

Minutes of a
Meeting of the Faculty Senate
March 10, 2010

Speaker Steve Beer: "I would like to call to order the meeting of the University Faculty Senate for March 10, 2010. The agenda is before you. I will remind the body that there will be no photos taken nor audio recordings made during the meeting. I will ask everyone to please turn off or silence your cell phones and, when you speak, please stand and identify yourself as to name and administrative unit that you represent."

"We have no Good and Welfare speakers today. I would first like to call on Mary Beth Norton for a report from the Library Board.

1. REPORT FROM THE LIBRARY BOARD

Professor Mary Beth Norton, Chair of Library Board Committee: "So this is the first of the reports that I promised I would give to the senate about what's happening with the Library Board. You have in front of you a memo that I wrote. I won't go over the details of it. You can look it over.

"It is not immediate, but the Library Board, I will just say briefly, did agree to the library administration's desire, plan to stop the indefinite loan program for faculty members. You will see the reasoning for that in here. If anybody has major, major objections, please let me know or Anne Kenney know; but if we hear no serious objections, we will go ahead.

"It is not clear when the policy will end or exactly how it will be implemented, other than there will not be grandfathering for books that are currently out. There are about 40,000 books currently charged out under this system to 1,745 faculty members, and the library would like to know about where they are and what we are doing with them.

"You can look over the details of that. I really want to talk briefly about what we did at our last meeting, which was the end of February. We have been reviewing the new online catalog, the WorldCat Local, to which faculty and students have very mixed reactions. Some people like it a lot, some people hate it. There are people like that on the Library Board, and we are very interested in feedback from faculty members about your encounters with the new library online catalog. You can e-mail me or someone at the library with that feedback, either positive or negative.

“In any event, the classic catalog is not going away. You will still be able to always access it, even if you have to go through a couple screens to get to it. It will always be available to those who want to use it and, indeed, the library is keeping tabs; they can tell who is using the new catalog and the old catalog to find things, and so they are keeping tabs on how often things are being used. And frankly, it fluctuates from month to month, as to whether people seem to prefer the new catalog or the old catalog.

“In addition, there is going to be a great deal of movement of books from Olin Library to Uris Library before the Olin fire safety renovations begin. I'm sure anyone that goes in and out of Olin Library sees there are signs about asbestos and so forth. That's all prefatory to major work in Olin Library to improve the fire safety standards of Olin, which will require moving a lot of books, by which I mean 100,000 or more books out of Olin temporarily or permanently. So there will be a large-scale transfer of books from Olin to Uris, with the movement out of Uris of the duplicate books that have been sold to Shingella University, and that will happen later on this spring. The plan is to move books to Uris that will stay in Uris. There will be other books that will be moved from their sites in Olin to other places in Olin, and then will be moved back again.

“The Olin renovations will proceed floor by floor. It is expected that every floor in Olin will be closed for about two months and will be inaccessible, except for paging once a day to that floor. There's absolutely no way to avoid this, no way at all, so I'm just warning people that's what's going to happen.

“There is a Humanities Collection Committee on which I am sitting as a liaison from the Library Board that is currently considering which books are going to be moved permanently from Olin to Uris. In this context, and because I know there was a lot of concern about the sale of the books to Shingella from the Uris collection, I would like to note that of all the Ivy League schools, only Columbia today maintains a duplicate collection for undergraduates, and that's only because Columbia absorbed the Barnard College library a few years ago. Harvard actually gave away all their duplicates a few years back.

“Another matter that people I know are concerned about is the unit library reviews. Those are currently underway. The Library Board has not yet seen any of the reports from those, but we will see the first ones or the first one perhaps at the end of this month. The first report will most likely be from the Vet College; also the Entomology library, where the question is will the Entomology Department library be incorporated into Mann Library. We do not yet know those reports. They are being prepared by committees within those units, composed of faculty, graduate students, undergraduate students and library staff. When these reports come to the Library Board -- the first one

will come to us at the end of March -- we will be given a report that gives the pros and cons of different options for the unit libraries.

"And we will -- our plan is to give our advice to the Library about those unit reports and I can, of course, report to all of you on what both the report says and what the Library Board says about that report. Subsequently, we expect reports on the Engineering Library and on the Hotel, Johnson School and ILR libraries; these three libraries together, the possibility of consolidating those libraries, which was one of the options.

