

DRAFT MEETING MINUTES TO BE APPROVED AT MAY 10, 2017 FACULTY SENATE MEETING

A MEETING
OF THE UNIVERSITY FACULTY SENATE
WEDNESDAY, APRIL 19, 2017

1. CALL TO ORDER

Speaker Alex Susskind: “Welcome to our extra meeting this month. I would like to call the meeting to order. We do not have any consent items today, and we don't have any dean of faculty matters either, so we'll go right into our discussion and vote on the leadership in honesty and reliable knowledge resolution. So Stephen, if you can come up. Thank you.”

2. LEADERSHIP AND HONESTY AND RELIABLE KNOWLEDGE: RESOLUTION AND VOTE – PROFESSOR STEPHEN ELLNER

Professor Stephen Ellner: “Okay, I will try to be brief. You have all had a chance to look at the resolution, so in case we need to refer to it, we have the text of it here on the slides.

“The main things I want to talk about are a couple things that happened since the last senate meeting. As a result of presenting this at the meeting, we discovered that we were not the only group thinking about this.

“The [resolution](#) came from just a small group of faculty, mostly of the Natural Sciences, and it turned out there were a bunch of groups across the campus thinking more or less along the same lines, but independently, including people from the Cornell Library, the Bronfenbrenner Center for Translational Research, Institute for Social Science, Roper Center for Public Opinion Research and the Knowledge That Matters Initiative.

“A good thing about this is it is a whole bunch of people who actually know things about communicating science, unlike the people who wrote the resolution. So these groups have now started to talk to each other and interact.

“One thing coming out of that is a suggestion. I don't know how it relates to the formal proposal, that the first step, if it passes, should be for this drawing together of expertise to continue, potentially in the form of a presidential task force that would be charged with coming up with some concrete suggestions and plans for implementation. And some people have already volunteered from the expanded group, have already volunteered that they would be willing to do this.

“The other one, which requires some senate action, is that an [amendment](#) to the resolution was suggested. It came in from Jon McKenzie in the English Department, and it is specifically to remove the quote, which is in blue in the original, which refers to the article by Leon Botstein that sort of started this off, and revise it, as shown below.

“His arguments are that it's unfair to demonize digital communication, because people are perfectly capable of lying and obfuscating without the help of computers and that the article the quote came from was mostly not about that, so it's really an inappropriate quote. This just came in a couple of days ago, so we have not had time to pull all of the sponsors, but everyone who's heard about this has been in favor of it, so we view this as a friendly [amendment](#), and the sponsors support it.

“So I think what happens at this point is that there's a vote on the amendment, and then senate discussion on the resolution, as a whole, and a vote. That is all I've got to say. I will take questions, if anyone has any. Otherwise, I'll cede the floor.”

Speaker Susskind: “Why don't we take a vote on the [amendment](#), as presented, and we can do this by a show of hands. So all in favor of the [amendment](#)?

Okay. All opposed? And any abstentions? Okay, so it passed handily.”

Professor Ellner: “Any questions? Okay, fine.”

Speaker Susskind: “So all of you have been presented with a ballot. Some of you voted out there already, but if you could please complete the ballot, we will collect them, and Michael and I will count them and let you know of the results.

Does everyone have a ballot who needs one?”

3. [FACULTY MATTERS](#) - [CHARLIE VAN LOAN, DEAN OF FACULTY](#)

Dean Charlie Van Loan: "So our Calendar Committee has been meeting all year.

At the last Calendar Committee, part of the resolution was the calendar be reviewed at the three- or four-year point, and that is where we are. So what I'm going to do here is step through what's in our report, then we'll have most of the time for discussion.

"It is really been a great committee. I have been here like 42 years, and I would say this has been the most fun experience, because it touches every single corner of the university. So just the act of studying how people think of the calendar and dealing with dorm workers and students and administrators, it's been a great experience. So we have three great students, a nice array of administrators who help run the place, and faculty.

"There is a formal charge, but let me sort of say, which is basically look at the whole thing, everything was on the table, including moving graduation.

However, we quickly got into some obvious topics. So one is the breaks. Where are they? How long should they be? What is their purpose, and so on. The whole idea is to maximize learning and well-being.

"Then there's the issue about the length of our summer, as I'll show you some data. We have one of the shortest summer periods out there and, increasingly, students rely on the summer for internships and jobs. So that was a preoccupation with us.

“Then, looking at the class days around Thanksgiving; general feeling that they're devalued, and can we improve upon that. And then the bookends, orientation for new students, which sets the stage for lots of things, and then the study exam period.

“Now, our charge is to be academically driven. But as much as we can, we pay attention to issues about child care, religious practice, very practical things like getting your grades in on time, getting the dorms ready for graduating families, a ton of details, and we paid attention to them all. But again, the primary driver here is academics.

“So here is the current calendar. So the green tiles are class days, the blue are orientation, white are move-in, move-out days, red are the breaks, dark brown are the study days. Whatever that color is are exam days. And purple is commencement, commencement weekend is how you want to think about it.

“So our job, if you want to put it this way, play with those tiles, move them around, add some, subtract some. There are constraints, and a major one comes from New York State. It's kind of a complicated regulation, but in simple form, it's this: The sum of class days plus exam days had better be 75 or bigger. So you can't just remove stuff at will. That's a hard constraint.

“R is the December recognition day; i.e., fall semester graduation. I will start talking about our peers and a couple of key dimensions. It's not that we want to

copy what's out there; it's simply that all these other universities have looked at the very same problems and have their own solutions, so it's instructive. And what you will see is that our current calendar is actually a very radical calendar. "For example, if you look at how much other universities devote to new student orientation, we are at the very bottom, and bottom by far. Look, it doesn't mean if you have six days, it's twice as good as three days; but the fact is, when you look at that table, and it's in our report, in the appendix there are a bunch of tables, you can see that we are way at the bottom.

"Next, class days around Thanksgiving. Again, we are kind of radical. Here is our pool, our own version of Ivy Plus or whatever it is. If you look at how universities organize their classes around Thanksgiving, everybody, except us and Harvard, puts serious stuff after Thanksgiving. In other words, the median is about ten class days after Thanksgiving. So that's something to think about, and we'll have more to say shortly.

"Let us look at breaks in the spring. We are radical again. Only two schools, Brown and us, have a two-break spring semester. Now, we all know, when this was proposed back five years ago, there was all the suicides on campus, the feeling there was a student stress issue, and the February break was seen as way of addressing that. Yale, for your information, has a single two-week spring

break. Anyway, so that's another issue, how we position those breaks in the spring.

“The exam period. We are kind of long. Add up study days and exam days, you get a number. For us, it is 13. Now, there are some schools with bigger numbers, like Princeton, Harvard and Yale. But if you look down that list, we're kind of long. Again, this is perspectives. Not that we're wrong or whatever, but just keep that in mind.

