

Faculty Issues: Year in Review

A Report to the Board of Trustees, May 1999

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J. Robert Cooke

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Faculty Issues: Year in Review

A Report to the Board of Trustees

J. Robert Cooke
May 14, 1999

Thank you for this opportunity to address the Board in my role as Dean of the Faculty. My first year has been an exceptionally busy one. In fact, I've prepared this brief written report in order to share greater detail than can be communicated during the five minutes allocated for my remarks.

First, I believe that faculty governance is healthy and robust. I believe that we're dealing with issues of importance to the Faculty and to the University. I recognize that faculty custom encourages and embraces lively debate – and that we may at times exceed your appetite for lively debate.

1. Faculty Compensation: Our most recent issue illustrates our fondness for lively debate. On April 14th the Faculty Senate adopted two resolutions on this topic (Exhibits 1 & 3) – one by acclamation and the other with only a single negative vote. I can report with confidence that the Faculty wants faculty compensation raised to the top of the university's agenda. Although we risk being accused of acting in a self-serving manner, the faculty really does believe that unless faculty compensation grows more rapidly than at present, the quality of this institution will suffer. We believe that maintaining a high quality faculty is key to the creation of high quality scholarship and to providing high quality undergraduate and graduate education. A robust salary program is an important element in assuring that we attract and retain high quality faculty.

The first resolution (Exhibit 1) is a reaffirmation of one adopted on December 9th (Exhibit 2). While not specifying a specific salary program goal, the existence of this resolution implies that the announced program for the endowed colleges of increasing the salary pool 5% per year for each of five years is deemed inadequate. The statutory college salaries have not recovered from the cumulative effect of several years of low or no salary improvement program.

The second resolution (Exhibit 3) deals explicitly with statutory salaries, Exhibit 4, a figure presented to you in January 1999 in the *In-Year Forecast (Fall report)*, shows that average statutory salaries for all faculty in inflation-adjusted dollars has stagnated while the endowed average is on an increasing trajectory. The growing difference between statutory and endowed salaries is already excessively large and surely will become much larger before corrective actions can be implemented. This is already a serious problem.

This difference is aggravated further by the mandated shrinkage in the size of the statutory faculties. For example, the CALS faculty has shrunk from 480 to 390, thereby effectively increasing individual faculty workloads and performance expectations while they experience deteriorating compensation. We will not be surprised if a dramatic diminution in our premier national standing occurs.

To assure that I've appropriately transmitted the faculty's views, I've appended brief statements by the Chair of the Financial Policies Committee (Exhibit 5) and by the sponsors of these two resolutions (Exhibits 6 &7).

Some faculty, probably a majority, feel that the situation is so serious that faculty salaries must be increased without further consideration of the financial consequences to the university's budget. Others, probably a minority, feel that a systemic, contextual view must be taken. For example, the rate of increase in tuition is linked to the endowed salary improvement program so a balance must be found. Some favor discussing only the salary component, but others favor consideration of other issues such as cost of living, etc. when making comparisons. Some favor a confrontational stance while others prefer a collegial approach. *All faculty desire greater consultation and respect for faculty views on this and other major issues — and we wish that this consultation occur before, rather than after, important and irreversible decisions are made.*

These Senate resolutions ask for dialog with the administration, but I personally urge you to ask the Executive Committee or a special Trustee Task Force to review this issue.

2. Animal Rights: With insistence by the animal rights activists, a second controversial issue has occupied our attention. We facilitated a dialog between those who are ethically opposed to dissection exercises in the introductory courses and the faculty responsible for the introductory biology courses (Exhibit 8). The faculty reaffirmed the faculty's responsibility for control over the content and conduct of his/her course (Exhibit 9). We were unwilling to mandate that all courses must provide alternatives, but applauded the compromise reached between the faculty who teach the introductory biology courses and a group of concerned students and alumni.

Dissection was but one aspect of a much larger protest that resorted to intimidation and eventually led to a strong reaction by the administration (Exhibit 10) and by the *Cornell Sun* (Exhibit 11).

3. Physical Education and Athletics: The Senate reviewed the strategic plans for physical education and athletics. Interest in this third topic was stimulated by a dispute over access to squash courts, but triggered by a departmental report on priorities and also intersected with a Trustee Task Force on Athletics (that was not shared with the community until March).

For the first time in decades the Senate obtained broad-based, community comment in order to identify and to align community values and university actions on this subject. These reports, to which the community is reacting, call for an increased emphasis upon success in the intercollegiate sports programs, but gives minimal attention to other dimensions of the program.

In contrast, community interest in and support for intercollegiate sports has diminished in recent years while the participatory programs have elicited dramatically increasing popular support despite the ubiquitous fee structure. Following a strong and unanimous resolution by the Faculty of Arts and Sciences, a Faculty Senate resolution (Exhibit 12) and the *Cornell Sun* editorial (Exhibit 13) urged the Trustees to align priorities with demonstrated community interest and priorities. The faculty insists that faculty control over admissions policies by the several colleges be respected and specifically not be compromised to achieve a better intercollegiate athletics win/loss record.

4. Senate Sponsored Academic Leadership Series: The Senate sponsored the December 8th half-day session of the Academic Leadership Series, attended by about 325 persons, which dealt with two issues requiring faculty attention (Exhibit 14) – student-faculty interactions and distance learning. Both topics elicited strong faculty interest. The first is a manifestation of a larger need to develop a greater sense of community at Cornell – as has been documented in surveys of student attitudes in 1994 and again in 1998. The second is an emerging topic of profound significance – both local and national. Those discussions helped clarify both opportunities and dangers, but importantly, clarified directions in which the faculty supports and is willing to be led. Significant initiatives to address these issues are in progress.

5. Sense of Community: (New Initiatives)

5.1 Course Photos: An important first initiative was implemented this semester – course photos were distributed with class lists to assist the faculty to call their students by name and to help the faculty recall their students more clearly when later asked to provide letters of reference. E-mail addresses of the class members were also provided to facilitate out-of-class communications.

5.2 University Faculty Forums: Another initiative allowed all members of the campus community, not just those who are members of the Senate, to participate in discussions of significant issues that affect the community. I believe that active participation in the understanding and shaping of issues encourages a greater sense of community. In addition to the discussion of athletics mentioned previously, we also examined the restructuring of the biological sciences. The eventual restructuring of the biological sciences did not match the views expressed by the faculty; many faculty are concerned that

the new administrative structure may diminish, rather than enhance, the synergy of the roughly five hundred biological scientists at Cornell.

In the third and most recent forum we examined the impact of the events that occurred here thirty years ago. The emotions associated with the events of *Cornell '69* remain strong despite the intervening thirty years. We now have a clearer understanding of those complex events and perhaps this discussion will be cathartic, enabling us to put those painful days behind us while we learn lessons of future value. (This May 3rd event was video taped and a transcript will be posted on our website.)

5.3 Dialog on Campus Climate: A third major initiative, a campus-wide, department-based discussion of the campus climate has begun. We've had two pilot sessions this semester in anticipation of the larger effort next semester. We hope to explore how we deal with our differences, especially those racial and ethnic in nature. We want to assure that our differences remain our strength, rather than a liability. This effort was developed in response to a Faculty Senate resolution (Exhibit 15) and is being lead by Professor Robert Harris of Africana Studies and Research Center and Rev. Robert Johnson of CURW.

5.4 University Faculty Website: A fourth major initiative is nearing implementation. Our governance website is being broadened to serve the needs of the entire faculty, not just the Senate and its committees. We hope to make this a primary web entry point for all faculty needs. We will provide for the posting of more substantial opinion pieces than can be published in the local newspapers. We'll also provide an online self-serve database for the listing of the myriad of seminars and special events that often go unnoticed and underutilized on this campus. During the course of a year many of the world's great thinkers and leaders speak here. Each department will be able to post its seminars and events that are open to the public, to perform keyword searches, to extract listings of events of interest and even to obtain automatic periodic e-mail notices of events of interest. We anticipate that this might significantly enhance access for students, faculty and staff to the richness of the intellectual life at Cornell.