"So that's my report. I'm happy to answer any questions, if I can. Yes."

UNIDENTIFIED SPEAKER: "What is being done to recover these unreturned books?"

Professor Norton: "That I can't tell you, but I'm sure the library is trying to track them down. I think the real problem is if these books aren't checked out on a regular basis, the library just loses track of them and they are gone. I'm -- we did not have a report on what they are doing, but who knows? They may be sending out the cops."

Speaker Beer: "I would remind the members of the body that we have roving microphones. If you wish to speak, wait until the microphone gets to you to speak. The lady near the back."

Professor Norton: "A roving microphone is appearing."

UNIDENTIFIED SPEAKER: "Is the Bailey Hortorium Library being under consideration?"

Professor Norton: "Not to my knowledge."

Speaker Beer: "The agenda has some extra time. There is time for some more questions for Professor Norton."

Professor Norton: "There aren't any? That's fine, okay. Pass this on to someone else."

2. APPROVAL OF MINUTES OF FEBRUARY 10, 2010 SENATE MEETING

Speaker Beer: "I would like to now call on the body for consideration of the minutes of the February 10th, 2010 meeting. I would like to have the minutes approved, if there are no objections. All those in favor of approving the minutes of the February 10th, 2010 meeting, please signify by saying aye.

(Ayes.)

Speaker Beer: "Opposed? Abstentions?"

"The minutes of the last meeting are approved. Now we will have Steve Morgan, who will present a resolution on -- regarding the Cornell Child Care Center."

3. RESOLUTION REGARDING THE CORNELL CHILD CARE CENTER

Professor Steve Morgan, Sociology: "Thank you. I bring before you a resolution endorsed by 33 faculty members. 27 of the members have had children at the Cornell Child Care Center over the course of the past year and a half since it opened. They are a broad cross-section of the University's recently recruited faculty. Sixteen¹⁶ of them are assistant professors, ten are associate professors, one is a full professor. They span six colleges. Six other members who have expertise and interest in child care have also endorsed the resolution, and we thank them.

"I would also like to note many staff and graduate students who also have children at the center expressed equal or even greater levels of enthusiasm for the resolution, but they can't endorse the resolution for this body.

"The nine whereas clauses of this resolution -- I apologize for how many there are, but it is a somewhat complex story. These have been vetted by the Dean of Faculty, by the Child Care Subcommittee, by Lynette Chappell-Williams and Mary Opperman in Human Resources, who I have talked to on many occasions. The clauses are largely a matter of fact. No one objects to the particular facts stated within them. I think I should read them, however, just because not everyone has probably bothered to read as fully as they can.

"Whereas the university support of the needs of the faculty, as a relevant matter of educational policy, is appropriate for the faculty senate to consider.

"Whereas the child care needs of the faculty will grow substantially over the next two decades because of recruitment of younger faculty will accelerate in lieu of expected retirements and because more of these new faculty will be partners in dual career families.

"Whereas the University Faculty, in pursuit of excellence, diversity and inclusion, has a steadfast commitment to increasing the number of women in its ranks through aggressive recruitment.

"Whereas the Faculty Work Life Survey of 2005 indicated the need for the central administration to devote resources to expand high-quality child care options for faculty.

“Whereas the then provost announced the plan for the Cornell Child Care Center in 2006, indicating its creation was a direct response to the needs identified in the Faculty Work Life Survey of 2005.

“Whereas the then provost granted administrative control to the Division of Human Resources who, in consultation with the then provost, chose to enter into contract with a for-profit company, Bright Horizons Family Solutions, founded by a Cornell alumna and donor, Linda Mason, but currently owned in whole by the private equity firm Bain Capital.

“Whereas a competing management proposal by the Ithaca Community Child Care Center was rejected, even though the center had an established record for providing care of current and past Cornell faculty.

“Whereas the performance of the Cornell Child Care Center, since opening in August 2008 has been poor, such that many faculty who were offered spots at the center have since left for reasons including unacceptable rates of incident reports and unacceptable rates of teacher turnover.

“Whereas a recent parent survey of the Cornell Child Care Center conducted by the Division of Human Resources indicated the dissatisfaction with the Center is high, even among those parents that have chosen to remain at the center.