“The summer and the in-between-semester break. December/January break is about one and a half weeks above the median. A lot of approximation here, because sometimes these numbers vary. Depends on where the moon is and when Labor Day is and so on; but roughly, week and a half above the median, in terms of the winter break. And summers, we're about two and half weeks below the median.

“Now, when you look at a calendar, these are some of the things that come to mind. Let's talk about starting and stopping. So we ran these surveys, we got like 1,000 comments in the fall, when we posed about 13 sort of one-dimensional questions about the calendar, such as what do you think of the fall semester start.

“These are some of the concerns you see, and they're kind of obvious: Don't start too early, don't end too late, for both semesters. Gee, I'd like to have five days off

for Thanksgiving. So these are typical kinds of questions we posed in the fall, and these went into our thinking.

“The February break, the position of it, way too early. In 2016, it was actually just 13 class days before February break. If we keep the current calendar, that will happen again in 2032. Most of the time, it's 18 days; but even that, people feel is just too short.

“Child care days, a major issue. There are about 500 faculty that have kids in the public schools and, of course, many more staff as well. Here is a definition. A child care day means that it's class day for us, but not for the local schools. For your information, all the Tompkins County districts, and even the surrounding counties are pretty much the same, but what I have done here is done the Ithaca school day thing for this current year.

“A black star is a child care day. What you see is a lot of this stuff happens in August. Those are, in fact, some of the most intense child care days for faculty. Not all years will have eleven. It could also be six or five, seven, depending what year it is. Anyway, a lot of this stuff happens in August.

“Here you can see the breaks. And the way the public schools put their breaks does not work for us. They move things around, they figure out their calendar year by year. There's variation; but in general, their April break comes too late. The spring one right now coincides with Presidents' Day, so you can knock off

two black stars by putting February break there. But as I mentioned, most people feel there's no academic basis for doing that. Anyway, we paid a lot of attention to this.

"Here come the proposals. And there are two of them because there's a giant fork in the road, which is do you or do you not move graduation. Assume graduation is fixed. What's the best you can do? Assume graduation moves. What is the best you can do?

"So two alternatives. I should say at the start here, both of them have exactly the same fall calendar. They differ in the spring. We'll call this one the modified current calendar. And we use the word framework.

"And let me do a very slight digression here. The defining characteristics for this is sort of where graduation is, we're going to propose a five-day orientation, two breaks in the spring. If you talk about maybe moving this up or down, it's still the same framework, and that's still up for grabs between now and when the provost decides. So we are looking at the main framework here in this analysis.

"So here are the high points: A five-day orientation. Now, a lot of us think about orientation as information overload, and now you are saying wow, you are just going to overload them more. That is not the idea. Sort of like expand what you do and spread it out over more days.

“The way it is now, we have just that one blue Monday. A department might have to handle freshman advising, new Ph.D. advising. Everything is piled into that one day, and it's not good. So we are talking about spreading that out.

“I am going to need some water.

“Classes will start two days later than before.

“The Thanksgiving scene. A lot of schools would have two rows of green tiles there. Some would have eight, some might have twelve. We are going with seven. There will be more discussion about that soon, but that's a hallmark of this particular calendar.

“February break is still with us, but we're going to fix its location. Regardless of when MLK Day is, we're always going to have February break after 24 class days, so it might move up and down, depending on exactly where MLK Day is. I will talk about the modified exam system in a few minutes.

“We are increasing the gap between the last exam day and commencement weekend, also known as senior days. The advantage of doing this, with the little stuff at the top, is that we can get students out of here a little bit earlier. Let us look at some of these properties for this calendar. It increases summer break by five days. Importantly, it increases the break, but what's called a work week.

“Suppose I tell you I'm only going to pay you \$100 if you work for Monday through Friday. And what this means is you could have one more pay period, so

to speak. It has to do with when we wrap up, not in the middle of the weeks.

We get this extra work week. December break decreases a small amount; three days.

“An important attribute of a calendar is what's called the weekday balance; how many Mondays, Tuesdays, Wednesdays and so on do you have. In the fall, these numbers add up to 68, and this is as good as you can get for weekday balance.

Currently, we have 12 Mondays, 15 Tuesdays. In the spring, same thing. There is 69 class days there. That is the sum you see there. It cannot get any better than that.

“But again, we have a weekday imbalance with the current spring calendar.

There are ways of addressing this. For example, if you define the first Wednesday to be a Monday, then suddenly this becomes 13, 14 and so on. So if we stick with the current calendar, we would propose doing weekday balancing, which is important, if you teach a Monday/Wednesday course, versus a Wednesday/Friday course. You have different stats there.

“The second calendar is the early commencement calendar. Commencement moves up two weeks. For your information, the Northeast Climate Data Center tells us the average temperature's 4 degrees cooler, if you do that, so for whatever that's worth. And thunderstorms go down. So there's some comments

out there about weather. Forget it. The weather, who knows what it would be.

It is not a terribly big issue.

“Anyway, in the spring, just one break. Hey, what happened to February break?

Answer: Well, we want to start as late as possible up there. You put two red

tiles here, you got to put two greens up there. That cuts more into the

December/January break. People don't like that, so we're trying to make this as

agreeable as possible for people who love that long -- and there are many of us

who love that long intersession break. Again, the fall calendar is exactly the

same, and we talked about it.

“Other differences, summer break will now increase by about two weeks, and

the December break will decrease by about ten days. There are the weekday

balance stats.

“Let us talk about the modified exam schedule that goes along with the proposed

alternative calendars. Color-coding: Green is class day. We are showing here

fall, so you can see the three Thanksgiving break days, and that's the current, and

this is the proposed. And this would be shared by both the early and the

modified calendars.

“So remember what I said about ten minutes ago; up here, maybe it's an

exaggeration and it depends on what kind of course, but those seven days are

devalued. First of all, no one's here. Diminished attendance on Monday and

Tuesday. Then that last period is kind of awkward. If you introduce new material, you can't really test it, except on the final, so it's a flawed system. Those seven days up there are devalued.

"Now look at the last seven days down here and maybe think about your course and think about what opportunity it might create for you. From the numerical point of view, this is where students land at the end of the semester, and there's more room there. They have another weekend to wrap up their semester and so on.

"So the idea here is to put those two extra days there, and you get some mileage out of it. Now, our exam period is seven days. Currently, it is eight. However, for this to be out in the open, if in fact we need eight days, just to get everything in, then you might think about having a single Saturday exam there. Turns out we may not have to do that, and I'll talk about exam simulations and stuff like that. But just to be honest and out front, the students are very nervous about the cutting down on the exam week stuff.

"Let us go through again why this is appealing. Again, you can do post-Thanksgiving teaching, and it can be reviewed and integrated better with earlier stuff taught in the semester. Maybe this is an exaggeration, but that five-day frenzy, now you have an opportunity to more gracefully end your course through review and so on.