5.5 The Dale R. Corson Colloquium on the Future of the Research University: A fifth major initiative is scheduled for September 3 & 4 to honor one of the most beloved members of this community – a person who cares deeply and thinks deeply about the future of higher education. This event will bring major national figures to campus to help us begin a discussion of the changes research universities must consider thoughtfully in the post-cold war era.

5.6 Task Force on Long-Range Financial Planning: Professor Donald Holcomb will chair this committee, whose members are the past and present Faculty-elected Trustees. This group will examine the ways to control the unrelenting rise in tuition and other expenses per student at Cornell – a trend

that we believe cannot continue indefinitely. They will explore fundamental changes that might come to fruition in 5-10 years to redress this financial instability. Their role will be to describe viable options, but not to select nor to implement these options.

6. Other Financial Issues: We believe that there are several ominous financial trends deserving serious attention.

6.1 Unrelenting growth in tuition, faster than inflation: The tuition trends at Cornell are surely unsustainable (Exhibit 16). This problem is worthy of our serious attention. We simply do not know how to escape from what appears to be a self-destructive path.

6.2 Severe Dependency upon Tuition Revenue: If we wish to remain a premier research university, we must find a way to avoid our headlong rush towards dependency upon revenue from our students and their parents to sustain our research capacity (Exhibit 17). Tuition has become our massively dominant source of revenue.

6.3 Statutory Colleges Crisis: Our dual, statutory-endowed partnership is being strained by a dramatically diverging faculty compensation pattern (Exhibit 4). As professor Harriott observes in Exhibit 5, *'The fact that the average salary for full professors in the Statutory colleges, corrected to a 9-month basis, is only 85% of that for professors in the major endowed units (the Business and Law School* are not included in this comparison) creates a serious morale problem, which the administration seems reluctant to address.'*

* [N.B. the most highly paid]

7. Other Issues: The opportunity for using information technologies to improve our financial situation are being explored in two important areas: in scholarly publishing and libraries and in distance learning. Some promising options are being explored.

Scholarly Publishing: Two major flaws burden the current publishing paradigm. The traditional paper-based library requires the local acquisition of an exponentially expanding local collection and the associated long-term storage and management costs. Cornell's library subscription and acquisition costs are soaring; in addition, we also must add several miles of additional shelf space each year that must be maintained indefinitely. The solution to this problem requires national cooperation. A single national digital archive for all new scholarly materials would permit the research libraries to curtail library construction (and management of this perpetually expanding collection). If the associated capital costs could be redirected to operating costs to cover the publication of the scholarly literature and if a comprehensive system of on-demand printing were established, we could restore the long cherished principle of open access to all students and faculty. We must remember that enhancing faculty and student productivity is the core issue.

Distance Learning: The Internet provides a basis for a technology-mediated and fundamentally expanded approach to education. The faculty should focus on content development, rather than on the technology. We should utilize this emerging technology to serve a larger audience than heretofore has been feasible in order to spread our costs over a larger audience while at the same time expanding our service to the nation and world.

I propose that we develop a cluster of our broad-based, large enrollment courses into multimedia-rich 'textbooks' for the next decade. If we market these on a wholesale, rather than on a retail basis, i.e., sell to other universities rather than directly to students, our faculty would not be required to interact directly with a massively increased number of students beyond the campus. Furthermore, Cornell need not assume primary responsibility for the technological infrastructure required to service this expanded 'student' population.

8. Managerial Responsibilities: Faculty governance typically has not assumed a significant managerial role in the university, but has relied upon an extensive consultative network. Three major exceptions have been implemented in recent years: Adding an additional level of review to advise the Provost on promotions to tenure, more aggressive participation in the review of academic programs, and advising the administration on priorities for major research funding decisions. Although the time demands are significant, all three initiatives, organized under the leadership of my predecessor, are effective and are being well received.

Summary: The faculty is actively engaged in re-establishing its traditional responsibilities for Cornell. This is an exciting time because we must address many fundamental issues that either threaten our traditional approaches or provide dramatic opportunities to enhance our role in society. We invite you to support our efforts to re-invent and re-energize this special and unique research university.

Faculty Issues: Year in Review

**A Report to the Board of Trustees
By J. Robert Cooke, Dean of the Faculty
May 1999**

Exhibits

Exhibit 1: Resolution Reaffirming December 1998 Resolution (Adopted by the Faculty Senate on April 14, 1999.)

BE IT RESOLVED, that the Senate reaffirms the resolution [Exhibit 2] it passed at its December 1998 meeting, and asks the Provost to reconsider his decision not to abide by that resolution,

BE IT FURTHER RESOLVED, that the Senate asks the Dean of the Faculty and the UFC to make every effort to achieve the goals of the December 1998 resolution, and

BE IT FINALLY RESOLVED, that the Senate supports the Financial Policies Committee's decision to make the improvement of faculty salaries the highest priority.

Resolution submitted by: Donald Barr, Keith Dennis, Clifford Earle, Locksley Edmondson, Stephen Hamilton, Mary Jacobus, Robert Kay, William Lesser, Peter Loucks, Mary Beth Norton, Judith Reppy, Gordon Teskey

Exhibit 2: Faculty -Administration Partnership: Improvement of Faculty Salaries (Adopted by the Faculty Senate, December 9, 1998; and referenced in Exhibit 1).

The Senate believes that it is both appropriate and in Cornell's best interests for the Faculty to be fully involved in a partnership with the administration on all major fronts as priorities are chosen and a vision of the future is crafted.

One critical area that could benefit immediately from a renewed partnership is faculty salaries. The Senate believes that progress is not proceeding rapidly enough toward average salaries in both the statutory and endowed units that are competitive with those at peer institutions whose faculty are ranked similarly in quality.

To attack this problem in a spirit of cooperation and partnership, the Senate asks the Administration to develop, together with the Financial Policies Committee, faculty salary targets for all ranks in both units, as well as a schedule and financial strategy for meeting these targets. The Senate instructs the Financial Policies Committee to report on the status of this joint effort no later than the April 1999 meeting of the Faculty Senate.

The Senate believes that it must be not only consulted, but also substantively involved in the formulation of major policy and selection of major priorities involving Cornell's faculty, academic programs, curricula, and students. The Senate is increasingly concerned that the partnership is withering rather than flourishing.

Exhibit 3: Resolution on Faculty Salaries in the Statutory Colleges (Adopted by the Faculty Senate on April 14, 1999)

Whereas, the average salaries in the statutory colleges are much lower than at comparable peer institutions, especially at the full professor level and especially in the Colleges of Agriculture and Life Sciences and Human Ecology, and

Whereas, the long-standing inequity between statutory and endowed faculty salaries has become an institution fracturing gap during the past decade, (At present the average monthly salary for statutory faculty has dropped to approximately 82% of the endowed level. In other words, the average statutory faculty salary for eleven (11) months service for all ranks in 1998-99 equaled the average salary for nine (9) months in the endowed colleges.)

Therefore Be It Resolved, that a much higher priority be given to improving faculty salaries by both the college and by university administrators.