“The levels of dissatisfaction were uniformly high among staff, students and faculty who sent their children to the center. The levels of support were slightly higher among the faculty, because more faculty had left the center.

“So then the three "be it resolved" sections of the resolution have likewise been vetted, and I'm happy to report the Child Care Services Subcommittee of the University Assembly and both Lynette and Mary Opperman support these parts of the resolution as well, and they have been developed.

“Be it resolved the Dean of the Faculty appoint an ad hoc committee comprised of faculty members with expertise or interest in child care issues to recommend a course of action to allow the center to perform at the level of excellence envisioned at its initial conceptualization.

“Be it further resolved that the Dean of the Faculty request the President direct the Division of Human Resources to provide access to documents and information that will allow the committee to form complete answers to crucial questions that include: Are the priorities of the center aligned with the core mission of the University? Can the center budget model deliver the quality of care demanded by the Cornell Faculty? Can the facility be modified in cost-effective ways to modify serious deficiencies in design? “Should the management contract with Bright Horizons

be renegotiated or terminated? Does the oversight model of the center give sufficient influence to parents and faculty at Cornell with relevant expertise? How should the Cornell Child Care Center fit into the broad university strategy for supporting faculty work-life balance?

“And be it further resolved, the committee prepare a written report before the Fall Semester of 2010, and that, in the course of preparing their report, consult with Mary Opperman, Vice President for Human Resources, who expressed her commitment to charting a new course for the Cornell Child Care Center.

“I hope you will join together and support the 33 faculty members who have endorsed the resolution; but in case there's one reason why you may not want to support it -- and I would like to argue against that position briefly, by giving it a chance here.

“So there's one reason not to support this resolution. There is an existing Child Care Subcommittee of the University Assembly, and one could argue that a new committee is redundant. Our response to that argument is the following: If the existing University Assembly's Child Care Committee were sufficient to address these problems, we feel that we would not be in this position now.

“Both the University Assembly's Child Care Services Subcommittee and the University Assembly Family Services Committee support the creation of the ad hoc committee the resolution calls for. They crafted their own resolution, expressing their support for this resolution before you, which they forwarded to the University Assembly for adoption.

“I am a faculty representative on the University Assembly's Child Care Services Subcommittee. I don't know if the Dean of Faculty will ask me to serve on this potential new ad hoc committee; but either way, I pledge to do all I can to make sure the committees work together.

“So why am I so worried about this issue? Am I paranoid? Well, a little but; but the reality is I learned this morning, in spite of our efforts to build broad-based support for this resolution, I learned the University Assembly tabled the resolution of its General Child Care Services Committee and Family Services Committee and that members of the University Assembly may well appear to argue against this resolution.

“The argument for doing so, based on my listening to the audio recording of the meeting, was less about the problems with the child care center and more about whether or not the Faculty Senate should interject itself into this process when it is thought to be something capably handled by the University Assembly.

“And our response to this, after canvassing the endorsers throughout the day today, what I learned of this, this morning, is the following: This is really a distraction.

Everyone recognizes changes are needed at the center. Everyone recognizes changes will only come about after considerable discussion and consultation between lots of people on campus. The ad hoc faculty committee assembly, backed by the Dean and Faculty, should be given a chance to come up with recommendations and see if they can build a consensus to make them happen; but I was worried that support had eroded within the assembly, so I wrote to the chair of the University Assembly's Child Care Committee, Brenda Marston, and asked her for an updated statement in case we confront some opposition.

"Brenda wrote, Steve, you can convey to the Faculty Senate that both the Child Care Services Subcommittee and Family Services Committee support your resolution. I support it strongly. I think we need an ad hoc committee to address this particular problem. I don't think there's any need to stew about who should be in charge. The intent of our resolution was to convey we support the initiative to bring together experts to focus on the number of serious, crisis level problems at the center and to make recommendations in a short period of time. We are glad to collaborate, and we don't see it as a usurpation of our activities.

Speaker Beer: "Thank you very much, Professor Morgan. The resolution concerning the Cornell Child Care Center has been introduced by a group of Cornell faculty, and it's now open for discussion. So Mr. Morgan has presented some arguments in favor of the resolution. Are there -- is there a speaker who wishes to speak in opposition to the several resolutions? The gentleman on the aisle toward the rear. Please await the microphone.

