And then behind the scenes, there are significant differences as well. All of these products are evolving differently, too, so all these factors should be part of the report.

“Here is the timeline. We would be very grateful if everybody could fill out a very short survey. So this will go out this month, and it is important that we hear from you. This will be just assessing sort of Blackboard use and how you feel about it. And then we're planning in-depth interviews with about 30 to 40 faculty across the colleges this month and next month also.

“And then very importantly, after this initial discovery phase, a piloting phase, where we'd like -- we have already identified an initial set of faculty that can represent the different groups of Blackboard users, good representation across the schools, colleges, and we'll test these three alternative products, give in-depth feedback. Then also focus groups, sandbox access, anybody who'd like to play around with these new products, work on that. And of course, student feedback collection.

“So you will hear from us. And if you'd like to participate or contact us on the web page, Charlie has posted everything. There are e-mail addresses and a web page with more detail. So please look at that and get engaged. Very important that we all contribute to this effort.

“I have attached a couple more slides, if you're interested. I don't really have to go over that. This is sort of the LMS market survey. There is interesting information there, and there's the team engaged in supporting these various phases of the evaluation.

"Okay, happy to take questions.

UNIDENTIFIED SPEAKER: (Off mic.) "The question I had is pretty brief. You said there were three alternatives. The fourth one is staying with Blackboard as it is. I understand Blackboard will be supporting and writing new software for that indefinitely.

"For some of us, we're just getting used to Blackboard, and we haven't used all the features yet. A lot of these things could be comparable, pros and cons; but there is a certain amount of effort and energy and time involved in switching from one to the other. Unless it is a whole lot better -- so am I right in saying there are four alternatives, not three?"

Senator Thom-Levy: "There are four possible outcomes, yes, and I didn't want to give the impression that a decision had been made to switch, and it's just a question of which one. Not at all. It is an honest evaluation of what we need now and in the future. And that could be an outcome, yeah."

Senator Matthew Evangelista, Government: "Since you will be surveying us on our use of Blackboard, is there any chance our comments could influence subsequent versions? Will you be in touch with the company? For example, a trivial thing, you want to send an e-mail to your students; you have to look for S for sending, rather than E for e-mail."

Seantor Thom-Levy: "Yeah. I will hand over to the experts, but I was surprised to hear how much we can do in talking to the vendors in effecting change.

Would you like to comment? Todd, maybe?"

UNIDENTIFIED SPEAKER: "They have processes in place, communities where you can suggest changes, and there's a voting process for how those get prioritized. Yeah, there is a process in place for that."

UNIDENTIFIED SPEAKER: "Can I just add to that? One of the reasons we want to conduct the evaluation is to compare Blackboard's receptiveness to those sorts of comments with other possible products.

"And part of why it's really important that people respond to the survey and send us feedback is so that we can get a better handle on exactly that question; how do you weigh any possible improvements of an LMS versus the cost of transition, which we know would be significant. So feedback you can share on that is really important."

Senator Jerry Stedinger, Civil Engineering: "Is there any chance that if we switched vendors that there would be transitional software that would bring your course across?"

Seantor Thom-Levy: You mean during the switching period?"

Senator Stedinger: "Yeah, so I take my Blackboard course and it turns it into a Canvas course."

Senator Thom-Levy: "Are you asking how the transition will happen? J.P, can you answer that?"

UNIDENTIFIED SPEAKER: (Off mic.) " One of the major things we are evaluating is how easy it is or not easy, depending, to import and convert course materials from one system to the other. The salespeople will all tell us that it's very easy, but we want to get some hands-on experience in this pilot process in order to be able to assess that; because if additional support is needed to help convert courses, that's obviously a major consideration."

Senator Thom-Levy: "All right. Good."

UNIDENTIFIED SPEAKER: "I know some of us use another software called Piazza. Is that something that could be evaluated, or we already have too many options and adding one more, just too much work for everybody?"

Senator Thom-Levy: "Yeah, Piazza is an option for anyone to use at no cost. And it can be used as sort of a stand-alone way to manage your courses. They have some components built in, but the feature set is pretty slight, but we can integrate with the other LMS systems into Piazza and there can be some transfer of data back and forth.

"So right now, there is an integration with Blackboard and Piazza. The other LMSs we're evaluating also have the ability to integrate with that as a separate

tool. And some people use Piazza and Blackboard. Some only Piazza. It depends on what their needs are.”

Speaker Susskind: “Address the central syllabus project, Rebecca Stoltzfus.”

4. THE CENTRAL SYLLABUS PROJECT - [Professor Rebecca Stoltzfus](#) ([Vice Provost for Undergraduate Education](#)) [[Slides](#)]

Vice Provost Rebecca Stoltzfus: “Hello. So, I’m here to inform you about a project we have been working on centrally, but it will be implemented by colleges and departments and faculty. And this is meant to produce a new information system for students that students have been requesting for some time.

“And I want to acknowledge that the team that’s been doing the work on this is Casey Washburn, Ethan Stephenson and Eric Grysko, sitting back there, so they will be here to answer questions, if you have them and I can’t answer them.

“The origin of this is the Student Assembly. So already in 2014, the Student Assembly made a resolution requesting course syllabi be made available to them during their course enroll and course selection process. Provost Henry Katz at the time approved action on this topic; but then following that, there were a number of leadership transitions, and the implementation never happened.

“In 2016, the Student Assembly again resolved in Resolution 42 that syllabi be made available on the class roster web site before pre-enroll period begins, and

Provost Kotlikoff approved the project. It was discussed with all the academic deans, who also approved the project.

“Since then, the implementation team did some research and planning about how best to implement this, and they have a plan now, which needs your feedback and testing by some faculty. And then we hope to roll this out by June, in time for the July course selection, which begins for freshmen in July.

“Students use the course roster. Faculty don't. So you may or may not be familiar with this page, but this is how our students select and enroll in courses. Notice the tabs across the top, which we are proposing to change to add a syllabi tab. As students browse courses and if a student is interested in English 4030, they could click the syllabus to learn more about that course.