“You can use these last days there for semester wrap-up, term papers and projects and so on. This gives you more to maneuver there. I mentioned this earlier. There is an extra weekend in there for students to do review and course wrap-up.

“To stress, this creates an opportunity. You can still teach your course exactly the same way. You still have those last seven days, but this creates an opportunity to do things perhaps a little better. There is the current, and these are exactly the same. That is something important to point out, because if you develop a new way of wrapping up your course or a new style for teaching, you can apply it in the summer, fall and winter, sing semester. It doesn't matter.

“A little now about exams and how you design an exam schedule. Here are some of our peers who live with much shorter exam periods. Penn, for example, has two-hour exams, and that is something we might want to eventually think about, but these are big Ivy League schools with comparably sized undergraduate populations.

“I mentioned Berkeley. You could talk the same way about Yale and other schools. They have sort of redesigned their last week of classes. No new material. It is all focused on review and wrapping up your semester-long thing.

“So if you look on paper, ooh, just two study days. But this whole last week is creatively used to transition from classes to exams. So we thought about this, but

you can't order people to do this. But the opportunity is there to more creatively use that last week of green tiles.

“A little bit about the evolution of exams, and the red dots obviously are the exam slots. So it moves around a bit here. There was a reduction in the number of exam periods. Students are very nervous about don't take away our study days. That is a comment you'll see; you read through the thousands of comments we had, you see that a lot.

“So they're very anxious about it; but again, human nature, if I have four study days, I'll probably not do much until study day 3 and 4. Kind of a human nature thing there. So it's not clear, while reducing the number of study days, that that works against you. It is just not clear.

“If you want to look at another trend, a student-friendly trend, for example, is the number of break days you see in an academic year. Now, when I came here, there were just seven. But over that period, fall break was added. We have added the Wednesday before Thanksgiving, we added the February break.

“So the point of this slide is simply that this is okay. It is just students should be aware we are paying attention to their well-being. And yeah, if they want to think cutting down on the number of study days is harmful, it isn't, but if they want to think about that, then they should also think about this. So we do pay attention to student well-being, because it correlates with their academic success.

"I am close to finishing here. Here is the timeline. The idea is, like us right now, we'll talk about this, and so will the student, employee and graduate student assemblies, chitchat. And we'll assimilate all that stuff and perhaps go back and tweak our report or whatever. But in any case, right now, for the next two weeks or so, chitchat. You can put comments on our website, you can send us e-mails and so on.

"Then in May, we come back here and vote. And let's talk a little about voting and related stuff. The provost asked us to do a ranking ballot. There are three things on the table. This is our suggestion and, of course, any assembly can overrule it or whatever, but the suggestion here is you order them 1, 2, 3. So each assembly will do that.

"We will collect all those results and give them to the provost. It is not a gee, if it was 60 to 59 versus the other way around, it's not going to make any difference. The idea is we collect these preferences. There will be six possibilities, and you can tabulate them that way, but that's the information that we think is the best -- this is the best way for the assemblies to communicate their preferences.

"Any assembly, us included, can have resolutions, comments about, if you want to get into it, like this part of that and that part of that. If you want to do that, we can certainly do that, but the time has come. You have to make a call. And that's what we're sort of suggesting be done right now.

“So that's it. And what I'd like to do now is just simply answer questions. Okay, so this is real important. You get a mic, you state your name and so on, because this record will be part of the calendar archives. If people 100 years from now want to figure out what happened, you know, we'll have your name. Okay, so get a mic. Larry, right there.”

Professor Larry Brown, Earth and Atmospheric Sciences: “I am wondering about the impact -- the issue I have is what is the impact of the earlier start of the spring semester in fall/winter intersession courses? Is it going to squeeze out -- .”

Dean Van Loan: “That is a corollary of it. So there are about, for our winter session, I know I may not get the stats exactly right, there are about 400 or 500 students, a lot of them Cornell students. A lot of the courses are online, so those are all concerns. Here is something that's interesting, just put it out there as a hypothesis, that the fact that our current intersession is so long, students are looking for something to do, and then they say hey, winter session.

“So it's not clear among those 400 how many would be heard, but there's no question, that's something that would take a hit. We have gotten so many comments about research activities; I'm going to the tropics to measure this or that, and we have this long break. And over the decades, great stuff has grown up in that. Some of it could probably be moved, but other things can't, so that's a very big trade-off.

"Behind Larry there."

Senator John Brady, Food Science: "Have several correlated questions. My department definitely would be hurt by losing the intersession period for sort of classes off of campus. Was no consideration given to the status quo, just going back to the calendar we had before? I mean, in spite of how tragic the events of five years ago were, they surely must have been a statistical fluctuation. I can't believe that our institution is any more stressful than all of these peers that you mentioned that don't have a second break.

"And related to that, are we really only going to be given these options to vote? We won't even have a none of the above choice?"

Dean Van Loan: "Okay, there are a bunch of questions in there. So this is like the old spring calendar, except you have that, basically. You follow, right? So it's the same thing, same kind of ending thing down here.

"Yeah, so over the year, in all these town halls and discussions we've had, I've often posed that question: Is there something really wrong here that we need two breaks? And no one can really answer that. I can't answer it, but it is an interesting sort of question.

"And yeah, now on the voting thing, we will have more discussion on that right now. So you would feel that you'd like to have the opportunity to sort of fine tune these options; is that what you're sort of asking?"

Senator Brady: "None of the above might be appreciated. I recognize that this process has probably moved too far for that to really be practical now."

Dean Van Loan: "We have gone through a sequence of things, like we had the 13 independent questions. Then we had the six frameworks that we voted -- we have to make a decision. So the default, if no one likes the alternatives, we're going to stick with what we have.

"So all I can say is register comments. If there are things here that you could tweak that you think would really change the whole reaction in your department, you should send those along. And we can post those, or the senate can do a resolution saying we don't like any of this. But the fact is, we have to make a decision. The default is a decision, sticking with the current calendar.

"Back row there."

At Large Senator Michael Macourek: "Two questions. One, in the fall semester, is it really not possible to roll everything back a couple days to give us those two weeks after Thanksgiving? I like the week and a half, but is there any reason we can't have two weeks of class after Thanksgiving?"

Dean Van Loan: "Then you get into what we call the December 22nd problem. So the thing we floated in March, in some calendar years, the last exam day might be December 22nd. We fiddled and got it down to December 21st, but that's what you're up against.

“Now, other schools, if you looked at Columbia and Penn, they have those dates. Everything is doable. You just have to be relaxed, turn in grades after Christmas and things like that. But there was a lot of feeling about gee, we can't go that late, so that's the reason.”

Rebecca Stoltzfus, Vice Provost: “One of the reasons we were afraid to go that length wasn't just about teaching, but was about student travel and the difficulty and expense of getting airfares on the years students would need to be traveling home on December 24. So the issue of student travel on those late days, not just the teaching issue, but student travel.”