Professor Ellis Loew, Biomedical Sciences, VET: "I am one of your faculty representatives to the University Assembly, and first I want to start by saying we are not against this resolution. To say we are against the resolution at the level of the University Assembly, you either didn't hear it correctly, listening to the transcript of that meeting."

"What we are -- at least you must have heard my voice -- the University Assembly exists to address exactly these kinds of problems. I saw nothing here that said there was going to be representation of graduate students, professional students. The University Assembly has created ad hoc committees at the request of the

President in the past to address issues that span the entire population of constituency of the University, but we are not against this resolution.

"As a matter of fact, if you took this resolution and simply said the President will appoint an ad hoc committee of the University Assembly, I would cite it immediately.

There's no doubt in my mind the University Assembly supports the issues raised by this. It is simply a question to point out what's the University Assembly for; is to basically provide a forum for all interested constituencies at the University to address common problems.

"So I don't know exactly where to go. Do you table this -- I don't know what to do, but I want to make it clear the University Assembly is not against this resolution in principle. It's simply basically looking out for itself in terms of why it exists, why it was created. This is not just a faculty issue."

Speaker Beer: "Thank you. We take that as a point of information only."

Professor Morgan: "So I can clarify?"

Speaker Beer: "Yes."

Professor Morgan: "I may have misspoken in stating the University Assembly had decided they were against the resolution. If I did that, I very much apologize. What I meant and intended to say was in fact they had tabled a resolution put forward by its own subcommittees that are charged with addressing child care issues to support this particular resolution.

"Now, whether that's opposition to this resolution or not is for other people to interpret, but it is a matter of fact from your own meeting that you tabled a resolution in support of this resolution

Speaker Beer: "Thanks for the clarification. Now let's hear from someone who is in favor of the several resolutions relative to the child care center. Anyone wish to speak in favor of the several resolutions? The gentleman in the extreme rear, in the black clothing."

Professor Kevin Morrison, Government: "I am an assistant professor. My son is in the day care, and I don't really have anything to add necessarily to Steve's excellent presentation, but I would just like to perhaps convey a bit of the urgency of this matter."

"If you don't have children in the child care center, perhaps you can't really understand what an important issue this is, particularly for people who have dual career families; and it just needs to be addressed as soon as possible. And so this -- my second year here, so I don't understand all the bureaucratic undertakings, but something has to

happen soon on this, and tabling things and talking about who is in charge is really, I think, besides the point. And the more voices we have on this, I think, the better. Thanks very much."

Speaker Beer: "Thank you. Speaker in opposition to the several resolutions? Gentleman in the blue sweater."

Professor Ted Clark, Microbiology and Immunology: "I am not speaking for or against, but I would like clarification on this question, which is if the University Assembly exists to deal with questions like this, why hasn't it? Why has this resolution come forward and why hasn't the Assembly dealt with it? I mean, I have been a senator for ten years. I have never had as many people come to me and say, "Please be at the Senate meeting today."

(LAUGHTER)

"So it's obviously an urgent issue, so -- and if the Assembly should be dealing with this, why are they not? I guess that's my question."

Speaker Beer: "Mr. Morgan, are you qualified to address that question?"

Professor Morgan: "I can relay to you what I have been told, though I joined that Committee officially only as of last Faculty Senate meeting. Brenda -- but I have heard in the couple meetings I have attended statements that are consistent with what I have been told, and that the University Assembly's Child Care Services Committee was told that it should be focusing on broader issues than just the child care center. The child care center was experiencing some growing pains associated with a new center, and that they should not look so carefully at it."

"And I think since this resolution has come before the University over the past month that sentiment has changed quite a bit."

Speaker Beer: "Okay, we are ready for a speaker in support of the several resolutions.. Lady in the --."

Professor Kim Weeden, Chair of Sociology Department. "I don't have a child at the center. I see this as a faculty issue in two ways. I'm a department chair. I have a hard time looking faculty recruits in the eye and telling them that we can offer world-class child care here at Cornell. We can't. It's kind of embarrassing."