“There will also be a search function within the syllabus content that allows students to search for different course characteristics they might be interested in finding. The key elements for faculty are that each undergraduate college -- this will be managed by colleges, so in a manner determined by your dean or associate deans -- will establish requirements regarding faculty providing syllabi.

“The syllabi are the intellectual property of faculty members. Syllabi are always subject to change. You can change them in the middle of the course, you can load it during course enroll and make changes. I often change my syllabus just

before the course begins, add some tweaks. You may do that and re-upload.

You are free to alter the syllabus as your needs dictate.

“Also, the course enroll web site is browsable by prospective students and the public, but these syllabi will not be available, unless you choose to make it public. So the default setting is that only somebody with a NetID could look at your syllabus.

“Syllabi can take many forms, and here are two examples. Centrally, we are not imposing requirements on either form or content. By the way, I downloaded both these from a blog on syllabi and how to make them effective, and both of them were highlighted as excellent examples of a syllabus. We are not imposing on you what your syllabus needs to look like. Your college might or might not have requirements.

“So how would this be? A faculty member or designate, a staff member, departmental administrator can go to course enroll and find the course and attach the syllabus, just click attach. It's like attaching a PDF to an e-mail. So you click to browse or drag, and you hit upload, and it's done.

“Important dates for faculty. The students have requested these syllabi be made available before the pre-enrollment period, which for this year, the first-year pre-enrollment starts July 10. So we are trying to get this to implementation before July 10, and we are at the point where we need some faculty testers to do that.

“Also, syllabi change. You may not have, if you teach in the fall, you may not have updated your syllabus by July 10, in which case we recommend you upload last year's syllabus. There is clear indication on the web site that the syllabus posted is the property of the faculty member, is subject to change according to the faculty's needs.

“That is where we're at, and I welcome your feedback. Yes.”

Professor Paul Velleman, ILR. “Is there security so that only the faculty member teaching a course uploads the syllabus for that course?”

Vice Provost Stoltzfus: “Ethan is shaking his head yes, but you can designate as well, right? If there's a departmental administrator you designate, you can. But I couldn't upload my syllabus to your course.

“So in PeopleSoft, each course instructor roles are designated to the course. It is the instructor associated with that course in PeopleSoft that could upload the syllabus, if I understood correctly.”

UNIDENTIFIED SPEAKER: “I would like to read what one of my colleagues wrote on the subject, since I'm representing the department. On the central syllabi, not a terrible idea, but it makes more work for busy faculty and administrators. Sometimes by the time of pre-enrollment, the instructors are not always set. We seem to be keeping adding to the things we need to do.”

Vice Provost Stoltzfus: "I can't disagree with that. It is a few more clicks for somebody to do. The motivation behind this is not to make busywork for faculty, but to meet the requests of students that have been repeatedly put forth. We have also looked at some of our peer institutions who are doing this as well, so Cornell seems to be a little bit out of synch with our peers in terms of making this information available."

UNIDENTIFIED SPEAKER: "I am sorry. There was also a question my colleague was posing which had to do with faculty members not being named by pre-enrollment time."

Vice Provost Stoltzfus: "Aha. Okay, so this is a question for you, Eric or Casey. If a course is on the books, but may be changing faculty assignments, will last year's syllabus stay there until it's replaced?"

UNIDENTIFIED SPEAKER: "No. They wouldn't automatically copy from the prior semester. It's very easy to go get the syllabus."

Vice Provost Stoltzfus: "I will respond to that. I think this is up to your dean or your associate deans in how you want to implement this. If it's a new course and the syllabus isn't ready, there will be no syllabus there. If an instructor hasn't been assigned, there will be no syllabus there."

Senator John Sipple, Development Sociology. "Maybe it's just my college, but I believe every semester I go to order my evaluations, we upload our syllabus."

Vice Provost Stoltzfus: "Yeah. Are you in CALS?"

Senator Sipple: "CALS."

Vice Provost Stoltzfus: "CALS is already doing this. CALS has done this on their own, and already CALS students or any student taking a CALS course can already browse all the CALS syllabi. They have done it with a different IT solution than we're proposing. The solution we propose is more student user-friendly, because it's right there on course enroll, and this is where the students wanted it.

"With the CALS solution, they would have to flip out of course enroll to the CALS syllabi and go back and forth between web sites, but you're right that CALS is doing this. CHE also already requires all faculty to submit their syllabi to the college, but it's posted in a way that is even less user-friendly than CALS.

"So two of the colleges are already doing this. We are just trying to centralize it and make it available in the same way to all students."

Senator Sipple: "Thank you. That is helpful. I never knew where the syllabi went that we uploaded, so it's helpful."

Senator Brady: "In the case of the creative expressive example that you showed on the right there, how are you going to make that searchable?"

Vice Provost Stoltzfus: "It probably wouldn't be."

Senator Stedinger: "I want to object to the comment that it's confidential, it won't get on the web. My understanding is anything that gets up anywhere goes everywhere. There are software -- I think it's Course Hero or something. So I think that's misleading to make that statement.

"On the other hand, I think this is -- we should do it to be consistent. And if you have new courses and no one submitted a syllabus for it, I don't understand why you approved it. So that sort of information should be around. And I also don't understand why you're going for July 10. That is only for new students. All the students on campus will be enrolling in the spring. Is that too early to have this ready for the fall?"

Vice Provost Stoltzfus: "I think we're pushing it forward as quickly as we can, and we were just aiming for -- we just picked the July 10 pre-enroll as a goal that was a useful deadline for our team."

Professor Adam Arcadi, Anthropology: "You said this was driven by the student resolution. What percentage of our 13,000 students is this coming from?"

Vice Provost Stoltzfus: "I can't answer that question. I can follow up and ask. They made the resolution twice: In 2014, and then again in 2016."

UNIDENTIFIED SPEAKER: "There are about 25 students on the -- something in that number, if that's your question."

Senator Risa Lieberwitz, ILR: "This is being presented as a requirement, and what I want to ask about is with regard to faculty choices, about whether they want to put their syllabi online. It seems like that's a discussion that we should have."