Such efforts should include:

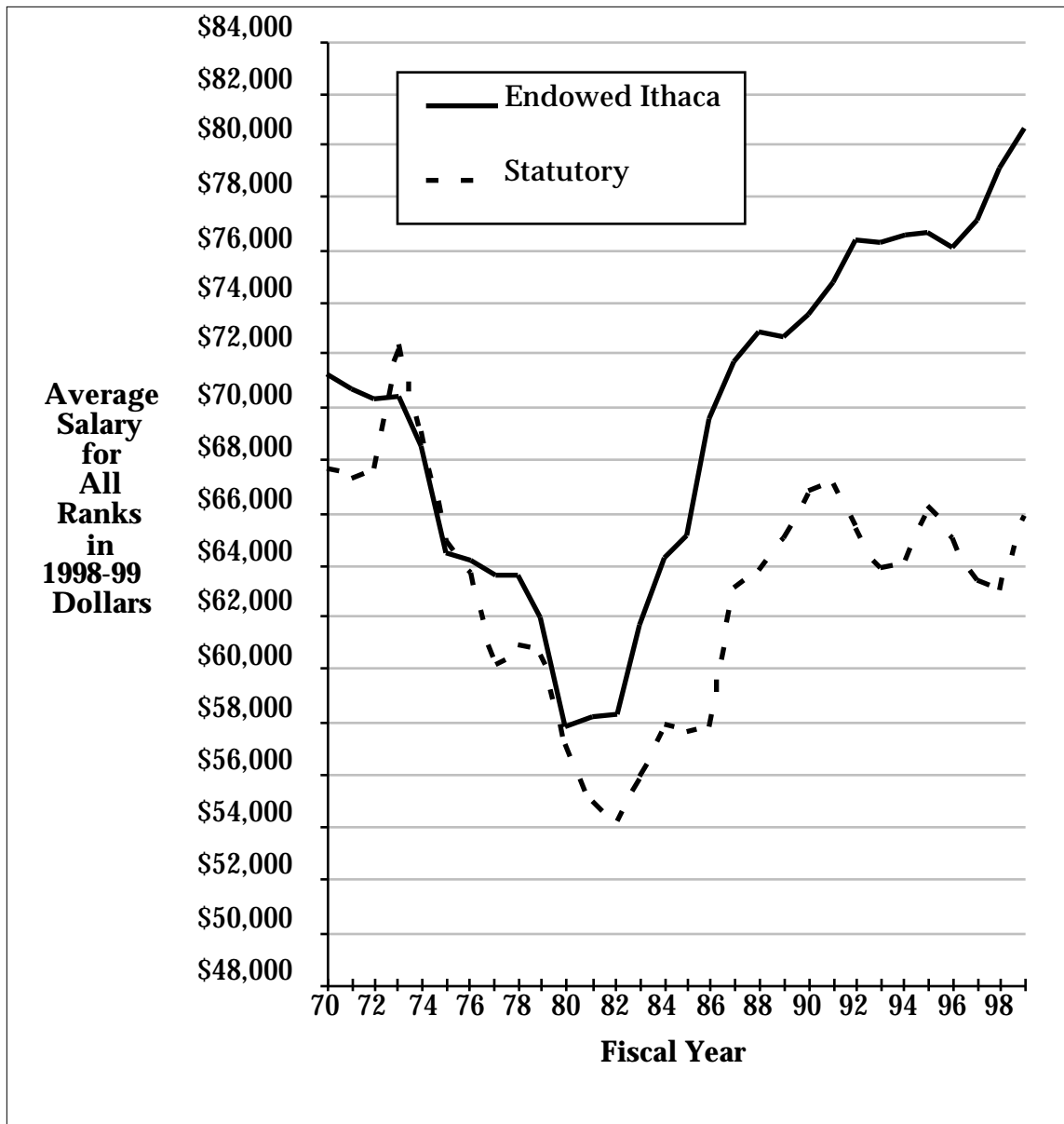
- o Expanding lobbying and political efforts in Albany and with SUNY.
- o Creating an emergency funding source for more robust salary improvement programs. (For example, consider leaving unfilled some faculty positions that have been or may be authorized - except to meet truly urgent needs such as sustaining required courses or pursuing truly high priority research needs.)
- o Faculty compensation comes in many forms. In this emergency, consider encouraging retention of high productivity faculty using non-salary perks such as dedicated support for graduate students and special parking benefits to encourage institutional loyalty.

Be It Further Resolved, that we request the University administration to seek both Trustee and expanded Faculty assistance in finding remedies for this crisis and to make a formal report no later than the Senate's September meeting.

Resolution submitted by: Donald Barr, Stephen Barr, Kerry Cook, Stephen Hamilton, Joseph Laquatra, William Lesser, Robert Lucey, Carlo Montemagno, William Pardee, Sy Rizvi, Peter Schwartz, Michael Shapiro, J. Mayone Stycos, Leslie Weston, Larry Wheeler, Gregory Weiland, Milton Zaitlin

Exhibit 4: Average Ithaca Campus Faculty Salaries, From: 1998-99
Financial Plan: Operating and Capital In-Year Forecast (Fall Report), Jan. 1999,
 p22.

Average Ithaca Campus Faculty Salaries
 (Statutory salaries converted to a nine-month basis)



“This graph shows the change in average faculty salaries for the six Endowed Ithaca and four statutory colleges, charted in 1998-99 inflation-adjusted dollars (adjustment for inflation made by using the Consumer Price Index). Statutory salaries that are paid on a 12-month basis were converted to a 9-month equivalence using a 9/11ths factor (based on the premise that a 12-

month appointment equals 11 months of employment plus 1 month of vacation whereas a 9-month appointment equals 9 months of employment plus 3 months of vacation).

“Excluded from the salary base were any extra compensation for administrative appointments, salaries paid for teaching in the summer session, salaries paid during the summer from research grants, and extra compensation for teaching in the executive education programs of other colleges. Also excluded were deans and central administration appointments (e.g., dean, provost, associate provost, etc.). Where faculty were on sabbatical for a full year at half salary, their salaries were annualized.

“In plotting average Endowed Ithaca and statutory college salaries no adjustments were made for:

- 1) Relative number by rank (professor, associate, assistant).
- 2) Time in rank.
- 3) Overall length of service.
- 4) Mix of disciplines.
- 5) Age or any other demographic characteristic.”

“Correcting the graph for the relative mix of ranks between Endowed Ithaca and statutory, however, introduces almost no change in the analysis.”

M. Whalen

Exhibit 5: Statement by the Chair of the Financial Policies Committee, May 13, 1999

To: Cornell University Board of Trustees

The Financial Policies Committee devoted most of its effort during the last year to discussing salary problems in the Endowed and the Statutory Colleges and preparing resolutions urging further action by the Administration to raise average salaries. In the statutory units, the average salaries for 1998/99 were over 6% above previous year values, with increases of 6.2% for assistant professors, 7.4% for associate professors, and 6.1% for full professors. However, the number of faculty was 4.5% less than the previous year, so the total salary budget increased less than 2%! If the size of the faculty remains about the same, it seems unlikely that the 6% increase will be repeated this year. The fact that the average salary for full professors in the Statutory colleges, corrected to a 9-month basis, is only 85% of that for professors in the major endowed units (the Business and Law School are not included in this comparison) creates a serious morale problem, which the administration seems reluctant to address.

In the Endowed Colleges, the average salaries for assistant and associate professors went up by 5.0% and 4.8%, but the increase was only 4.0% for full professors, in spite of the 5.0% increase in the salary pool. Cornell full professors lost ground relative to a group of peer institutions, where the average increase was 4.8%, and the average Cornell salary is 16% less than the average for the peer group, just as it was two years ago. Adjusting for cost of living differences narrows this gap somewhat, but the lack of progress in increasing Cornell's rank in the salary scale is disappointing.

A major concern is the change in the administration plan for 5 years of 5% improvement in the salary pool. For the next 3 years, the plan is to increase the allocated funds by only 4%, and the colleges are expected to add 1% by using money available as senior faculty retire and are replaced by assistant professors. However, this reallocation of funds within a college occurs anyway, and it normally makes the salary increase for continuing faculty 1-2% greater than the increase in average salary. This reallocation does not increase the average salary for any rank. The administration may have intended the 5% per year to be the average increase in salary for continuing faculty, or they may have switched to this goal because of the difficulty in providing 5% increases in the salary pool, but in either case, they have not explained and justified the policy to the faculty.