"The other way I think this is a faculty issue is that we have a Department of Human Development. We have experts in child care development. These expert faculty

members were consulted early on in this process of the Bright Horizons development, and their feedback was essentially that the Bright Horizons business model was not going to work, was not going to provide adequate child student ratios, there was going to be too many kids per teacher.

“And what I find so distressing about all this is that that advice from your faculty experts was essentially ignored. There may have been a lot of reasons for ignoring it, some of which may have been financial, but I think it is a faculty issue, insofar as the faculty has unique expertise they can bring to bear on this issue of child care, and hopefully for our prospective faculty.

Speaker Beer: “Member of the body to speak in opposition, in the extreme rear, on the wall.”

Professor Ron Booker, Neurobiology and Behavior. “I am not sure if I'm speaking in opposition, but I'm a little confused because it seems as though it may be an administrative matter. We seem to know something is broken. The administration comes in support of a resolution that essentially says the administration believes it's broken; and yet, despite the fact the administration is responsible for this particular unit, no action is going to be taken until the work of the ad hoc committee is completed.”

“To me, I find it amazing - the parents that actually have children in the child care center could actually wait that long for resolution of a problem. It sounds like it needs to be resolved sooner as opposed to later, so why is it the University feels it cannot act until a committee has completed its work, when it sounds as though it is a dysfunctional unit within the University?”

Speaker Beer: “I interpret that question as a question of authority for administration of the child care center, and I wonder if there's anyone present in the body this afternoon who could address that question, other than Mr. Morgan. Lady in the front and center. Wait for the microphone, please.”

Professor Elizabeth Sanders, Government Department: “I just want to say to that question, and more broadly, that I hope we learn something from this and from the many other dysfunctional situations that we are in now because one person, a provost and/or a president, made truly disastrous decisions.

“If you read that last resolution, we have a committee of faculty members with broad expertise on the subject who will make a decision, who will come to a decision, come to

a recommendation with the administration. If we made more decisions like that on this campus, we might not be in the deep hole we are in. How many decisions did your former provost and president make that have caused the terrible destructive situation that we are in now?

“That is why, even though I'm a member of the University Assembly, I have to support this resolution. I like the way the group will be constituted. I think because children are involved, it's urgent that we act fast. I would hope, in response to what the gentleman said, that the meeting will be fast. I think the problems are well-known. I see no reason why it would be dragged out, but we can't just say to the administration, "Okay, now there's a problem. Please deal with it."

“We have to act, we have to bring our expertise to bear. We have a situation where the provost is asking for extraordinary power to control the finances and decide which parts of the university will be emphasized. I think in this case, as in every other case, bringing more minds into the room to argue, to bring their expertise and their different perspectives to bear, that's a much better way to make decisions and, in the long run, it's much more efficient, because you don't come up with disasters like this that are so damaging. Thanks for letting me make a little speech.”

Speaker Beer: “Thank you. I think we can hear from the former dean, dean of the faculty in the extreme rear.”

Emeritus Professor Charlie Walcott, Neurobiology & Behavior: “For my many sins, Chair of University Assembly. I would like to report that I think the intent of the group in tabling the motion was -- and to answer the question that you raised, Professor Clark, why haven't we done anything, we had not heard anything as the University Assembly, our committee had not reported back that there were difficulties and problems, so we were presented with this motion, which sounded as if the faculty wished to develop a committee which would duplicate the efforts of the University Assembly Committee.

“And rather than just say no or yes, we tabled the motion until we could learn more. I have learned today that the University Assembly Committee that's responsible for child care would welcome the formation of a faculty group to assist them with trying to straighten out this mess, and that seems to me to be a fine arrangement. And it seems to me it does not under-cut the authority of the University Assembly, such as it is. It's simply something that's going to be helpful in what is clearly a very difficult situation. I just wanted to clarify the logic, at least as I understand it, of the University Assembly. Thank you.”

Speaker Beer: "Thank you. As a point of information, should the resolution pass, a study group would be formed and then report, as the final resolution indicates, six or seven months from now. Before that time, apparently nothing administratively would happen. Is that correct?"

Professor Morgan: "So response to the question, comment posed earlier about the timeliness and whether or not it was an administrative matter that can be worked out; I have to say, the group of parents, a subset of whom who have endorsed this -- there are many staff and grad students with them -- have been in a dialogue for about a year with the University about how to get the child care center back on a course to where it should be. And it has, in fact, been in a dialogue with the University Assembly's committee as well. What we are -- our overall position is it is an extremely complicated situation.