Vice Provost Stoltzfus: "I think that's a discussion I would encourage you to have with your dean. I think from my perspective, it is we would like to meet the request of the Student Assembly, and so I understand from conversations in the provost's staff meeting and with Provost Kotlikoff and with all the deans, that everyone has agreed this would be a reasonable expectation across the faculty.

"Everyone has also agreed that it will be implemented at the local level. So if you protest or if you choose not to upload your syllabi, that won't be dealt with by me. That will be a local issue."

Senator Lieberwitz: "I guess I was also thinking about, you had on one of your slides the dean requires of you, so it's been presented here as very just strictly top-down.

"And it seems to me that one of the things the faculty should consider in their different colleges is whether this is something that the faculty wished to do and how they want to do it and how much in the way of individual choices there should be; because not only is it our intellectual property, as you pointed out, but

what we do with our syllabus is part of the academic freedom about how we teach and what we teach and what we do with our materials.”

Vice Provost Stoltzfus: “Again, I think my response to that today would be to have that conversation in your college. And at the moment, your dean and your associate dean are aware of this and have agreed to move this forward, but if they might make exceptions, they might enforce differently. If you want to create that conversation in your college, I would invite you to do that.

“I also did not respond -- I see you holding the mic, but I realize I didn't respond to the concern about privacy, and if it's on the web, isn't everything on the web made available. And I'm not the right person to speak to IT security. I would point out many, many syllabi are already on the web through Blackboard and other digital interfaces, but I can't speak to the relative security of this, compared to other places.”

Senator Richard Miller, Philosophy: “A comment and a question. The comment is that of course standard pre-enrollment, I'm not talking about the first-year pre-enrollment, the deadline you described comes very, very early. I think that makes it important for people who are teaching new courses to be allowed to post syllabi that are not syllabi, that are broad descriptions, maybe just in one big paragraph about what they expect to do.

“The question has to do with the word "search" was the phrase that you used. To my mind, it's optimal for students looking for courses to browse through departments, descriptions of courses, as they did in the old print days. I think they discover important things in that way.

“So I'm nervous. I think that anything that short-circuits that project deprives them of an important experience, and also perhaps involves a certain bias against people teaching new courses that can't have a full-fledged syllabi, but I'm a nervous person. Maybe there's nothing to this. I really don't understand what the word "search" involves.”

Vice Provost Stoltzfus: “We aren't taking any information away from the students. So the synoptic descriptions we all make of our courses will still be there. So maybe your concern is that students will skip over that and go to a word search instead. What we're trying to do is make information freely available to the students.”

Senator Miller: “What happens when they click on word "search," though? That is what I don't know.”

Vice Provost Stoltzfus: “I am going to have someone from our team respond to that.”

UNIDENTIFIED SPEAKER: (Off mic.) – “search within syllabus box that would be used to search within the content of any documents that are available.”

Speaker Susskind: "In the interest of time, I think we have to move on. Do we want to take a couple more comments?"

Vice Provost Stoltzfus: "I see two hands up, if we want to take them."

Speaker Susskind: "We have time for one more, then."

Vice Provost Stoltzfus: "Otherwise, I really welcome any e-mails on this. I would be happy to listen to more comments and correspond with you."

(1) Senator Richard Bense, Department of Government: "Can you print from this site, so you can print the syllabus? That is the first question. And the second question is really a point. With a key word search, somebody who's just looking for ideological bias or some kind of other thing can search all the syllabi at once at Cornell. I am not sure that's a good idea. So the second point is a comment. The first point is that, if can print a syllabus, then the website is not secure at all. The student prints, scans, and the syllabus can go everywhere. So it doesn't matter whether the site is otherwise secure or not."

Vice Provost Stoltzfus: "I am sure that you can print, because if you would pull it up on the screen, you could print off the screen. I would just point out that right now, our syllabi, they are made for distribution. They are made to provide students information. They are widely circulated and shared among students

from year to year, so the idea that right now our syllabi are private, confidential documents is, in my experience, a false idea, and an undesirable idea.

“If there is pushback on the word search, I think that's a feature that we added to help students. We could easily not implement that feature, if that's making people nervous.”

Speaker Susskind: “So I would like to move on to the next agenda item, Cornell leadership in honesty and reliable knowledge, Professor Stephen Ellner. If you have comments, you can submit them via e-mail or on the web page as well, and we'll take that into consideration and get that processed.”

5. CORNELL LEADERSHIP IN HONESTY AND RELIABLE

KNOWLEDGE, [PROFESSOR STEPHEN ELLNER](#) (Ecology and Evolutionary Biology) [Slides](#)

Professor Stephen Ellner: “Hello, can everyone hear me? The impetus for this resolution was the article by Leon Botstein, the president of Bard. The article talked about a number of things. The one that resonated with a group of us was the idea that universities should have a special role to play in trying to prevent, or at least slow down our slide into a post-factual world. Standing up for the truth is part of our job, along with discovering the truth. We should be for reasoned argument evidence and rigorous verification.

“So he's not the only one saying this. I gave you some examples from "Time Magazine" and from "Newsweek." We have to stand firm against the spread of misinformation.”

“It is easy enough to say things like this, and there's some value in it and in publishing op-eds, but the idea of the resolution is there's some concrete things we can do, and we should urge Cornell to do them.

“There are three categories that we're proposing. We now have seven senators cosponsoring this, and some non-senators, including me. Two of them are Education, both on-campus and off-campus. On-campus, we can start with a more thoughtful job of educating our own students. I mean, we try to teach them how we seek for the truth, but we often do that by example. We could be more careful about trying to do that explicitly in different fields.

“I think this would fit in very nicely with the new Arts College curriculum that's centered on different modes of inquiry. We can develop educational materials at all levels, from kindergarten up through undergraduate, and disseminate them on how you identify reliable sources, on what the scientific method is. We can try for popular videos. That could go out in various directions. And as an institution, we can try to put up some public structures. We can try to provide people with a central location for links to reliable information.

“That is what reference librarians do. They tell people where to go for reliable information, so we could try to be a very worldwide reference librarian with links to reliable sources on issues that people are concerned about, like climate change and gun violence and things like that.