An even more important matter than the faculty salary problem is the continuing rise in tuition at more than 2% above the inflation rate. The high tuition makes it very difficult for children of middle income families to attend Cornell, but for those on full financial aid or those from wealthy

families, the cost of tuition is relatively unimportant. Admission statistics for financial aid applicants show that we are losing potential students from the middle income group. For the class of 2000, the acceptance ratio was 55% for those with family incomes below \$60,000, but it was only 40% for those with family incomes of \$60,000 to \$100,000. Surveys would probably show that many middle income families don't even consider Cornell or other Ivy League colleges because of the high tuition. We may have a diverse student body with respect to race and gender, but we will not have as talented a group of students as we could have if we continue to make Cornell too expensive for middle income families.

Peter Harriott, Chair, Financial Policies Committee

Exhibit 6: Statement by Sponsor of Resolution One (See Exhibit 1)

To: Cornell University Board of Trustees

For the last several years, the Financial Policies Committee has been tracking Cornell endowed and statutory salaries in relation to a group of private and public peers respectively. While Cornell salaries at the assistant professor level are competitive, that is not the case for higher ranks. Appended to this letter is a graph showing this comparison for full professors over the last several years.

The general trend is clear: Full professor salaries in the statutory colleges relative to a group of peer schools have dropped approximately 12% since 1990. In the same period, full professor salaries in the endowed colleges have dropped 8% while the total decrease since the late 1970's is over 16%.

It also seems clear that the current 5-year 5% plan will not have a significant impact.

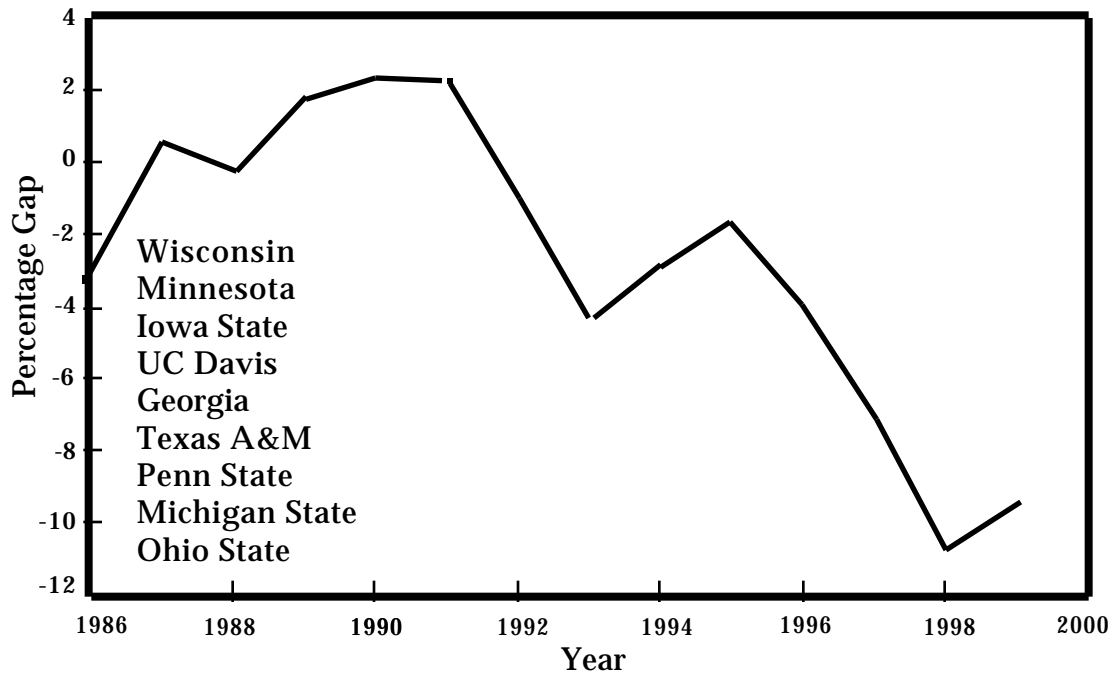
Even though Cornell has many attractive features, they cannot compensate for the difference in salaries at comparable institutions. Recruiting and retention of high-quality faculty has suffered and is certain to become worse.

A more vigorous plan for salary improvement, with definite goals and a timetable, would be an excellent way to return the competitive edge to Cornell.

There are of course differences of opinion as to exactly how far behind Cornell is and how the problem should be solved. But I hope that you will agree that there is a problem and that it needs to be solved.

R. Keith Dennis, Sponsor of the Resolution (Exhibit 1). May 14, 1999

**Full Professor Salary Gap
Cornell Statutory vs. Public Peer Group**



**Full Professor Salary Gap
Cornell Endowed vs. Private Peer Group**

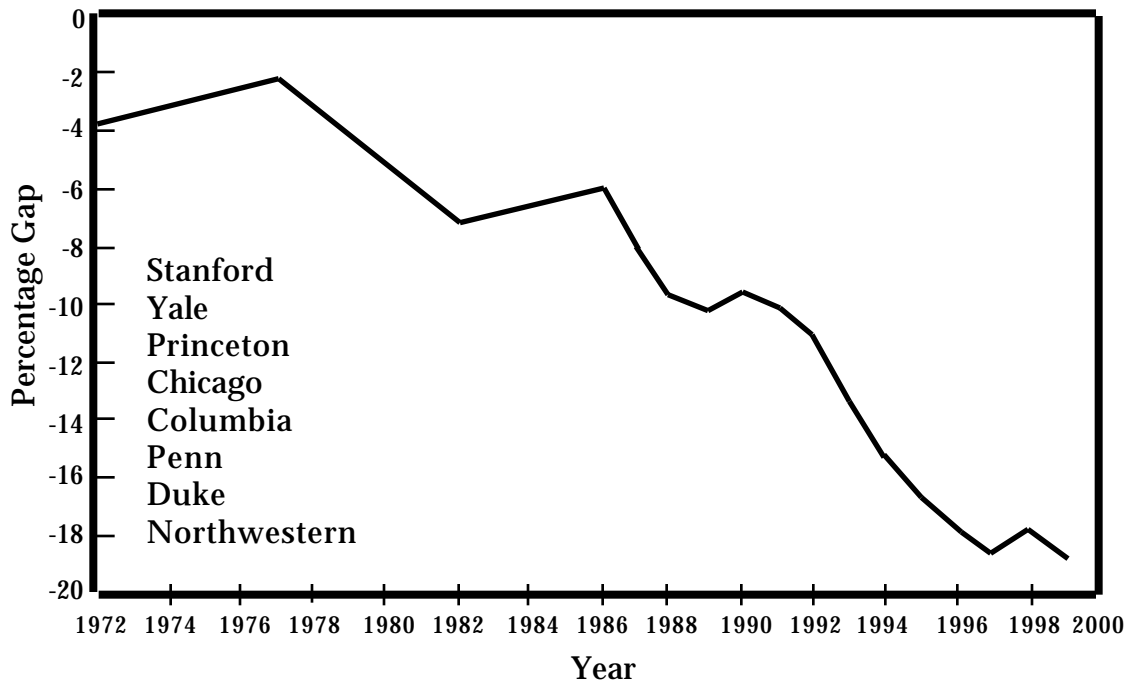


Exhibit 7: Statement by Sponsors of Resolution Two (See Exhibit 3)

INTRODUCTION

Cornell University faculty salaries are, on average, below those of peer institutions. Endowed salaries, especially at the full professor level, rank in the lower half of all Ivy League schools, while statutory salaries are 88 percent of those at peer public institutions, and even rank below those of SUNY University Centers: Binghamton, Buffalo, and Stony Brook. But even more troublesome is the fact that within Cornell University there is a 20 percent difference in comparable full professor salary levels between faculty in the endowed units and their colleagues in the statutory units, with the gap widening annually. The deviation is somewhat less, but continues to widen, at the assistant and associate professor levels as well. Such a disparity, within the confines of the same university, serves to lower the morale of the affected faculty and has the potential to adversely impact the quality of the University and its programs.