Dean Van Loan: “Incidentally, I believe now is the case; students will know the final exam schedule at the drop/add interval, which gives you the four-month lead on travel and stuff.”

Senator Mazourek: “And the other part of the question on spring, are we sure the calendar itself and when breaks scheduled is the means to reduce student stress? One of the things I talked to my students about is how they are experiencing everything due the week before break, so to not give them stress, to have things due after break. Everything is due the week before.

“Could instead we do something to help faculty stage when things are due, to not have everything pile up? The exam calendar might be a better tool, a better lever than the break calendar.”

Dean Van Loan: "Well, we studied the prelim cycle, the positioning of the breaks. First, there is real research out there about the effects of breaks on stress.

In August, I went over to Gwinnett, said give me data before and after the February break thing. And we'd see the new February break thing, and the number of visits would go down. There is no correlation about that.

"Susan Murphy and her group revisited the calendar, and there was a line in there about these things had almost the reverse effect, because professors are doing hand springs to get their stuff in, to dance around that thing. So these fractional breaks, there's a body of feeling out there that they do the opposite, they do the opposite. You had another part to your --."

Senator Mazourek: "No, that was exactly my point, that it may be doing the opposite, as we're so -- yeah."

Dean Van Loan: "Then you. Yeah."

Senator Michel Louge, Mechanical Engineering: "I would like to point out an issue that some of us experience in laboratory courses. Some of us teach very large classes that must break down the class into five sections, one of each days of the week. And every time a week appears with one single or maybe two little red squares there, it literally negates the entire week for the semester.

"I have experienced, when I was faculty senator several years ago, I experienced the coming of the Labor Day as being the little red square there on the upper left corner, and now I have also experienced the February break that was brought up.

"In both cases, it really was very difficult for us in Mechanical Engineering to adapt some of the very large classes we had, which had about 160 students. And particularly last fall, it was the most hellish semester that I've ever personally experienced, because we had to move things around. So I'd like to just point that out as an important thing that is often overlooked. Thank you."

Dean Van Loan: "If you look on the website where we detail like the next ten years' worth of calendars for all the three options, one of the stats we have in there is called whole weeks, and it's eleven in the fall and twelve in the spring.

"The new versions here don't change that, but you sort of have to be, I think, whole week balance. If you had 11 here and 13 here, it's not clear whether you could use them all or whatever, but that's a very important stat for lab courses, and we tabulate that for all the calendars."

Senator Louge: "It is always useful not to have a prime number of whole weeks, because it allows us to break the grouping into a -- for instance, if you have 12 weeks, you can group into 3 times 4. Whereas then you have 11, there's no mathematical way by which this can be done."

(LAUGHTER)

Dean Van Loan: "There will be a workshop on prime numbers and calendars offered next week.

"Yuval."

Senator Yuval Grossman, Physics. "So my biggest constraint is about the winter break. And the whole discussion come from, the way I see it, oh, people want a longer summer break. But I think the fact that people didn't come to you and say we really want a longer winter break, because that's what we have and that's what people really not going -- I see remarks from other people, and I want to say from my point of view, and I think many people that I spoke to, this is crucial to have a long winter break.

"What I suggest, and I think what I would like to do is to have just one vote, where we say are we for early or late graduation. And I really hope that we come as a senate and say we want to keep the late graduation. And then all the rest are kind of higher order question we'd like to deal with.

"And I hope we, as a senate, can come and say we don't want early graduation. We want the late one. Then we can discuss all those other things. That's my suggestion. And what I'd like to ask is if we can somehow vote to make the vote, and then have the vote."

Dean Van Loan: "Let me mention something. So if you don't like the early graduation, you don't vote for this. Then the suggestions here about -- recall that

this just takes four days off of the intersession. That is a dial you can turn, the provost can turn, if there's enough consensus that's something that should be done."

Senator Grossman: "So let me say my very concrete proposal. I really wanted for us to vote on this one question: Early or late. And then hopefully, we can discuss only the late one.

"So the question, how we do this? I don't know."

Dean Van Loan: "I guess people want to speak to that. I don't see how that's not covered here."

Senator Grossman: "I worry about the fact in these things, there's two calendars that are late, and one calendar is early. When you have such a situation, when you have one big question and there's two options for one and the other, then the result may kind of go actually to the late one.

"So if there was one and one, I wouldn't care. If it was two and two, I wouldn't care. The fact that it's one and two -- and again, we understand this. It is a leading-order question versus higher-order corrections. That is what it is."

Dean Van Loan: "So you feel that the way it is here, more people will vote for this because -- ."

Senator Grossman: "So what happen, we may end with having 40/30/30, and it looks like the early commencement win. And I just want -- all I'm asking, if we

like, as a body, to send a very clear message we are against this early commencement, we should have a vote and say we are against it. And we can have a vote, and we can lose. And the early commencement will win.

"But all I'm asking, if we agree to make a vote, and in this vote we just say this one question. And then we can have discussion on the rest. That's my question.

If we agree to make this vote, then we can make it. I don't know what the procedure. That's --."

Dean Van Loan: "Well, let's get some comments on that. But let me say one thing --."

"Senator Grossman: "I move to make a motion -- okay. Second? Okay."

Speaker Susskind: "So the motion is on the floor is that we will vote to either choose the early graduation or the late graduation. So would you object to phrasing it, since you are for the late graduation, that the motion on the floor would be you're for the late graduation? Okay. So discussion?"

Dean Van Loan: "The current graduation. Let' us have some discussion."

Speaker Susskind: "So we have to have discussion on this point. Yes."

Senator Robert Howarth, Ecology and Evolutionary Biology: "First, let me commend the committee for a great job. You have dealt with a lot of issues, and I think it's a lot of clarity to it.

(APPLAUSE)

"Charlie, at your suggestion, we passed on the discussion to our faculty in Ecology and Evolutionary Biology, and I got a lot of feedback. And it uniformly is that my colleagues in my department do not want an early commencement.

"The long break in January is very important to us in our field for field research, for faculty and graduate students, and for interterm class activities for both -- well, for our faculty who teach often off-campus, but also for our undergraduates and graduate students who take these things all over the world. It is a very, very important part of our curriculum.

"So in my department, at least, there's a very strong sense that we -- actually, there's a split between the current calendar and modified calendar. People see tweaks in both of those. I like the modified current calendar a little better than the current; but uniformly, in our department, we don't want the early commencement."

Speaker Susskind: "More comments? Is this on the current motion? Okay, gentleman with the black coat on."

Hakim, Computer Science: (Off mic.)

Speaker Susskind: "Yes. In the front."