“We could try to work with public communication professionals on trying to create structures that may get easier for people to distinguish on reliable and unreliable information online, and hopefully we can create standards and promulgate standards for online journalism, like standards we have for papers, where we expect to see the raw data now and extensive supplementary information supporting anything that's said in a published paper; maybe if we could see that in newspapers.

“So the resolution just says that in the same formal language. With regards this is a problem and whereas Cornell has a public service mission, we should do those things. We should do educational activities, work with the experts and collaborate with other universities to do this.

“The key thing is not these words, but the list of ideas for things that can be done. We are going to be having a meeting, I think, on Friday morning to try to come up with a longer list of potential concrete actions. If you're interested, send me an email. If you'd like to be a cosponsor, send me an e-mail. Then it will be

posted in about a week, and there will be a vote and discussion about it at the next meeting.

“Questions? Okay.”

Speaker Susskind: “Moving on, we’ll hear now from Joel Malina on university relations in regard to the federal government.”

6. Q&A WITH [JOEL MALINA](#) (VICE PRESIDENT FOR UNIVERSITY RELATIONS) ON RELATIONS WITH THE FEDERAL GOVERNMENT

Vice President Malina: “Thank you very much, and I appreciate the invitation. I understand I’ve got 20 minutes with you. My plan will be to speak for maybe no more than five to seven minutes, and then devote the rest of the time to your questions and answers.

“I am the vice president for University Relations. That is a portfolio that includes University Communications, our state relations office, which is in Albany, our federal relations office in D.C., our community relations office here in Day Hall, as well as the Office of Visitor Relations and the Office of the Assemblies.

“Before I came to Cornell, and I’m approaching my third anniversary, I spent 21 years in Washington with a lobbying firm, so I carry with me a strong sense not only of what is possible in terms of engaging with elected officials in Washington, but the importance of engaging. And certainly, since the November election, that whole issue of engagement has become far more important, not just

to those of us here at Cornell, but to everyone who's a member of our democracy here in the United States.

“Let me tell you a little about our D.C. operation. We have two registered lobbyists, full-time employees of Cornell. These are not contracted lobbyists. It is led by Diane Miller, who's been with Cornell over ten years. She had been the legislative director for Maurice Hinchey, the former congressman who used to represent Ithaca and Tompkins County.

“She has a deputy, Kristin Adams, who we hired last year from the Obama Administration's Department of Education. We have a third position currently vacant. We are in the process of filling it. This is a non-lobbying position, but it's someone focused on media engagement, on partnership development, engaging with NGOs, with think tanks, with corporations.

“And really, the three of them together, these three positions, along with our work here in Ithaca, are to a large degree focused on not only communicating Cornell's issues of interest and perspectives, but really to try to assist all of you and your colleagues, to try to make sure Cornell's thought leadership is communicated as often as possible, as strongly as possible.

“One of the outcomes I hope from my appearance today, to the extent I'm not already connected with you or your colleagues, please consider me a resource.

For this to work, it really should be an ongoing communication. I'll talk more a bit about that.

“So what type of support do we offer to faculty who are either already planning on being in Washington for some other reason or who have expressed an interest in spending some time talking to our elected officials in Congress, as well as to officials of the administration?

“Oftentimes, we will work with faculty on testimony. If you are going to be testifying in front of a senate or house committee, we are a resource, not necessarily to write testimony, although we'd be happy to do drafts, but to provide some counsel in terms of reviewing testimony, preparing you, perhaps for some potential questions you may have about how hearings take place, depending on your level of experience.

“We also quite frequently take our faculty members around to facilitate meetings with lawmakers. These are probably part and parcel of a routine that my team in Washington does on a daily and weekly basis. I think there's already been this semester probably about two or three dozen faculty that have spent time with our office, walking the halls of congress.

“These are meetings that we can set up, these are meetings that you are welcome to set up as well. And we are there not to lead the meetings, but to support and to try to facilitate productive discussions.

"I mentioned as well the partnerships that might be developed between think tanks and others. We have great relations with a number of entities who can be helpful in amplifying your ideas, your thoughts, your perspectives in terms of creating and crafting future policies.

"We can help develop itineraries to help make sure, if you are spending time in D.C., we are making the most of your time, respectful of your time, but filling it up with meetings and conversations that would be mutually beneficial to you, from promoting your perspectives, beneficial to Cornell really from the perspective of elevating the profile of Cornell's thought leadership is really one of the top priorities that I bring to my job, whether it's government relations or communications.

"Then, of course, there's media. Many of you are used to talking to members of the media and often are successful in utilizing the media to amplify your ideas. We would be happy to try to work with you, to try to flesh out some of those opportunities and introduce you to those with whom there's a good fit in terms of your area of expertise and what you'd like to speak to.

"This is far from a typical year in Washington, but I thought I would start, before I talk about the atypical nature, giving you a sense of some of our typical lobbying work, which is work we continue to do this year, although we are obviously adding additional layers to that.

“One of our top priorities is to maximize research dollars to the agencies that fund much of your research. I don't have to tell you about the struggles that we have faced over the last decades in terms of what used to be far stronger government support, federal support for basic science research. Some agencies still do quite well; but others, especially in light of the change in administration, are facing potentially significant and dire cuts in terms of what may ultimately be appropriated by Congress.

“In addition, there are always issues specific to higher education, either related to financial aid or other matters of academic nature. We spend a lot of our time engaging with our New York delegation. Even though our work in Washington really spans all 535 members of congress and all of the branches of the executive branch, all of the agencies, we do have, because of the statewide presence that Cornell has through cooperative extension and other means, we have a real calling card in terms of utilizing the entirety of the New York delegation to support us.

“We spend a lot of time developing and enhancing those relationships. At the beginning part of this year, at the start of the new congress, there were a handful of new members of that delegation. And we were hard at work trying to make sure they heard from us, that they understand they're welcome to visit and that we can be an ongoing resource to them.

“When I was last in D.C., I met with most of these new members, and we've talked already about ways in which we could be advisors to them in trying to help them learn their way through this very complex world of congressional action.

“Then finally, there are the many trade associations that we belong to. There are a handful that I consider kind of the core group of trade associations: AAU, the Association of American University, the 60-some-odd large research universities. Hunter, you recall, was the head of AAU for about five years.