The comparable salary issue was placed in sharp focus when at the April 14th Faculty Senate meeting Provost Randel said, "...we are reliant upon the State and SUNY for the provision of salary improvement programs." Although there was a subsequent reference by the Provost to what might be done locally, the inference for many was that Statutory salaries were between the faculty, and SUNY and the State. That inevitably sends the message that Cornell is two universities, not one, and Statutory faculty are tired of being treated as secondary. Extraordinary efforts have been made in recent years to maintain Statutory programs despite a loss of some 100 faculty members, but how long can that good will remain when we are cast off from the Endowed units, separate and unequal? Recent decisions by the Board of Trustees regarding the North Campus housing plan among others, while worthy, do indicate that the University can find the funds to support its highest priorities so it is difficult to escape the realization that the ongoing inaction on Statutory faculty salaries is anything but a policy of choice.

THE RESOLUTION

At its meeting on 14 April, the Faculty Senate overwhelmingly passed a resolution asking the University Administration to make equity in Statutory and Endowed faculty salaries a high priority.

DISCUSSION

The spirit of the oneness of Cornell University is seriously fettered by the inability to address the salary disparity issue. Creative solutions are called for. One possible solution is to move all faculty to 9-month appointments* with no reduction in salary. This would have the immediate effect of equalizing the full professor salaries between the two divisions of the University at no increase in the total cost of salaries. Clearly, faculty preferences and responses within the SUNY system would need to be considered. Another possible immediate approach includes using funding from vacant faculty lines to

support pay increases. But more too is needed in the longer term as statutory faculty are now determined by the negotiated SUNY faculty raises. A means needs to be found that allows all faculty to enjoy ongoing salary parity so that the discrepancy, having been closed, is not allowed to widen once more.

Peter Schwartz and William Lesser

May 12, 1999

* Cornell faculty have one of two types of appointment. The first is the so-called 9-month appointment where faculty are expected to conduct their official university duties essentially during the academic year. This is the common appointment in Arts & Sciences, Art, Architecture, & Planning, Engineering, Hotel Administration, Industrial & Labor Relations, JGSM, and Law. Faculty on 9-month appointments can and frequently do enhance their salaries with summer teaching or research project support. Faculty in the Colleges of Agriculture & Life Sciences and Human Ecology generally hold 11-month appointments, requiring them to conduct official university duties 11-months of the year (and may not accept other employment except as allowed by the consulting policy; the permitted consulting time is half that of the endowed colleges). It is customary practice when comparing faculty salaries to scale 11-month salaries to 9-month equivalents by multiplying by 0.82.

Exhibit 8: Agreement Concerning Dissection in Introductory Biology Courses (3/23/99)

Comment: The students reported that although alternatives to dissection were made available in all three introductory biology courses, the alternatives were inferior. Students were tested on real, dissected animals, which was also unsatisfactory. The faculty agreed with the students that the alternatives were very poor. Especially for organisms like the crayfish or the squid there was very little commercial demonstration material available and most of it was not very helpful in learning the anatomy of the different organisms for which students would be held responsible.

Students who had conversed with faculty early in the semester reported receiving better accommodation than did those who had waited until just before the dissection laboratory. It was pointed out that despite warnings in the catalog, these are predominantly freshman courses and that some students are not as familiar with the course description in the catalogs or the course details in the syllabus as the faculty might wish. It is especially important, therefore, that clear announcements of dissection policy be made during the first day of classes. Students who are troubled by dissection should be invited to attend a special session where information about alternatives could be made available.

The overall outcome of the meeting was the suggestion that both faculty and students would undertake certain obligations:

Faculty agreed:

1. In the introductory biology courses, Bio 101-104 and Bio 109-110 alternatives to animal dissection would be provided to students upon request. In Bio 105-106 there is an emphasis on the study of anatomy and physiology. While students do not have to do any dissection or even observe it, they must learn the material and will be tested with dissected specimens. Students objecting to dissection should choose one of the other courses.
2. On the first day of class, the animal dissection policy will be announced to the class.
3. Catalog descriptions of the course will specify whether alternatives to dissection are available.
4. Students choosing alternatives to dissection will be held responsible for the same material and the identification of structures in real organisms as all other students in the course.

Students agreed:

1. That being expected to read both the catalog copy and the course syllabus within the first week of classes is a reasonable method for communicating the policy on alternatives to dissection.
2. That it is reasonable to expect the students to notify the faculty within the first week of the course if they have objections to the dissection policy in the course and to indicate what accommodations they desire. By doing so early in the semester, if their needs cannot be accommodated, they can either switch courses or drop the course in question.
3. Further, the students agreed to search for better, alternative materials and approaches to dissections. They are to identify specific materials of appropriate level and content for evaluation by the faculty. Director Walcott agreed to try to find funding to purchase such materials that were requested by the faculty of the introductory courses.

Exhibit 9: Resolution on Dissection (Adopted by Faculty Senate on May 12, 1999)

BE IT RESOLVED, that the Faculty Senate affirms the right and responsibility of instructors to determine the content and conduct of their courses and scholarly activities, and

BE IT FURTHER RESOLVED, that the Faculty Senate applauds the practice of offering alternatives to dissection in all instances where the instructors determine it is consistent with the educational goals of the course and commends the efforts of biology instructors to evaluate the relevant innovations in educational technology as these are brought to their attention.

Rationale: The Faculty Senate resolution above is based on the premise that a university encourages expression and discussion of divergent views and opinions. The consideration of dissection in introductory biology classes by the Faculty Senate was preceded by a Student Assembly resolution (3/26/98) and a discussion of this issue by concerned students and appropriate faculty (2/23/99), which resulted in an amicable agreement (3/23/99). The Faculty Senate resolution is consistent with the March 23rd agreement between faculty and students to continue the use of alternatives to dissection in introductory biology courses. In drafting this resolution the University Faculty Committee carefully considered the rights and responsibilities of both faculty and students.

5/4/99

Exhibit 10: Statement by Richardson, Adler and Cooke Concerning Nature of Animal Rights Protests

To The Editor:

We have observed with increasing concern the recent activities of the Cornell Students for the Ethical Treatment of Animals (CSETA), both in their actions and in attacks published in The Sun directed against Cornell biologists who use animals in their courses and research. The most recent threat (Sun, Monday, April 19, page 8) was a statement attributed to a CSETA leader: "Up till now we have been non-violent but we have no obligation to remain so. They (the biologists) deserve the same pain and suffering they inflict on the animals." We hope this person has been misquoted.

First Amendment rights do not give license to intimidate or hurt other people, or to damage facilities. We want to state unequivocally that Cornell defends and will continue to defend the right of its faculty to the legitimate and legal use of animals in their research and teaching. We abhor and condemn the recent threats to use violence against researchers who study animals that were published in the Sun, as well as the vilification and "targeting" of individual animal researchers. While we support the right of students to protest on campus, we believe that this must be done within the guidelines of the "Campus Code of Conduct." Furthermore, we believe that these activities, even if legal, should be confined to campus where the research is conducted and that the intimidation inherent in protesting at faculty members' homes is beyond the pale of civilized dialogue befitting a university community.