"I would like to be able to say there are faculty experts that could come in and give the clear marching orders that could be implemented as of July 1st. It is not that simple. And all the decisions made by the administration may well look bad presently, but a lot of them were quite reasonable at the time and it is simply going to be difficult to figure out what the range of potential courses of action happen to be and, for that reason, Mary Opperman very much wants the committee to be formed, because she really needs advice on what the most reasonable ways forward happen to be.

"I think the faculty committee -- depends how the Dean constitutes it -- will move as quickly as possible, but it is such an important issue for the next 25 years and beyond that they can't get it wrong. It's already been wrong for too long."

Speaker Beer: "Thanks for clarifying. Now we will go back to discussing -- by those in favor, those in opposition to the resolutions. The gentleman on the aisle. Wait for a microphone."

Professor Nick Calderone, Entomology: "Thank you. Nick Calderone, Entomology. I'm really seeking clarification here. Do any of these situations that you outline here in terms of dissatisfaction, teacher turnover, cases reported to the child services, do any of these things put the company in contractual violation"

Professor Morgan: "The University Assembly's committee, which I am on, recently asked Human Resources to share with us what's in fact in the contract, and Human Resources was unable to do so. Part of this resolution is to ask the President to work out whatever confidentiality agreements are necessary, so this faculty committee could

look at the contract and see what it actually says. So I can't answer it, and I think only a very few people at the university have, in fact, seen what the contract says.”

Speaker Beer: “The question's been called. All those in favor of calling the question, signify by saying aye.

(Ayes.)

Opposed? Nay?

UNIDENTIFIED SPEAKER: Nay

The ayes clearly have it, and we will proceed to vote on the resolution. The several resolutions are before you, beginning on the bottom third of this slide, and you should have printed versions also, continuing with resolutions on this slide, and ending with the resolution on this slide. All those in favor of the several resolutions concerning the Cornell Child Care Center, please stand. Senators only.”

Dean Fry: “ 55.”

Speaker Beer: “All those opposed to the resolutions, please stand. Those senators who wish to abstain, please stand. Six abstentions.”

“The resolutions pass by a majority vote. Thank you very much. We will now move to the next item on the agenda, and the next item on the agenda concerns the report on reaccreditation. And this report will be given by Professor Laura Brown.”

4. REPORT ON REACCREDITATION AND ASSESSMENT

Laura Brown, Vice Provost for Undergraduate Studies. “I am sure all of you have some acquaintance with the plans we have underway to set up an ongoing assessment process within the Colleges. As vice provost for undergraduate education, I have primary responsibility for assessment at Cornell, and as you can see, Bill invited me to come here and go over our process with you today, and I think we may have some time for you to ask questions about the process as we have set it up.

“My aim is to explain how we are proceeding and to introduce our web site, which, if you turn to it at your leisure and if Bill turns to it now, we'll do a more thorough job of explanation than I could do in the next ten minutes. My effort here is PR. I want to encourage you to support the activity and to respond generously to your associate deans when they come to you to ask you for ideas about assessment and to contribute your own perspective on assessment in your departments and your programs.

"I am going to structure the next few minutes as a tour around the web site, in the hopes that it will inspire you to consult it and look at it at your leisure. This will give me an occasion to talk about some dimensions of the process now underway. First, let's locate -- let me let you know the web site is located under the provost area, under Administration on the Cornell site, and it's to be found under Tools for Faculty. So I think it's easy to locate.

"And the opening page, the assessment overview provides some definitions of the assessment process. If we go down the page, we can see an account of assessment. I just would like to call your attention at the very bottom of the page to the statement that we've made about -- as a reflection, situating assessment within the context of higher education. I don't think I need to point.

"As a reflection of the learning centered movement, as well as calls for accountability in government, the Higher Education Act of 1998 placed a great deal of emphasis on outcomes assessment as a precondition of the Title IV funding, federal student financial aid. Cornell University has been accredited by the Middle States Commission on Higher Education since 1921.