“We spend a lot of time through AAU engaging with our peers, sharing intelligence, making sure we're not just taking a solely Cornell approach to impacting policy, but trying to work with our colleagues at other universities, who have access and ties to other delegations, to try to make sure that we have a coordinated approach to impacting the policy process. There are other trade associations I'd be happy to talk about as well.

“Some of the atypical aspects of the year, if I were talking to you last year, I would have mentioned probably in a long list of maybe a dozen issues we track. Immigration would have been in that list. I think for reasons that are evident to all of us, immigration is probably priority number one right now. A number of our students, a number of our community members are extremely concerned about the uncertainty around federal immigration policy.

“We have tried, through a number of presidential statements and other senior leadership statements, to indicate the level to which we are standing up for some of these core rights and the importance of having free and open travel globally to ensure that the U.S. remains at the forefront of innovation through our research university system.

“Tax reform is always an important issue, but the Republican leadership and the president are intent on trying to enact major tax reform legislation this year.

Many ideas are ones that would be helpful to us, but a larger number are ideas that perhaps would be harmful. So we are engaging not just individually as Cornell and not just collectively with our peers, but I'm a member of a smaller kind of rump group of some of our peers that are working with outside lobbying support, specifically on tax reform issues, and I can go into that in greater detail.

“Health care. The effort to abolish and replace the ObamaCare proposal and the ObamaCare law is covering a lot of headlines over the last few days. There is enormous uncertainty about how an ultimate proposal, if one is implemented, what the impact that will have on our operations as a large employer, and certainly as a purveyor of health insurance for our students.

“Of course I talked about the uncertainty around research funding, more so this year than in the prior years. Another issue which is tied to tax reform, but one that is kind of taking on a life of its own is the high cost of higher education,

college affordability, something that we have done a lot of work on over the years.

“But there are some specific efforts underway, including by our own Congressman Tom Reed, who has not yet introduced legislation, but has been working now for almost a year and a half developing legislation that would be applied, if it were to be enacted, to universities such as Cornell with large endowments, mandating that a certain percentage of earnings from that endowment go toward financial aid, as well as putting restrictions on how contributions can be used that don't go toward financial aid, whether those contributions could, in fact, maintain deductibility in terms of the gifts from these donors.

“So that's kind of the policy landscape in terms of the issues that we're facing. Let me talk a bit about other things that you all can do, and this is really under the banner of you as American citizens, you as faculty members.

“We, at Cornell, because of our tax-free status, aren't able to take political positions, but every one of us as American citizens not only can, but I encourage all of us to do so in our private lives. We are not able, under Cornell policy, to practice any sort of political work during the work day or on Cornell e-mail or on Cornell stationary or on Cornell phones; but certainly in down time, I would encourage all of us to be as engaged as possible.

“I already talked about engagement through coming to D.C. in a professional basis. We can talk more about that. I would encourage you to engage with your professional societies. All of them have an active presence, hopefully a focused active presence since November. And whether it's through fly-ins or through you volunteering to go down helping and asking for their help in providing you with perhaps talking points or access to offices, that would be a nice complement to the work that we can provide.

“If you're not currently affiliated with a think tank, this might be a nice opportunity to see whether there might be an interest in a partnership. I think think tanks have always played an important role in terms of setting the stage for policy discussions. I think the coming years will be even more busy from a think tank perspective. As new ideas are being promulgated by the administration, I think it will give rise to the importance of putting forward other ideas to counter them.

“In addition, many policy organizations, such as AAAS, have fellowship opportunities -- a number of faculty are AAAS fellows -- which open up doors in terms of opportunities to serve in congress under the auspices of AAAS.

Importantly, we do a pretty great job of tracking legislation that might impact Cornell's mission or the interests of our campus community, but we can't possibly be tracking everything.

"We would encourage all of you, if there's specific proposals, specific legislation that's already been introduced or just being thought about, that's information that I'd love for you to send my way. That way, I can make sure my D.C. team has it on their radar as well.

"Drafting op-eds. This is a wonderful time, and you only have to open pretty much any newspaper in the country to see some very federal policy-focused op-eds. I would encourage you to think about whether your voice could help advance a particular policy outcome through an opinion editorial.

"My office and University Communications can be a resource from every step of the process. We have an op-ed expert, who would not only do a draft in working with you, but would take the final product, with your blessing, and pitch it to target publications that you would provide in terms of your interest of where you'd like to see it.

"Finally, under the banner of things you can do as citizens, not that you have time, but you could consider running for office. (LAUGHTER)

"We don't have nearly enough thoughtful -- don't quote me on that -- thoughtful, scientific-minded elected officials in Washington. If you look at the roster, for instance, of the House Science Committee, I don't think you'd find very many scientists on that committee. And certainly, the perspectives that the current

leadership of that committee offer run quite counter to a lot of what we would consider to be scientific approaches.

“Granted, you're probably not going -- all of you, at least. Maybe one or two of you may decide to run for office, but there are other ways to get involved. You can contribute dollars. And this doesn't necessarily mean that you provide the maximum amount allowable under law. It's important to demonstrate, through even a small financial contribution to someone who you believe is standing up for the right issues, saying the right things, for them to know that they have support, someone took the time to write a check. \$20, \$50 would be important.

“Volunteer. We are blessed to be in an activist community. There are lots of organizations that are already focused on ways to improve the national perspective when it comes to our government, and there shouldn't be any shortage of opportunities to lend your time, to the extent you're interested.

“And with that, open it up for your questions. I hope that I have given you some flavors of things that perhaps you'd like to delve a little deeper.”

Senator Martin Hatch, Music: “I wanted to ask you a question about advocacy.

How do you draw the line -- you talk about political points of view versus advocating for reasonable, truthful, rational perspectives. And I want to put this in a focus.

"Representatives represent constituencies. Cornell is the largest employer in this area. Cornell has major citizenry, engage with them, and they have certain perspectives. I have remembered Matt McCue, I remember Maurice Hinchey. You mentioned Tom Reed once. I don't want to mention politics at all. I won't mention Tom Reed's name even, but how do you reach someone who is supposedly our representative as the larger employer, et cetera -- pardon me?