The use of animals is essential to modern research and training in the biological and medical sciences. While models, computer simulations, and other methods should be employed where possible, the complexities of living organisms, especially of mammals, make animal testing absolutely required. At Cornell, many important discoveries that have conferred significant benefits to humans and animals have involved animal testing, including the Pap Smear for early diagnosis of cervical cancer, the discovery of the Feline Leukemia Virus, the role of DDT in the decline of Peregrine Falcons and the subsequent reestablishment of natural populations, and the discovery of renin, one of the principal hormones regulating blood pressure. Surely no one would contest the benefits of these and many other discoveries made by Cornell faculty.

Similarly, the quality of undergraduate teaching in biology is greatly enhanced by hands-on experience with animals. The recent departmental reviews of the several units of the Division of Biological Sciences by experts from the US and Europe were unstinting in their praise of the experiences Cornell provides its undergrads, in particular the lab training. And recall that

Cornell, despite its modest size, is the largest single producer in the entire country of students in biology and agriculture that go on for PhDs.

In the recent Sun article, a CSETA leader referred to labs in which animals were "starved" and "tortured." We wish the Cornell community to know that if such charges were verified, the lab would be cited by our inspectors, the animals removed and cared for, and the laboratory immediately closed. We recognize that animal use is a privilege and must be conducted under the strictest standards. Although Cornell is subject to Federal and State regulations, we maintain even higher standards by employing an independent agency (Association for the Assessment and Accreditation of Laboratory Animal Care International) to assure compliance with our standards and with those of the governmental regulations. All animal use in both research and teaching is reviewed regularly by the Institutional Animal Care Committee, and inspections of facilities, including unannounced ones, are conducted regularly to be certain that none of the procedures conducted on animals is either inhumane or trivial. We take our obligations for the health and proper treatment of animals very seriously.

University campuses are important crucibles for discussion of current societal issues, including the treatment of animals. However passionate one's beliefs and however shrill the rhetoric may become, violence and intimidation have no place on this or any other campus.

Robert C. Richardson
Vice Provost for Research

Kraig Adler
Vice Provost for Life Sciences

J. Robert Cooke
Dean of the Faculty

Exhibit 11: Cornell Sun Editorial of May 6, 1999 on Threats of Violence
(Reprinted With the Permission of The Sun)

Menace to Society: *Pease's threats of violence must cease*

The Sun joins Vice Provost for Research Robert Richardson, Vice Provost for Life Sciences Kraig Adler and Dean of the Faculty J. Robert Cooke in condemning the threats of violence by Bryan Pease '00, an animal rights supporter and a Sun columnist.

Pease is quoted in a Sun article as saying, "Up until now we have been nonviolent but we have no -obligation to remain so. [Biology professors] deserve the same pain and suffering they inflict on the animals." The Sun believes there is no place on this campus for direct or indirect threats of violence to faculty or any other members of the Cornell community. As there is the potential for violent words to provoke violence, Pease's words should be stifled by the University. An anti-abortion website in Oregon was recently fined \$107 million by a federal jury for printing a "hit list" of abortion doctors; as Pease's words are in a similar threatening vein, we believe they are difficult to justify in the name of free speech.

At a time when students are criticized for disengagement and a lack of commitment to activism, students motivated to stand up for moral, ethical and political views should be applauded. But there is a line between appropriate protest and inappropriate tactics. Protesting at a professor's house, one of Pease's recent actions, is a case in point. We advocate self-restraint, and the exercise of free speech tempered by wisdom. After all, does Cornell want a community in which professors and researchers' family and home space is invaded or disrupted?

Disagreements, especially those vigorous or profound in nature, are not only essential but healthy in a democracy. Animal rights activists should actively proselytize their views, especially to faculty. Indeed, everyone should advocate their views through discussion and debate. Threats of violence, however, are essentially anti-speech acts. They serve only to intimidate and coerce. A focus on violence and threats of violence have no place in any discourse. This type of speech is the ultimate anti-intellectual act at Cornell, which is supposed to be the citadel of intellectualism.

In short, threatening speech is not free speech. Pease's latest actions are unwise, do not further his cause and are simply attempts to sensationalize it with rhetoric and hype. The Sun hopes Pease — and others who engage in irresponsible or hypocritical activism — comes to realize that his recent conduct is unprincipled, and that his increasingly violent statements are reprehensible.

Exhibit 12: Resolution on Athletics and Physical Education (Adopted by the Faculty Senate on March 10, 1999)

WHEREAS, the University Faculty has a strong interest in the overall educational experience and well-being of its students, and endorses the value of a broad-based program in athletics and physical education in undergraduate life, and

WHEREAS, the University Faculty does not endorse diverting significant existing or potential resources from these priorities or compromising processes for admitting students to the several colleges so as to achieve higher rankings in intercollegiate athletics,

THEREFORE BE IT RESOLVED, that the Faculty Senate urges the Provost and the President to ask the authors of the Strategic Plan for the Department of Athletics and Physical Education that is dated October 12, 1998 to modify the plan so that it will:

Enhance Cornell's broad-based programs in athletics and physical education;

Commit the Department of Athletics and Physical Education to honor the standards and processes for admission to the various individual colleges; and

Provide a detailed financial plan that is consistent with these goals.

BE IT FURTHER RESOLVED, that given other unmet needs of greater importance to the future well-being of Cornell, the Faculty Senate strongly urges the administration to assign low priority to the diversion of university resources of fund-raising activities to intercollegiate athletics.

BE IT FURTHER RESOLVED, that the Faculty Senate instructs the Dean of the Faculty to communicate this resolution to the Board of Trustees.

Exhibit 13: Cornell Sun Editorial on Athletics (May 7, 1999)
Reprinted with the permission of The Sun

To the Trustees

Board must consider University's integrity in athletics direction

The Report of the Trustee Task Force on Athletics, released to the public on March 31, has become a lightning rod for a discussion of the role athletics should play at Cornell. While The Sun believes that athletics should be strengthened, we are concerned that the Board of Trustees may overestimate the program's need for support.

Cited in the report is an oblique reference to a policy established early this semester. A memorandum sent by Provost Don Randel to the deans of each of the colleges instituted a policy which allows the Admissions and Financial Aid Dean to intervene in the admissions process by admitting up to 20 athletes per year. This policy was not utilized during the most recent admissions cycle, but The Sun shares the concerns of students and faculty that this unprecedented policy could be dangerous. This policy potentially undermines the integrity of the admissions process. We are convinced that the faculty's very strong objections to the report — voiced in a resolution passed overwhelmingly by the Arts College faculty after a lengthy discussion of the issues — are sufficient to render the policy inoperative.

But this new stipulation is simply a signal of a potentially more disturbing movement. The key issue here is not the special admissions policy, which the administration and trustees can very easily drop — if only to show their willingness to make concessions — but rather the long-term strategy for athletics Cornell may adopt.

Fundamental questions raised by students and faculty include: Does it make sense to try to compete with Princeton in intercollegiate sports? Would it not be better to identify just a few varsity sports — such as men's and women's hockey and lacrosse, women's softball, wrestling — in which Cornell will invest with the aim of winning, and be content with allowing Princeton and Penn to be dominant in others (such as football and basketball)? Should the University not be proposing, instead of matching other Ivies in dollars per athlete we spend annually, to set a cap on funds from the budget appropriated for intercollegiate athletics? Should Cornell not be designing the University's investment in physical education and athletics on the basis of students' interest in participating in the various sports and on the basis of spectator interest in intercollegiate sports? The Sun believes that the University should conduct surveys and track attendance figures to measure these interests and respond fairly to the community's constituencies.