UNIDENTIFIED SPEAKER: (Off mic.) -- Cornell, Physics. "My daughter is a computer science major. She did three internships in the last three summers, and

there's never been an issue with the timing. She did three full internships at major companies, and it has never come up that there's a problem with --."

Speaker Susskind: "John, you had your hand up. John Brady."

Senator Brady: "Well, recognizing -- and I also, my earlier comments didn't mean to imply that I didn't appreciate the hard work the committee has put into this very difficult problem. We also, in addition to having a very serious problem about the necessary field work period in the winter break, also occasionally have students who need to leave early. We try to accommodate that by allowing them to take exams early, if necessary.

"But I'd also like to emphasize that for those in the biological sciences, there's a very important NIH deadline at the beginning of February. And having that period in January to work on proposals, especially in these difficult times, is valuable."

Senator Hayden Pelliccia, Classics. "I am wondering if the current motion is sort of a false dichotomy, in that you go to the modified current calendar, couldn't you, in the spring term, by eliminating the February break, move the commencement back? I know that the premise of the modified current is keeping it there, but you could eliminate the February break, and that would free up the two class days and move commencement back a week."

Dean Van Loan: "Two words, Ithaca College. It is either stay put or --."

Senator Pelliccia: "Right. I mean, that's absolutely fixed?"

Dean Van Loan: "Yeah, unless you want to be bullies and say we'll do it the same week. The town would hate us. It is off the table, okay. You can't go on top of -- we looked briefly at a mid-week commencement, but then dismissed that because it's too disruptive for families, siblings couldn't come, and so on. So it is really, from our analysis, it's either where it is or two weeks earlier."

Senator Pelliccia: "Okay, second -- well, never mind. Okay."

Speaker Susskind: "Risa?"

Senator Risa Lieberwitz, ILR: "I have to say I'm little confused on why we are voting on something now. What everybody thought we were going to do is to vote on this in May. And so it's not clear to me why we would be voting on something substantive that we thought we'd be voting on at a different time. "I think it interferes with people's ability to talk with their colleagues and to bring back the discussion we're having today. So I'm just a little confused about how we got here, to this, just because somebody wanted to vote on it sooner. So what are we actually voting on right now?"

Dean Van Loan: "We usually have a policy for big stuff, we post it for a month, and then people vote. So maybe people can speak to that, because all the assemblies were told this is just a recommended ballot. You can obviously do anything you want. If people think this is a significant change here, then I think

we should post it -- formulate it, discuss it, and then post it and then vote on it in May."

Senator Lieberwitz: "So what is the plan, in terms of if this motion had not been made for today? What was the plan originally?"

Dean Van Loan: "In the ballot, you would just have the two bottom options."

Senator Lieberwitz: "Discussion, right? Not a vote. So it's not clear to me why we would vote on a day that we were not going to vote originally, because it didn't give people notice of it."

Senator Grossman: "So I think the procedure of the voting is crucial. I think most of us already here with set mind what they like and don't like, and it's all about what we are going to present. What I'm suggesting, that I think the most important question is the days of graduation, and what I'm proposing is we have vote.

"I don't care if the vote is today or next month. What I care about is if we have vote, and the one question in the vote is is there early or late graduation. And that's why I asked the body, is the body agree to have a vote with this as the question. That is what I'm saying, and I think it's actually important."

Senator Larry Blume, from Economics" "I don't know what department. From Information Science. So I object to this procedure, Yuval, with all respect,

because this procedure presumes that the big issue for all of us in the room and all of us on campus is really when graduation is.

“For me and for my colleagues, our big issue is actually February break and whether we should have it or not. And I think that in many different departments, there are different issues. And to privilege one issue over all the others because we think that somehow the faculty is incapable of making trade-offs, I think that's a big mistake, and so I think this is a bad procedure.”

Speaker Susskind: “One last comment from the gentleman in the back, at-large member.”

Senator Mazourek: “One of the things I like in thinking about how we structure the format of votes is when we have binary choices. And maybe it's the timing, the length of the winter break, maybe it's when graduation is, maybe it's February break; is the ability to have binary votes is, I think, something that would be very helpful in us being able to say we like this, don't like this.

“And I think the key concept that was brought up is the potential for if it is the early commencement or late commencement, that is one of the main drivers for most people, you do have the potential for that 30/30/40 split, the vote. And that can be misleading as to what the intent was. So I think looking at how we structure voting is going to be important, no matter how we do it. I think a binary choice is better.”

Dean Van Loan: "Over on the side."

Professor David Williamson, representing Operations Research: "I want to point out, the way the vote is recorded is the people's preference orderings. We could still capture the information of who was in favor of having early commencement versus not, and that would be in the hands of the provost in making the decision. That is it."

Dean Van Loan: "Yeah, I want to stress I think the word this wins or that wins, it's more nuance. This is to communicate information to the provost, and they are going to get similar things from the other assemblies."

"Paul."

Professor Paul Velleman, ILR. "I am hearing three different things. I am hearing a concern with the length of the January break, the intersession break, a concern with whether or not there should be an additional winter break, and a concern with when graduation should be, and they are getting confounded."

"Is it possible to separate those concerns in the voting to give advice back to the committee? I know there are other tweaks to this, and perhaps to be able to give advice, because there are those here who are saying we need the time at intersession, there are those here saying our students need more time in the summer, and there are other ways -- maybe by eliminating the winter break, we gain some time and compromise on the two of them. There are things like that."

"I wonder if it's possible to separate those three parts of the tweak. I understand how complex it is. I have designed calendars."

Dean Van Loan: "If you look at the data from the Qualtrics survey we did last month, the undergraduates are very much in favor of that second break. I would sort of say that in the interest of optimizing across the whole set of communities, that's why we put it in there. And it also gives you --."

Professor Williamson: "But it's not in the early commencement calendar."

Dean Van Loan: "For a different reason. The reason was that if you put the two red tiles here, you have to put two green up there. I know that people love the January/December break."

Professor Williamson: "But you could do something like this, move graduation back down to Memorial Day, and steal some time at the top and do some tweaking. It might be possible to compromise --."

Dean Van Loan: "I don't want to brag, but we looked at every single possible thing, all right? And we have to blank things out. In other words, you have to make trade-offs. We're forcing an issue. You can't have everything."

Professor Williamson: "I just feel the way the resolution is currently worded is a little bit off-point, because the issue seems to be not really when graduation is, but how long the intersession break is. Am I right; that's really your concern?"

Senator Grossman: "There is one big question."

Dean Van Loan: "We are not the deciders. We are communicating things from our constituency to the provost. We can do that vote, and then have as many resolutions. If you want to express things about February break or other things, you can pass these resolutions, and that will be information for the provost."

Senator Grossman: "That is what I suggest. I suggest that we vote about this one question. I don't know the rules, but can we have a vote, if we want to vote? If we do, then we do have a vote. That's what I think are the rules, no? Or not?"

Dean Van Loan: "I am not a Robert's Rules guy."