"Well, yeah. Go Saturday morning. Right.

"I am talking about how do you reach this as an advocate for the kinds of things that the university sees as crucial, as really important. The results of our research, the attitudes that we have towards human relations, the various things that we value as a university."

Vice President Malina: "That is a terrific question. I will talk about Tom Reed, because it's important to understand where our relationship currently lies with him. And I actually think he's a very effective congressman for his district.

That's what I'll emphasize: For his district.

"The reality is that we are a very small minority in a district that extends west to Jamestown. We have an opportunity -- the State of New York, in 2022, will revisit the lines that dictate where Ithaca might in the future reside and what type of an electorate would determine what type of a congressman we end up having.

"Tom Reed would not have won an election the way the district used to be, when Maurice ran it; but right now, we are in a significant minority in terms of not just political belief, because this is not about ideology, but in terms of a real sense that Tom has that he just doesn't need Cornell to win increasingly larger margins of victory.

"I have a very strong sense that he is open. He makes a significant amount of time for me and my office. He is not shying away from showing up in Ithaca when he doesn't have to. The fact that he's having this town hall meeting, it shouldn't be significant; but if you look at other districts around the country, it is significant.

"You probably saw the write-up that there was a sit-in in his office, and he showed up and spent a number of hours in the middle of the night with people, engaging them. It is one step. He is listening.

"What can we do to help change his approach to issues? That is something that I think is the most important question for us. And it's really for all of you to help empower me and my team, so that we are providing the most persuasive arguments to him and his office. We are physically in his office in Washington probably three, four times a week. I talk to either him or his chief of staff a good number of times each month.

“We are not ignoring him, because he's our guy in the House. And importantly, he is relatively close to the president, and that could end up being a very important thing, depending on how some of these issues play out.

“So where do you define the role of what's politics and what isn't? I can't be advocating for someone to run against him. Cornell can't be taking a position in terms of one candidate being better than another.

“And I know we all appreciate that, but what we have a responsibility to do is to help explain to him and to encourage him to explain to his colleagues why it's important to -- we can go down the list: Provide robust funding for all those federal research agencies, why the president's executive order on immigration is against every principle that Cornell was founded on and continues to stand for.

“These are things that can't be as simple as a one-off phone conversation or a meeting or even a letter. We need to stay at it and to try to continually provide new approaches to help perhaps give him another reason to look at an issue that perhaps he thinks he already knows quite well. Is that helpful?”

Senator Hatch: “But they're also a leader. You are a lobbyist. You had a product that you believed in, I presume, and you sold it to people. And what I'm saying is the university -- I used to think about the big employer. I mean, for heaven's sakes, you know, it may be that we're a small portion of a big district that goes along districts, but we also are a model.

“We are also, Elizabeth would say, a living laboratory. We are showing people how you can move forward as a society, at least we're trying to advocate for policies of that sort. So we should have a little bit more. Our product is a terrific product to sell. I don't know whether somebody in Cattaraugus or someplace else has a better product; but if they do, they should fight for it in his mind. We should fight very hard for our product.”

Vice President Malina: “And we do. Part of it is we have invited him to campus, he's come to campus. We have him tour labs, we have him sit down with deans, we have him participate in roundtable discussions on manufacturing with those in our community that are focused on that.

“My point is more that we are probably one of the few of the largest employers in the 435 congressional districts who don't have the full-fledged support of the member of congress. He doesn't owe anything to us as the largest employer. We owe it to ourselves to be continually making the case of why he should care about it.”

Senator Bensch: “One of the big worries I've had last three years or so is the perceived alignment of elite universities with the Democratic party. From that perspective, your office down in Washington seems a clear case in point with Maurice Hinchey's legislative aide and the new aide formerly of the Obama Administration. This perception of bias is a worry. When you were

thinking about hiring this new aide, did you have any Republican or Independent applicants that you thought could serve Cornell?"

Vice President Malina: "Sure. That is a good question. Just by way of background, so you understand my perspective, my 21 years in Washington were at a bipartisan lobbying firm. I don't believe that you can accomplish anything in the realm of public policy without working sincerely and aggressively with both sides of the aisle.

"When I was describing my staff in D.C., it was not to boast that we have Democrats; just to give you a sense of their background. Both Diane and Kristin are firmly bipartisan in their approach. Their job and focus is to promote Cornell. Absolutely, we could have as effective representation in our D.C. office with those who are registered Republicans.

"I wasn't here when Diane was hired, but when we filled Kristin's job, and it was my decision to hire her, yeah, I would say of the six finalists, half of them were Republicans, but they weren't the right fit for the office.

"Now, the other side of the issue, and we hear a lot in terms of, is our faculty sufficiently balanced. I'm a firm believer, and I know from talking to Hunter and Mike, the jobs of those who hire faculty should not be political affiliation. It should be their expertise in a field and their thought leadership.

“We get a lot of concerned communications from alumni and parents thinking that we should be approaching a bit more of a litmus test that perhaps we should be hiring towards an ideological bent. I would be interested in your thoughts, but I think that would be a bad decision.

“You are welcome. Is that it? All right, thank you all very much. And don't be shy.”

Speaker Susskind: “Thank you, Joel. The next two items will require a vote.

And did all of you pick up the ballots, as you came in? Okay, there should be a green and a pink ballot. So the first discussion and vote will be on the Environment and Sustainability major. So Professor Ted O'Donoghue will be coming up to speak to that.”

7. DISCUSSION AND VOTE ON THE [ENVIRONMENT AND SUSTAINABILITY MAJOR](#), [PROFESSOR TED O'DONOGHUE](#) (SENIOR ASSOCIATE DEAN, ARTS AND SCIENCES) [SLIDES](#)

Associate Dean Ted O'Donoghue: “Okay, so for those who don't know me, I'm Ted O'Donoghue from Department of Economics, currently serving as Senior Associate Dean for Social Sciences in the college of Arts and Sciences. So I have been coordinating this effort from the Arts and Science perspective.