We are concerned with the way the trustees have formulated their questions about athletics and the way they have proceeded to approach them. The current question about the Ivy League — do we have a level playing field? — has become less important than the question one hears sports commentators raise about sports in big-time Division I schools, which treat athletes as quasi-professionals who serve a college's or university's publicity effort, not as students whose athletic achievements should fit appropriately into their education. The Ivy League seems to be allowing a steady evolution toward the professionalization of athletics and athletes in the sphere of commitment, specialization and training required. Student athletes are being asked to spend more and more time in their sports, to the exclusion of other extracurricular activities and, at times, to the detriment of their studies, because the coaches see more intensive training as a means of gaining the slight edge needed to defeat the competing athletes. The effect of the intensification is to promote the "win at whatever price" mentality and downgrade athletes' academic commitment. This is hardly an outcome for which a socially and academically serious institution should stand.

Indeed, Cornell should strive to excel in all areas — but at what cost athletics? The focus on intercollegiate athletics in the trustee report is disconcerting given that students are engaging increasingly in intramural, club and outdoor programs while attendance at intercollegiate games remains stagnant. Now it may well be true that attendance will increase if Cornell moves into the big-time, but will public athletic facilities, intramural and outdoor programs be neglected? Attempting to drastically increase the stature of sports programs here cannot merit neglecting the many other needs that the University must address. In addition, faculty should have full control over admissions standards and, thus, this potentially hazardous special admissions policy must be eliminated.

The Sun supports the reinstatement of roundtable discussions about and college "point-persons" who lobby for student-athlete applicants. Subverting the admissions process, however, need not be included. This represents a capitulation to athletics lobbyists. The admissions process should not be perceived as the scapegoat for sub-par athletics. The bottom line for recruitment is the athletics staff itself.

Athletics can look to men's lacrosse as a case study. Hiring a high profile coach Dave Pietramala does more for a program than any policy. During the championship game of the National Lacrosse League, commentators noted the successful program Pietramala is building at Cornell. Due in large part to his national reputation, his first recruiting class — this year's freshman class — is one of the strongest in the county.

Student-elected Trustee Stephen P. Rockwell '99 has devoted his four years at Cornell to articulating the views of the students he represents. He could do no greater service in his final trustee meeting than pressing the trustees to

focus on the University's greater needs — such as the recruitment of high-quality students and underrepresented minorities and the upgrading of public athletic facilities — than the quest for big-time athletics. The Sun urges Rockwell and Student-elected Trustee Katie Dealy '00 to voice the widespread concerns and criticism of students, united with faculty, of both the special admissions policy and a "win at all costs" mentality to the Board of Trustees when it convenes later this month.

Exhibit 14: December 9, 199 Academic Leadership Series Program

For details, see:

http://www.ipr.cornell.edu/ALS_Web/ALS_HomePage.HTML

I. Student-Faculty Interactions

Reflections/Response from CURW Chaplains to COFHE Survey:

N.B. - The survey was reviewed by five of our chaplains (two women, three men, Protestant, Catholic and Jewish representation). Summary by Robert Johnson, CURW.

I believe all of us have heard most of the positives and negatives in this survey over the years of our work at Cornell. Still, the anecdotal material confirms and reinforces our individual impressions that Cornell is an environment in which:

- Many students find the social scene dominated by Greek life, weekend binges
- Many students find the faculty advising system a charade and never find in four years an adult who could write an informed recommendation for them
- All too many complain about the intense, competitive academic pressure and their frustration at being "nickled and dimed" for athletic facilities, study abroad, etc.
- Many regret in their senior year not having involved themselves more in extracurricular activities and broader intellectual/cultural/political events.
- Many are cynical about administration sensitivity to student needs (e.g., students cherish and want to keep Balch & Risley dining.)

Along with the negatives, one finds strong affirmations of finding oneself equipped for life and vocation at Cornell, and affirming the critical importance of supportive communities - in Greek life, disciplinary groupings, service and religious groups. And sadly, there is that small number of students for whom Cornell was a dismal, lonely, unexciting venture, who could not in anyway commend us to their peers.

We represent one aspect of life at Cornell in which as many as a third of our students are involved in religious life. Some of these communities involve both students and faculty (Catholic, Episcopal, Jewish, Muslim, Korean Church). Both the Catholic and Jewish communities serve over 3,000 students each and all of our member groups offer a community context in

which student problems are heard and addressed. These communities provide significant support in times of student deaths and family crises.

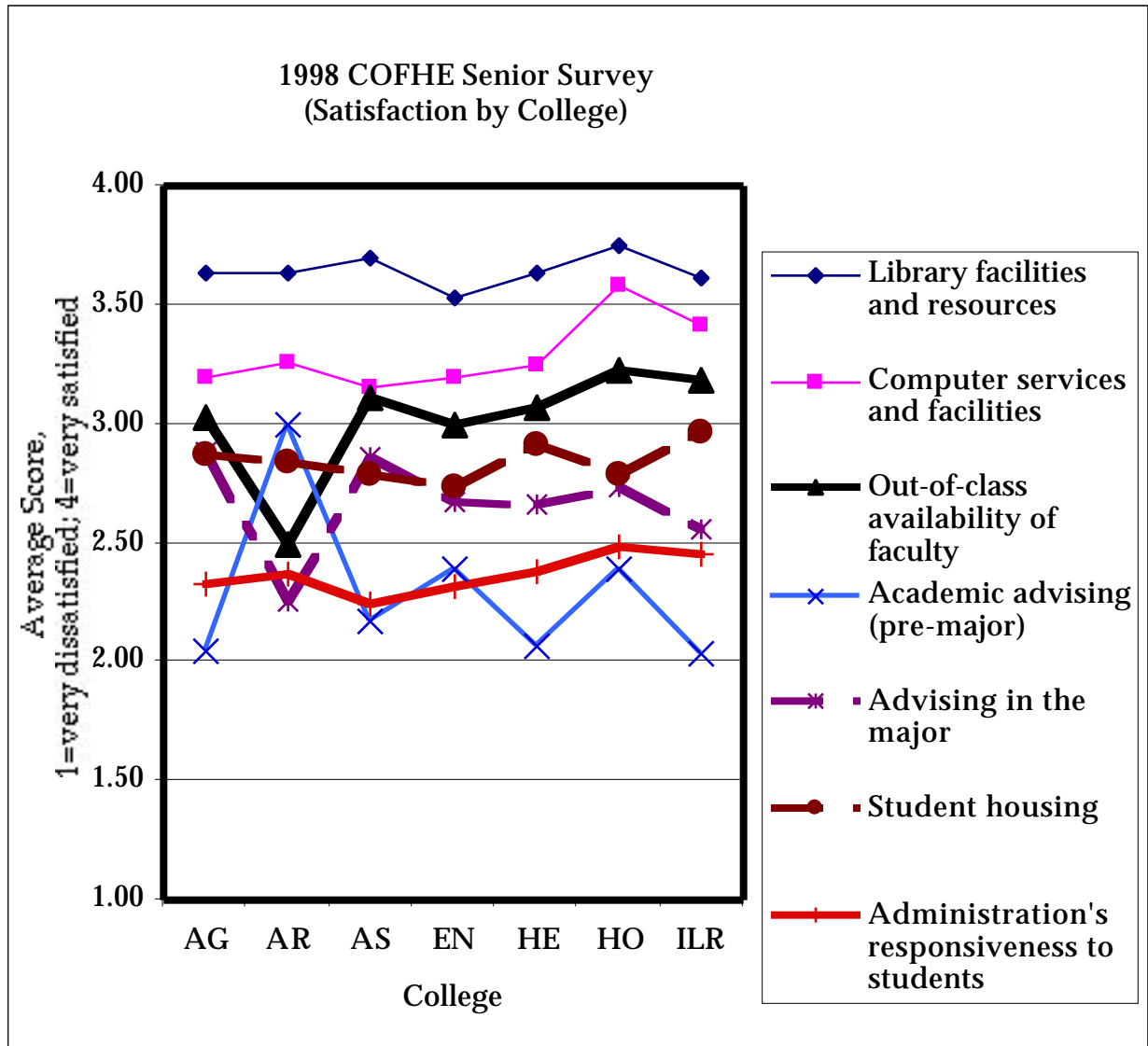
In addition to the COFHE survey, we would note the 30 year effort of Alexander Astin of UCLA in profiling student attitudes in which primary student goals have shifted from "developing a philosophy for life" (in the late 60s) to "being financially secure," "competent in my field," and "a stable family life." (in the 90s). Astin also notes the growing number of students involved in religious life (with a strong bent to the conservative side) and the all time low interest in political involvement (fewer than 20% oppose the death penalty).