Senator Grossman: "I don't know. I think we should just have a vote, and that's it. That is the motion. Then I guess once you have motion, you have a vote on the motion. And my motion is this: I really think that drives the whole issue, and the thing I'm really worried about. That is for me the issue. And I talked to many other people that's the issue. If the body feel this is not the issue, then of course, we vote and I am losing the vote."

Speaker Susskind: "So I heard from Michael, and we can vote on a motion that's brought to the floor, but we can also table a motion for a later point in time, which may seem prudent.

"Dan? John. I'm sorry."

John Brady: "I am not even sure who to ask this question of, but has the provost committed to choosing from these options? So the provost could do -- so it really is important to convey our actual feelings about the different options."

Dean Van Loan: "It is not like there's going to be a score from the four assemblies voting. It is simply they will be tweaking, balancing. The provost might look at something we say, then blank it with something the student assembly says, so there's no formula. It's just one of these sense of the senate things. This is how we feel about these three calendars.

"And again, if you have specific things that we want to say about this break or that intersession, then we can do that. It is not like there's going -- it's not a mechanism. He is going to take all this stuff and then talk to deans in his own circle about all this stuff.

"Richard?"

Senator Richard Miller, Philosophy. "I move to table this resolution until our next meeting."

Dean Van Loan: "Okay, let's get this over with, just so we can get on with discussion."

Speaker Susskind: "Who seconded the motion, just by name? Larry Blume, Information Science? Okay. So I guess we can have more discussion."

Dean Van Loan: "I think we're ready to vote on --."

Speaker Susskind: "To vote on tabling the motion? Okay. So all in favor of tabling the motion, show of hands. We are going to have to count. Oh, well, okay. All opposed?

"Okay, that made it easy. So three opposed. Thank you."

Dean Van Loan: "So let's move on with more discussion. And again, the idea was that general discussion, and then people can pose resolutions. We will put them on the web site, and then in May, we can bang, bang, bang, go through them."

Speaker Susskind: "I didn't ask if there were any abstentions. I am sorry. Were there any abstentions? Okay. Three. Thank you."

Dean Van Loan: "David Delchamps?"

Speaker Susskind: "Sorry about that. Thank you."

Dean Van Loan: "More discussion about other topics? David Williamson."

Professor Williamson: "One more thought on the intersession break. It is a time when our masters of engineering students are working on projects. It is a nice empty period for them too. And one comment from me, which is that the calendar has shifted around quite a bit in the past several years, and one of the things I try to do in teaching a course is try and adapt to the natural rhythms of the semester, and those keep changing."

"So one bit of information that would be nice to convey to the provost is to ask for some calendar stability, once a decision has been made."

Dean Van Loan: "It was built into the last, the calendar resolution, that it be evaluated at this point and then five years thereafter. I think five years is an appropriate --."

Professor Williamson: "I am sorry. The calendar has changed in the last five years. It has not stayed the same."

Senator Rhonda Gilmore, Design and Environmental Analysis: "I was curious about the senior week. What does Alumni Affairs think about shortening that?"

Dean Van Loan: "Lengthening it, you mean?"

Senator Gilmore: "Well, it becomes quite short in the --."

Dean Van Loan: "So the current setup -- depends on how you count. That is move-out day, so strictly speaking, there's one senior day. But the way students count might be a little bit longer than that. But the key thing is, one gray tile there and four here.

"And we talked to Student Services, Ryan Lombardi, he's okay with it. The worry is bad stuff happens when students are around with nothing to do. So we talked to Ithaca Police, we talked to Cornell Police, we talked to Gannett, we talked to JA, talked to the emergency -- you know what I mean.

"There is no data that proves that this is dangerous. Everybody says it's not good. No one's thrilled about it, but what this does is enable students to leave campus earlier on a better day, which is like the weekend. So that's the idea. So we've checked that out, and as near as we can make out, is okay."

Senator Gilmore: "So they didn't feel there would be any diminishment in alumni giving if their senior week was shorter? Because they are potential -- they are alumni, right? So they felt that it was okay if that was shortened?"

Dean Van Loan: "I am confused by -- we are making this longer."

Senator Gilmore: "Right, but the other one makes it shorter."

Dean Van Loan: "The other one is exactly the same as it is now. This one doesn't fiddle with the time from the last exam to commencement. If you look at the bottom, it has that in common with the current. It is the abbreviated senior week."

Senator Gilmore: "Oh, I'm sorry. The yellow is the senior -- no. Yellow is exams. That is why I'm like there's one senior day on that."

Dean Van Loan: "Yellow is exams. Be in trouble if we were proposing a two-week -- okay, more questions?"

"Yes."

Linda Canina: (Off mic.) Hotel School. "In this early (Off mic.) eliminated the February break."

Dean Van Loan: "Right."

John Brady: "But in the other modified calendar, you don't want to remove the February break. So why is it okay in one instance, but not in the other?"

Dean Van Loan: "So as I mentioned here, the whole idea is to make it as attractive as possible, may be impossible, to people who love the long break. If you put the two red tiles here, you go back up and have to add the green tiles at the top and shorten the --."

Rob Howarth: --"the two red tiles from the modified calendar."

Dean Van Loan: "So this is all about integrating over the different constituencies. Students like that break."

Rob Howarth: " But at what cost?"

Dean Van Loan: "If you look at our Qualtrics survey, you can see people balancing things. Any option that took that away, students were very much against that. So we did move this down, so you have a serious run of classes before-hand, so it sort of makes sense academically. We looked at the prelim cycle and so on. It makes sense.

"There are lots of tweaks. You can move it over here and so on; but basically, the interest here is students, I think, love February break on the whole. I think we are much more skeptical of it, and this is one of the several compromises. We are

asking them to, quote, take a hit with the slightly compressed exam period, so that's part of the overall of compromise.

“And I don't think compromise is a negative thing here. We are trying to balance everyone's concern. As we say in the report, no one constituency sees it all. And the idea is to combine those different viewpoints and come up with something that, in a sense, optimizes across the university.”

Senator Andrew Hicks, Department of Music: “Regardless of pro or con on moving graduation earlier, is there a sense of the board of trustees that that option is actually on the table, regardless of what we think?”

Den Van Loan: “Yes, it is. We gave a version of this to them, and the chairman said lots of trustees would like it. You hear things from employees: I have not had a Memorial Day weekend with my family in 30 years. There are lots of people who don't like the Memorial Day commencement.

“The compensation for employees is this, and it's something you wouldn't think about. It's called flipping the dorms. They have to get ready for thousands of graduation families to come in. When you have one gray tile, they have one and a half days to do that. It is so intense, we have to outsource families of graduating students to Ithaca College. This gives them more space to create a nicer commencement weekend. That is a fringe benefit for employees.