“My counterpart, Max Pfeffer from CALS, has been coordinating the effort from the perspective of CALS, so he's here as well today. Christie Goodale, who is

also here, a faculty member from EEB, who's played a major role in a lot of the activity going on.

“My understanding is I just want to -- supposed to give a quick, just background. You have seen the materials, and then open it up for discussion. Just a very quick overview, just to sort of jog your memories, since hopefully you read the documents, the starting point for this proposal is an existing major in environmental and sustainability sciences in CALS.

“And the proposal really has two key changes around that. The first key change is to make it a cross-college major that's open to both CALS students and Arts and Science students. That is easier said than done. In fact, that required a lot of effort to think about how to restructure the major so that it fits within the broader Arts and Sciences curriculum.

“And then the second key change is to broaden the scope of this major to include the environmental humanities. So the existing major has focuses in environmental sciences of multiple varieties, as well as environmental social sciences. So they are now opening it to have an environmental humanities track as well.

“This initiative has taken quite a bit of time, involved quite a lot of faculty input. So just to give you a quick overview of the process, so the background here, back as far back as 2014, there were two separate Arts and Science committees that

studied the possibility of introducing an environmental studies major within Arts and Sciences; but out of those committees came a recommendation that we think about collaboration with CALS, so that we'd avoid duplication, look for synergies, so on and so forth.

“Given that recommendation, in fall 2015, we put together a cross-college committee that studied the possibility of a cross-college major. That committee submitted an initial proposal for such a major in February 2016. That proposal was then widely distributed across campus. I think all faculty received it. We had some fora where faculty could talk about, give us feedback on this, as well as we took in lots of written comments.

“We collected all that, then assembled a second cross-college committee last spring, who, over last summer, they reviewed all that feedback and put together a revised proposal, which they submitted in August. That revised proposal was then sent out again.

“We again solicited input from all faculty in both colleges, collected that feedback. The second committee then reviewed that feedback and put together the final proposal that you've all seen.

“Finally, in January, formal faculty votes were taken in both colleges, and it was approved in both colleges. In case you're interested, in Arts and Sciences, the

vote was 166 in favor, 12 opposed, 3 abstentions. In CALS, the vote was 260 in favor, 40 opposed.

“Five documents were provided to you. I won't review them all. Hopefully you looked them over. Last thing I'll say is I just want to highlight that there's still many details that are going to need to be worked out, if this goes forward, so we'll need to revise the learning objectives. The plan is to start with the existing ESS learning objectives, but then modify them in light of the changes.

“We will have to think about ways in which the governance structure might need to be modified, given that it's now a cross-college major. Design new courses. The proposal involves brand new introductory and capstone courses that will have to be designed from scratch, as well as hopefully other new courses, especially in the environmental humanities.

“Then, developing MOUs between the participating departments and faculty participants, to make sure we have the sort of faculty support to make this work. All that is stuff we'll start engaging in, once it becomes clear this is moving forward.

“So hopefully, if this goes through the faculty senate and the provost, then we'll start working on all the details while it goes through the State for possible implementation in fall 2018, with that entering class.

“That is my background. I don't know if Max or Christie, you want to add any comments.”

UNIDENTIFIED SPEAKER: [Indiscernible – Mechanical Engineering]. “I am curious to know whether there was coordination with the people who study in the environment, in the Engineering College, particularly in earth atmospheric science and in civil engineering.”

Associate Dean O'Donoghue: “Christie, you would know more about the details on how much your committee communicated with them.”

Professor Christie Goodale in Ecology and Evolutionary Biology: “It was something that was of some potential interest, but our charge was specifically to focus on meeting the needs of these two colleges. But the notion of potential further expansion was something many have thought of and with largely welcoming interest for, as things progress.”

Senior Associate Dean Max Pfeffer, College of Agriculture & Life Sciences: “We specifically consulted with EAS about this at the very beginning, so that's important.”

Senator David Delchamps, Electrical and Computer Engineering: “You quoted the votes in both colleges in favor of this, and it made me wonder why someone would vote against such a major and whether you had any concept of why

people voted against it. Seemed like more people in CALS voted against it than in Arts."

Senior Associate Dean Ted O'Donoghue: "I don't have a good concept. Within Arts and Sciences, we have a system where comments are posted -- the way the vote works, there's a three-week period where comments are posted before the vote. And not many comments were posted, so I don't sort of have a good sense. "Often we get comments and get a sense of what people are thinking, so I really don't have a good sense. Max got a comment about the specifics of CALS."

Sr. Asscoate Dean Pfeffer: "Some people were worried it was too soon to -- just getting that up and going. If I would characterize some of the opposition -- ."

Senator Jeff Doyle: "I will go ahead and say -- Jeff Doyle, at-large, but from Plant Breeding and Genetics. And the other piece, as Max knows, is there was concern when this came up in the plant community, which is a large part of CALS, that we didn't see a lot of plants there in agriculture sustainability and other areas. And so there was some concern about that. Max and others have worked on that, and I think reassured people eventually, but some were not fully reassured about that."

Sr. Associate Dean O'Donoghue: "One of the things that we've highlighted in response to this a lot is this is a major that could evolve. It has multiple

concentrations. If something natural emerges for a new concentration, it's something that could naturally happen in the future."

Senator Bob Howarth, Ecology and Evolutionary Biology: "I just want to reinforce something that Max Pfeffer said, to point out this is overwhelming support from the CALS faculty for this. I'm one of the CALS members who's involved in the program. It's a great major, it's still a new major. I think it's a tremendous improvement. I advise students in both biology and in this CALS major, and the CALS students are superb quality.

"There was some concern by many of us who are part of the program, as the discussion went on with Arts, that it might somehow weaken the strong major we have in CALS, but Christie and the other group have done a great job of addressing those concerns. And I very strongly support this. I think most all of the CALS faculty engaged in the program do."

Senator Stedinger, representative of Civil and Environmental Engineering. "I am also co-chair of the program committee that manages the degree in environmental engineering, which is a CALS engineering. In both of those places, we have no concerns at all. The engineering curriculum has much more physics, chemistry and mathematics in this program, and this program is serving its constituency very well."