Apart from the communities into which students fall by choice, custom or serendipity, we note that Cornell has reached a critical juncture in its residential life program in which academic passion, character formation and social skills might be addressed by re-thinking what occurs in residence halls. For reasons of expense and Cornell pride ("We're not Harvard, Yale or Princeton!"), we have tended to provide minimal support services that fail to undergird the learning environment. Intellectual and social development need to be yoked together.

Martin Buber argued that you don't measure true community at the circumference but at the radius - the connection of diverse people to a common core. Cornell needs to be clearer about what the core values are and to convey that sense from the very start (catalogues, orientation, advising, residence life, Greek life, extracurricular life).

The 1998 Graduating Seniors (COFHE Survey) reported low satisfaction levels for several aspects of their experience, e.g.,

- 1) Academic Advising (pre major),
- 2) Administration's responsiveness to students and
- 3) Advising in the Major



II. Resources for Distance Learning Workshop

http://www.ipr.cornell.edu/ALS_Web/ALS_HomePage.HTML

1. Faculty Opinion Essays

"A Proposed Distance Learning Strategy for Cornell" - J. Robert Cooke

"The Real Revolution: Transitioning from Distance Education to Distributed Learning" - Geri Gay

"Views on Distance Learning at Cornell" - Donald P. Greenberg

"A Proposal for Discussion: Technology TAs to Facilitate Distance Learning" - Alan McAdams

"Developing International Educational Linkages by Telecommunications: Some Thoughts" - Norman R. Scott

"Notes on Distance Learning" - Paul F. Velleman

2. Committee Report Summaries

"Summary of Report: A Visitation for Distance Learning at Cornell" - Jonathan Levy

"Perspective of Distance Education" - H. Dean Sutphin

3. Office of Distance Learning Resources:

"Report to the Provost: Distance Learning at Cornell University" is available:
<http://www.dl.cornell.edu/odl98/dl.provost/>

Office of Distance Learning facilities:

<http://www.dl.cornell.edu/odl98/about.office/classrooms98.htm>

Other Ivy League University Distance Learning Programs are described:

<http://www.dl.cornell.edu/odl98/dl.provost/ivy.stm>

Cornell Chronical new stories:

<http://www.news.cornell.edu/Chronicles/10.29.98/DLtech.html>

<http://www.news.cornell.edu/Chronicles/10.29.98/DLexpo.html>

**Exhibit 15: Resolution Concerning Campus Climate (Adopted
February 10, 1999)**

Whereas, Cornell University is committed to providing an environment that permits equal opportunity for all members of the community to fulfill their potential for intellectual and social growth and that also permits the free and open exchange of opinions and ideas, and

Whereas, the use of harassing speech or actions directed against particular individuals or particular groups of individuals on the basis of their race, ethnicity, sex, sexual orientation, national origin, or religion is not a legitimate part of that exchange, and damages the trust and mutual respect essential to the well-being of our community,

THEREFORE BE IT RESOLVED that the Cornell Faculty Senate urges the Cornell faculty to play a more active role in ensuring a safe and open campus environment.

Exhibit 16: Cornell Tuition Trends

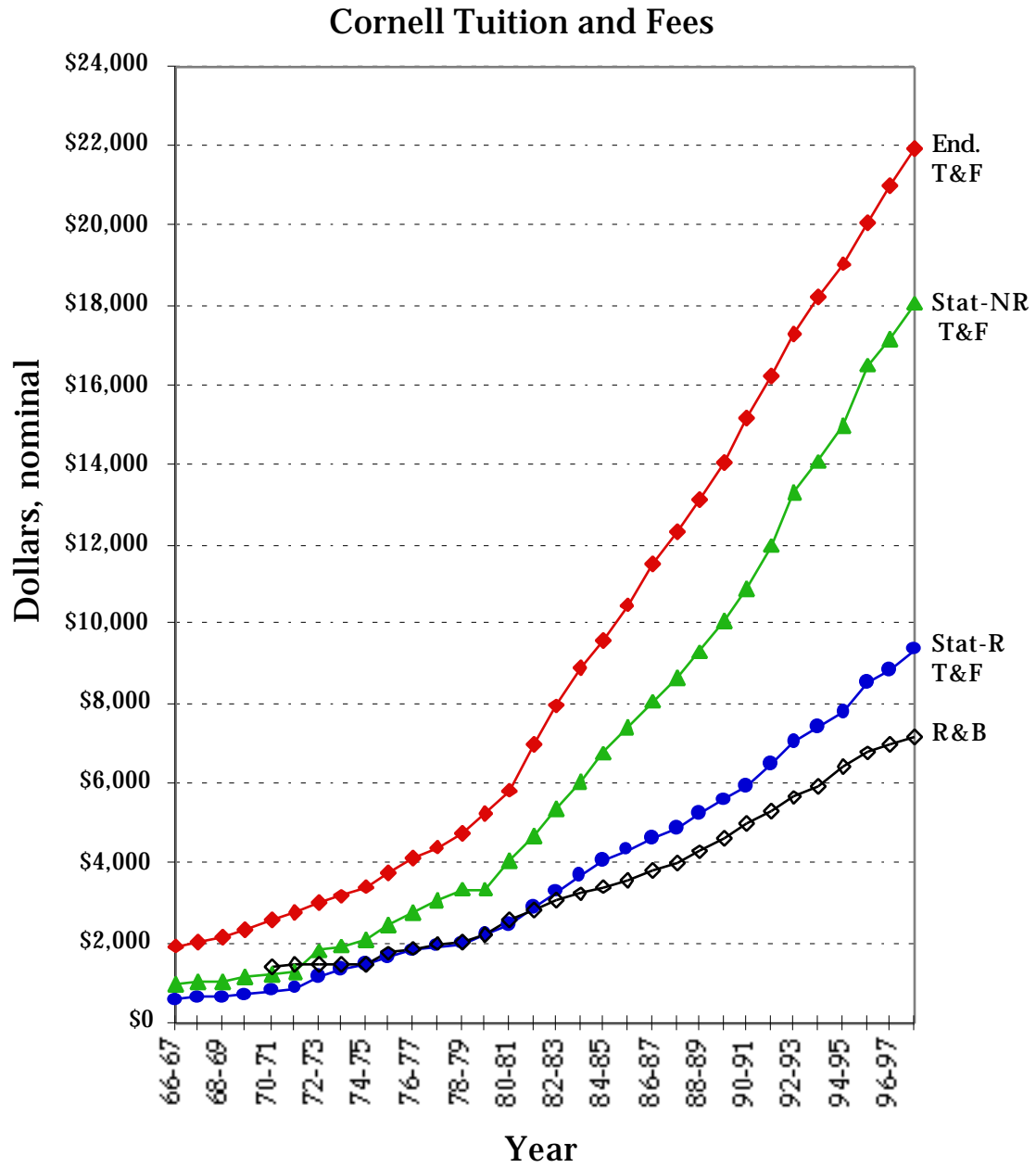


Exhibit 17: Inflation-Adjusted Change in Selected Revenues – Ithaca

Inflation-Adjusted Change in Selected Operating Revenues – Ithaca Campus