"Since 1965, federal financial aid, Pell grants, is provided only to students attending accredited institutions. At the behest of the Higher Education Act Reauthorization of 1998, Middle States rewrote the standard for accreditation in 2002 to require that institutions assess student learning.

"Now, this gives me an opportunity to introduce the immediate incentive, which is our accreditation process, so I want to turn to our accreditation body, the Middle States Commission On Higher Education. And there was a handout at the door, which I hope most of you got, which describes assessment of student learning.

"As some of you -- as most of you know by now, we are just now in the process of applying for reaccreditation through Middle States, which happens every ten years. It is important to note that in private institutions, self-regulation through representative accreditation bodies is playing the role that would be taken by the Department of Education in the absence of those self-regulating representative accreditation bodies. So it is absolutely essential for private educational institutions like Cornell to maintain the strength and credibility of our representative accreditation agencies. The alternative is supervision by the Department of Education.

"So we are lucky, by the way, that our accreditation commission, Middle States, has a very flexible and -- compared to other assessment agencies in the country, less

expensive and less invasive understanding and interpretation of the process of assessment.

“So the document that I have handed out, published by our commission for you to take a look at, describes what Middle States understands by assessment. You can take this home and treasure it and read it at your leisure, but I wanted to highlight a few passages here to imprint on your consciousness the significance of this project of assessment and its persuasiveness in relationship to Middle States' understanding of our reaccreditation.

“So I'll just highlight three moments here. First, at the bottom of Page 63, that passage in bold tells us because student learning is at the heart of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness, which additionally monitors the environment provided for teaching and learning and the achievement of other aspects of the institution's mission, vision and strategic goals and planning.

“In other words, assessment pervades all other standards of excellence as Middle States defines them, including the overarching one of institutional effectiveness. Assessment dominates the standard of educational opportunities, which defines our curricula, programs and courses. All dimensions of our educational activities are now to be evaluated in terms of the effectiveness of the process by which they are assessed. That's the bottom line.

“On Page 64, the middle of the page, assessment is not an event, but a process that's an integral part of the life of the institution, and an institution should be able to provide evidence the assessment of student learning outcomes, and the use of results is an ongoing institutional activity.

“Page 65, toward the bottom of the page, this passage tells us assessment must be planned, organized, systemized and sustained. Planned assessment processes that clearly and purposefully correspond to learning outcomes that they are intended to assess; organized systemized and sustained assessment processes are ongoing, not once and done. There should be clear interrelationships among institutional goals, program and unit-level goals and course level goals. Assessments should clearly relate to important goals and improvements should clearly stem from assessment results.

“Finally, on the last page, there's a list here, and let me highlight the fact that the fundamental elements of assessment should include clearly articulated statements of

expected student learning outcomes at all levels; institution, degree, program, course and for all programs.

“And a little farther down, a documented, organized and sustained assessment process to evaluate an improved student learning that meets the following criteria: Systematic, sustained and thorough.

“So I'll leave it to you to peruse other dimensions of the Middle States standards, but I wanted you to understand the context in which our accreditation process is underway and the situation in which we are seeking to put into place an assessment process that makes sense for Cornell.

“So now let's turn back to the web site, to the area on the campus resources. Left-hand side, find campus resources below. Down that way. There, campus resources.

“This list, go down the list a little bit. That's good. Little bit tiny farther down. This list and the structure it lays out gives me a chance to talk about the administrative consideration of the process, and I want to emphasize two things: First, I would like to underline the fact that we are taking an approach that is centered in the colleges and in the faculty. It's based on individual colleges, distinctive approaches to their educational goals, all of which are different, and on the particular nature and needs of their individual programs and courses. There is a structure -- so this list of college assessment liaisons represents those individuals in the colleges that have been working on assessment and interacting with their faculty and programs on this topic.

“There is a structure at the center, which are intended to facilitate the process, intended to document what's going on, to provide oversight, to maintain a timetable to check information about what we are doing across the campus. As I said, I am representing the provost in taking responsibility for assessment, and with me is our key facilitator for this activity, Katherine Edmondson, whose name is listed as University Assessment Manager at the top, and Kathy is here to wave at you and introduce herself.

“And we have college assessment liaisons, as I indicated here, who constitute our core assessment committee. That group works together with Kathy and me in a collaborative way to consider and plan our assessment process. Meanwhile, the individual members of that group, as I said, work within their colleges and with departments and faculty to think about assessment in relationship to the particular needs of the colleges.