“When I did the dorm worker town hall, that was almost the number one thing. How can you ask us to flip all these dorms in one and a half days? And I think that's important, because that's an impression that families see. You are told to go stay in Ithaca College. What kind of message is that? Especially since they screw up our calendar, okay.

“Yeah.”

Director Elliott Shapiro, Knight Institute. “I just want to observe. I realize that in the last report, that instructional quality was the primary or the only concern. But as I understand it, with the February break floating, it's no longer tied to Presidents' week, which means the spring semester will have two breaks, the Ithaca City schools will have two breaks. None of those four breaks will line up together.

“And for those of us with school-aged children, that's painful and it's problematic every single year, and it's painful every single year. In my case, 16 years of city schools that I have to look forward to this.

“I would add the fall, the last two weeks of August are similarly awful for that same reason. And in fact, even the later start time in the fall is just giving back two days that we had, up until the few years ago, when orientation kept getting shorter. So I realize that may not be the primary concern here, but all of those

days really have an impact on families, and I'm sure I'm not the only one here who's in that boat."

Dean Van Loan: "Absolutely. As I said, there are 500 faculty that this is a major concern. But I guess the question comes down to this: Do you think we should align this with that? And also, if we start moving our breaks around, and you think of your syllabus and the extra work that's going to mean. That is a major concern.

"So we kind of have to flock our thing in, as David said, for five years. So the question I would pose -- I understand all that stuff. Do you think we should move this down here? Do you think it's better to have an academically ill-placed February break for the child -- that's the hard trade-off, and you feel we should?"

Director Shapiro: "I think it would be nice if one of these lines up. To have four breaks in the spring and -- I mean two city school breaks and two Cornell breaks that don't line up, and an August break that is perpetually shortened, it would be nice if it were possible to deal with one of those.

"I would say, I mean, in my particular case this year, we had a week off and our kids were in school. Then it happened this year. Passover was sandwiched in between, then they are off and we are not this week. And I recognize that that is not the primary concern. I'm just saying that has an impact on all of us.

“And I would say the two weeks in August, just to note, I don't know that I'm doing my best work when I'm stressed about child care in those two weeks. And there are very few day camps open there. The ones that are open literally book up in hours.”

Dean Van Loan: “But again, first, you don't always have this. Nevertheless, those are the most intense of all the child care days. The trade-off is this. If you want to take some of those green tiles and put them down here and have very late final exam dates or tell the students that we want to drop down to three study days and five exam days, then sure, we can do that, but that's what the tension is all about.”

Senator Simone Pinet, Women's Studies: “I want to second these comments. I went to the survey and I was very happy to see how much stress there was from comments from faculty and graduate students who also have children, and staff, who will also have children.

“It is not only the faculty, about how important this is and how -- I have a husband who teaches at a different school. None of our breaks coincide, nothing. Zero. I mean, if breaks are important for students, they are also important for faculty; not only for research, as in the January break, but also in between, just to catch up, grading, reading, writing papers, conference, grants, et cetera.

“And the fact that it would not coincide, not even those two days, it really says that whoever is a parent in the university, well, we get to trade everything, right? That's the only thing that a lot of people put there. This is the one thing that we are concerned about the calendar, is child care, and some breaks having to coincide. That is the one thing that none of these are considering. So I really →”

Dean Van Loan: “I understand, and I know the volume of discussion on our web site about that. Let me just say something, and I hope it comes out okay, but the calendar can't solve all problems. In other words, perhaps, what we should look at, and if you look at the end of our report, we have lots of things that follow up things, a lot of EPC-related and others for next year, to get ready for whatever the new calendar is. There are other ways perhaps the university can address this issue that 500 of our faculty have to confront.

“So we paid attention to this, we are understand it. I have tried to explain the trade-offs, the tensions here; but yes, this doesn't solve or even address the child care thing. We are sort of keeping those numbers the same, but maybe there's a thing the university can do outside of the calendar, just to make that easier.”

Senator Brady: “May be a really naive question, but if we were to actually consult with the school district and with the college, are those things really chiseled in stone, or could -- the college might want to change their graduation.

Maybe the school district, since their primary audience is people – “(Off mic.)

Dean Van Loan: "That was one of the first calls we made, was to the Ithaca College registrar. You want to say -- Rob Thorne is on the committee, and he has studied the whole thing there."

Senator Robert Thorne, Physics: "So the February break synchronizing it with the school district -- synchronizing our February break with the school district is just hard academically. One thing we noticed is that in many departments during the February breaks we've had recently, things have operated as normal. There have been no -- seminars have happened as normal. And there are other things we might do during school breaks to reduce activities for faculty during that time, so they can spend more time at home.

"The April break or the spring break of ICSD is set by -- they have to have two pieces of information before they set that break. The first is New York State tells them when testing will be. And the second is there's something that BOCES decides. And once they have those two pieces of information, they set the spring break date.

"And that is usually set around now for the following year. So we'd actually have, if we wanted to float the break, we'd have some opportunity to change things. I don't know whether it's really feasible, but we'd have more than a year, roughly, to adjust things.

"Now, if you look over the last six years, the timing, originally scheduled time for the ICSD spring break, in those six years, in two of these years, it actually overlapped with our current spring break, and that will be the same timing as the break we have now.

"The first time it overlapped was before we switched to the current calendar, and then there was a second overlap a couple years ago, but that was at winter, the horrible winter we had, and I think it got moved or something because it had too many snow days.

"So in fact, the week-long break will randomly, probably one out of every three years, synchronize with ICSD's break. If we wanted to allow a week shift some slop, so that it wasn't actually fixed relative to the start of the semester, you might improve that, but there would be academic costs to that.

"Another issue, there's one other thing related to synchronizing the school breaks, and I just can't remember what it is, but another important issue is the duration of senior week and how much time there is between the end of exams and graduation. So for example, if we wanted to eliminate February break in this modified calendar, that would mean that exams would end two days earlier and senior week or senior days would grow by two days.

"One of the things that happens in the modified current calendar is that in some years, we start immediately after Martin Luther King Day. In other years, there's

a whole week that happens. In the years that we start after Martin Luther King Day, the winter break is 30 days.

“In the years that we start a week later, it's 37 days, which is getting on the long side. In those years where we start a week later, that means we also end later, as late as May 22nd, which for the people in CIS is a problem. They've communicated to us that's a problem for internships and other things.

“If we always started after Martin Luther King Day, then we'd always end by the 15th or so, and summer would always be reasonably long. But then, in some years, we'd have two full weeks of senior days. And if you believe that's a bad thing, I mean, we don't really have data, and maybe the seniors would all go home, right? Or maybe they'd destroy Ithaca. I don't know what would happen. I personally would be willing to try the experiment and see what happens, but that's because I wouldn't be sued.”