Speaker Susskind: "Thank you. So just please -- we're not going to call the question. Just please complete your ballot, and we'll collect them on the way out. Thank you. Now Charlie is going to take on the second vote."

8. DISCUSSION AND VOTE ON THE INDIGENOUS PEOPLES' DAY RESOLUTION, PROFESSOR CHARLES VAN LOAN (DEAN OF FACULTY) SLIDES

Dean Van Loan: "So again, this is something that started in the Student Assembly. They passed a resolution so that the Cornell calendar acknowledge Indigenous Peoples' Day. This went to the provost. The provost, in turn, asked the Calendar Committee to work on this.

"So this is just advice to the Calendar Committee. This is advice to the Calendar Committee, but let me show you what you would be voting on. Here is a reshaping of what you see on the web, the academic calendar. That sort of is the statement. That is the calendar. That is the official document. So here is a synopsis of what you would see for the fall.

"What we are saying now, it would change to something like this. Again, you can reshape these in different ways, but it would look something like this.

"There is fall break. Indigenous Peoples' Day is the second Monday in October, and you'd see a line like that in the calendar.

"I also added in Veterans Day. Even though it's not a holiday, it means an awful lot to certain people. I think when you see holidays named on a calendar, we're all very busy, but they do trigger thoughts in your head. And the idea here is that this particular entry would trigger certain positive thoughts in your head. It is as simple as that.

"I gave an example last month, where the wall calendar had Columbus Day. So all instances of Columbus Day would be replaced with Indigenous Peoples' Day. So that's it, but I'm very happy to solicit questions."

Professor Velleman: "In the midst of the discussion of alternative calendars, which we've all been invited to participate in, this doesn't call for a fall break on that day. It just calls for a recognition of the day in the calendar, right?"

Dean Van Loan: "Right. There's fall --."

Professor Velleman: "Because there are alternative calendars in which there is no fall break at that time."

Dean Van Loan: "None that we're considering, but it could be, yeah."

Professor Velleman: "So it would not eliminate those calendars that didn't have a break on Indigenous Peoples' Day?"

Dean Van Loan: "There would be a line, however you organize the actual -- there would be a line in its publication like this. MLK Day is not an interior holiday for students, but it's on the calendar."

Professor Velleman: "Right. So it's a recognition, but it doesn't rule out the calendars that don't happen to have a break at that time."

Dean Van Loan: "Absolutely not."

Professor Velleman: "Good. Okay."

Senator Michael Thompson, Material Science & Engineering: "I just want to know, when does it end? Today is International Women's Day. Should it be on the calendar as well?"

Dean Van Loan: "So you can certainly -- we've all seen these calendars where every single day is some day. So all I can say is if the collective wisdom of the group to decide on these things, I don't see there being a landslide or -- I don't see this as a problem.

"But I take the point, and this is not a new holiday. It is simply calling attention to October 12 or the second Monday in October. So if that's a concern, then I think you should -- if you're very nervous about that, if you think this is a can of worms, then you should not vote for this. If you think, instead, that it's a comment, we're making a statement here, a very quiet statement, but one that I think carries some meaning, then I would say vote for it."

Speaker Susskind: "Other questions?"

Dean Van Loan: "There's one more."

Senator Michael Mazourek, Plant Breeding and Genetics. “So with this, there's a day on the calendar, but is there greater opportunity that could be discussed here in terms of thinking about things we could do for content curriculum to be able to, rather than kind of inspire some thoughts, but think about how might we act on these; different things we could include and actually do acting, rather than just inspiring thought?”

Dean Van Loan: “So your question is, like Labor Day, MLK Day, Indigenous Peoples' Day, I think it'd be great to use those occasions to have events on campus that speak to that. And I know maybe someone from ILR can speak up. I think most of these holidays, these go over our head. You don't think a whole lot about Memorial Day, what it meant, but there are people who do. And I think these are occasions maybe will prompt special lectures or events that speak to what these holidays really mean.

“Okay, so we have this paper ballot system. We are just trying this out, rather than iClickers. We were nervous about time. And so if you have concerns about this method of voting, please e-mail us. There is one more thing, and that's -- Ted will tell us about an update on the social science review.”

9. AN UPDATE ON WHERE WE ARE WITH THE [SOCIAL SCIENCES REVIEW, PROFESSOR TED O'DONOGHUE](#) (SENIOR ASSOCIATE DEAN, ARTS AND SCIENCES) [SLIDES](#)

"I will do it without my slide. So another initiative I have been working on over the last year is the provost review of the social sciences at Cornell. I'm co-chairing this effort with Vice Provost Judy Appleton, and so I'm here today mostly just to give you a quick update on where we are. There will be a lot more discussion to come in the future, including a future faculty senate meeting.

"Where we are right now, first of all, the report of the internal committee. So this is a committee that was at work since last June, is now complete. We submitted our report on February 17, and it is available to the Cornell community. If you go to the provost web site and click under "academic initiatives, provost review of the social sciences at Cornell," you will see the information there to get the report.

"It is set up so you need a Cornell NetID, so it's not publicly shared, although it will obviously be shared broadly. This internal report was very much intended and is a descriptive document. So we made some observations, but we didn't make any recommendations or lay out any perspective on where things ought to go.

"The second step in this process will be an external committee, who will be coming to talk with people, coming to campus for two days and talk with people. In fact, they're here the next two days, tomorrow and Friday.

“The five people on the committee, I'll read them, since you don't have the handout: Karen Cook from Stanford University, Susan Gelman from the University of Michigan, Sherman James from Duke University, Theda Skocpol from Harvard University, and Ellen Wartella from Northwestern University. They will be here for the next two days. Then they will submit a report.

“After receiving the report, then the provost will announce the next steps for implementing a response, and we want to highlight these next steps will include broad consultation with the faculty before any decisions are made. So the idea, kind of the perspective we have been taking throughout all this is step 1 was very much just trying to put together a description of how things are.

“Step 2, we get some sort of input and advice from this external committee, and then step 3 will be sort of broader discussion of okay, how -- (Break in audio.)”

Speaker Susskind: “If you haven't turned your ballot yet, Karen is right there. She will take it. So thank you all for attending today.

“Meeting adjourned.”