Dean Van Loan: “So this has been very helpful, and like to thank you all for that. And our new president is here. I'd like to introduce her to the senate. And while she's walking up here, why don't we have a quick resolution to figure out where Martha's birthday, what red tile we can use for the birthday. So this is the third day on the job, and it's really great that she can come and say a few words to us, and we really appreciate it.”

(APPLAUSE)

4. PRESIDENT MARTHA POLLACK

MARTHA POLLACK: "Of course I have women's clothing, which means I have nowhere to clip this. I will just hold it. First of all, I want to say I have enormous regard for Charlie and all the people who were working on this. As someone who's done research in the field of constraint optimization, I know, as Charlie knows and John knows and probably other people know, constraint optimization is a really hard computational problem, so good luck to you solving it.

"I am really delighted to be here. It is just sort of fortuitous that this meeting is happening on my third day, but it's really great, because I was very excited, obviously, about coming to Cornell. In the five months since I took the position and have learned about Cornell, I've become even more excited, but I still have a lot more to learn, and the faculty are the main people from whom I need to learn.

"I firmly believe that universities are their faculty. They are only as good as their faculty. The staff are incredibly important, the students are incredibly important, but a university is only as good as its faculty, so I'm really looking forward to interacting with all of you, getting to know you, learning from you. And it was just really great that today's event was here.

"I have read the faculty survey. Provost Kotlikoff was nice enough to give that to me. And as a faculty member myself, I wasn't totally surprised by the results.

I was gratified that over 80% of the faculty are satisfied or very satisfied with their positions at Cornell.

"I did also note places where we could improve. And there are three in particular that sort of came through loud and clear. One, which I think is the rallying cry of faculty everywhere, is give me more time, take the nonsense work off my plate and give me time to do teaching and research and clinical work, if I'm in a health field.

"And I am going to continue the bureaucracy reduction efforts that were started, I believe, under Beth Garrett.

"No? Earlier than that? Okay. All right. So I did go to one meeting of that group with Hunter when he was still here.

"A second core area is support, support for scholarly research. Again, I'm going to work with the provost on that. And the third, which is, I think, the most important, is trust, trust in central administration, that has declined. In my view, trust is the basis of everything. I think if you trust someone and they trust you, you can make progress, no matter how different your opinions are. And conversely, if there's no trust, you can't get anywhere. So Mike and I are both committed, deeply committed to working with the faculty.

"It is something I did at Michigan. I worked with our faculty senate. We are not always going to agree. We have somewhat different objective functions, we have

different things we have to attend to, but I hope we can at least get to the point where we can trust each other and have open and honest conversations.

“This is a really amazing university. I think sometimes, when you're embed in the university, you sort of lose track of how amazing it is. It is an amazing university. And personally, I think if we can work together to build on three things, it can actually be the model, the model of what a 21st Century research university should be.

“So what are those three things? One is this remarkable combination that Cornell has of world-class academics, world-class commitment to traditional core academics, combined with this deep commitment to outreach that's part of the history and land grant tradition.

“Charlie was on the search committee and -- was it you? No. It was Isaac Kramnick who described Cornell as an Ivy League college with a Big Ten heart. And as someone who was educated at Ivy League colleges -- my undergraduate degree is from Dartmouth and my graduate work was at Penn, then spent the last 17 years of my life at a Big Ten school in Michigan -- I knew exactly what he meant. I think that's one thing we have to build on.

“The second thing is the combination of the magic of Ithaca, the magic of being in this small college town, where you have a real community, and people know each other. I walked my fourth day in Ithaca, I hadn't even started yet, I walked

into a hair salon, and there was Ryan Lombardi, the vice president for student life. And I think you get this community of scholars that you can't get anywhere else. But now, when you partner that with what's available in frankly the best city in the world, I think you have just enormous advantages.

“And then third, I think we have to maintain the access, the commitment to access to diversity and inclusion. That has been part of this university since it started. I have been reading some of the papers of Ezra Cornell and A.D. White, and it's really quite remarkable how ahead of the times they were in their commitment to diversity and inclusion.

“Cornell hasn't always gotten it right. I used to say this at Michigan all the time. Michigan was also deeply committed to diversity. We fought the Supreme Court case, the Gratz case. We didn't always get it right. We got it wrong a lot. But we never wavered from our commitment to it.

“So I think if we build on those three things; great academics and commitment to outreach, the magic that you get in a community of scholars, combined with the opportunities of being in New York and an unwavering commitment to diversity, access and inclusion, I think Cornell can be the model for a 21st Century university.

“So I told Charlie I wasn't going to go on long. I don't really have much to go on long about. I've been here literally three days. But if there's a few minutes, I'm happy to take a few questions from people.

“Oh, come on. Like all of you, I am a professor. I can stand here and wait until someone asks a question. Yes, thank you.”

Senator Matthew Evangelista Government Department: “And I normally don't introduce myself this way, but I got my Ph.D. at Cornell and spent ten years at the University of Michigan before I came back to rejoin the faculty.”

President Pollack: “So you know what I'm talking about.”

Senator Evangelista: “Exactly. I wanted to ask you about -- I know you have to answer yes -- whether your notion of diversity also includes international diversity, because you know we've been concerned about the current situation, undocumented students, but also difficulty of scholars getting visas, graduate students whom we've accepted getting visas.

“But also I would say, compared to our peer institutions, including Michigan, not much of a commitment to international studies, to having our students learn about the rest of the world by bringing in scholars for postdoctoral positions and so forth.

“I am affiliated with the Mario Einaudi Center for International Studies and the Judith Reppy Institute for Peace and Conflict Studies, and we literally have no

post-docs compared to all of our peer institutions, often who have a dozen. And it's a way of our centrally isolated town and university to connect to the outside world by doing things like that.

“And in our budget model, as we saw at our last meeting, everything is allocated by college. So interdisciplinary centers like the Einaudi Center, like many others on campus, sometimes get short-shifted. So sorry to hit you with this after only three or four days, but it's going to be an issue you'll be hearing about, I think, from many of our colleagues.”

President Pollack: “So I could just say yes, which is what you said I had to say. No, there's a bunch of questions packed in there, and I'm not prepared to speak to the specifics of whether a particular interdisciplinary program should get more support or not.

“I want to go back to your original question. I think when we speak of being diverse, we have to think about diversity very broadly construed. So it naturally includes racial and ethnic diversity and gender diversity and diversity of national origin, but it also has to include diversity of ability. So people with disability, I think, are often not as welcome or as included on campus as it should been.

“It has to include support for people with different sexual orientation and different gender identification. It has to include diversity of political thought. I

think higher education is rightly criticized frequently for not necessarily giving students the kind of broad perspective, access to broad kinds of political theories, and we have to work on that. So yeah, national origin is an important part of that.”

(APPLAUSE)

Dean Van Loan: “There is a beer, wine, cheese reception right outside the door, and we can talk to one another about the calendar and other things. Thanks a lot.”

Speaker Susskind: We will adjourn.”