“In addition, this page tells us a little farther down that institutional research and planning is available for data collection and that the Center for Teaching Excellence is available for specific support for faculty and department chairs. There they are.

“Second, my other point related to this page is I would like to call attention to something we all know: There are many assessment practices already in place on campus that the professional schools, through their own assessment and accrediting and certifying processes have assessment activities in place; but in addition, that many programs and courses have various activities in place, as we all know, that look closely at what students are learning, that make adjustments based on that information.

“In fact, all of us think about our students in that way, all of us assess the outcomes of our teaching on a regular basis; so in that sense, the assessment process is a way, to a certain extent, is a way of making that thinking explicit, about placing the emphasis of that thinking process on student learning and on the outcomes of our teaching.

“Briefly, let's turn to getting started, which provides a basic summary and definition of assessment and putting it into practice, which is most useful for its examples from different disciplines. So toward the bottom of the page, there are a range of examples that you can choose to consult in a range of different areas of study and disciplines. So to get a taste for what the process looks at at other institutions or at Cornell, you could take a look there.

“Finally, learning outcomes at Cornell.

“We need to go back over there. Thank you.

“This provides for both university-wide educational goals and college educational goals. If we start at the bottom with the college goals, you can see the list of undergraduate college learning goals. Why don't we click on Human Ecology. That will take us to the Human Ecology web site.

“As I said, each college has enunciated its own educational goals. The Human Ecology web site includes those goals down below the statement of their mission, on their home page.

“Undergraduate student learning outcomes, then we have a list of learning outcomes. You can see that they are stated and defined by Human Ecology. Each of the undergraduate colleges listed goals. Each one is different. How did we generate these goals? They came from within the colleges, from the associate deans' interactions with

their educational policy committees, curriculum committees or other faculty groups within the colleges. Many of these goals were already, to a large extent, in place in the colleges and were simply gathered together and reformatted to generate this list.

“Now back to our site. At the top of this page, we have a list of university-wide educational goals that describe learning outcomes at Cornell, disciplinary knowledge, critical thinking, communication skills -- I'm not going to read each one.

“How did we generate the university-wide goals? They are collected from the college goals, and they represent the overlapping or common denominators of those college-level goals, as well as the language and contents from university and campus-wide mission statements; for example, our Cornell mission statement, our university statement on diversity. So these college and university goals come from long-standing explicit representations of educational goals that we are bringing together here in a single format.

“Finally, back to campus resources, please, I want to invite you to contact the college assessment liaisons or me or Kathy or Theresa Pettit, the Director of Teaching Excellence. Those of you who have questions or would like to engage farther in the process of assessment, please take a look for yourselves at the web site. We will all be engaged with this process in one way or another in the next several months, and thereafter indefinitely. I think it will be constructive, by and large, and I think it will fit into the context of our curricula rather easily, from what I have seen so far, and I think it will generate opportunities that we're not yet fully aware of. So I don't know if there's time for questions, but --”

Speaker Beer: “Yes, there is. We do have time for questions.”

Emeritus Professor Howard Howland, Neurobiology & Behavior: “As we all know, the graduate degrees are in the hands of special committees -- graduate education is in the hands of special committees, and just wondering, how does this program, which seems to be oriented at courses primarily, what's going to happen in the graduate school?”

Vice Provost Brown: “Well, we have a representative on our committee that's interacting with the graduate school and, certainly, the standards that Middle States is providing for us in relationship to assessment permits us to engage in a flexible way with the requirements and the structure of graduate education at Cornell, so we will describe to Middle States the nature of the committee system and the ways in which educational goals are designed and implemented by the individual students committee, and that will be sufficient for them.”

Emeritus Professor Howland: "Thank you."

Speaker Beer: "Further questions for Vice Provost Brown? We have time. Thanks for the presentation. I would now like to call on dean of the faculty, Bill Fry, for presentation of resolutions concerning OPUF, the Organization and Procedures of the University Faculty."

5. RESOLUTION TO AMEND THE ORGANIZATION AND PROCEDURES OF THE UNIVERSITY FACULTY (OPUF)

Dean Fry: "Thank you, Steve. I want to report that the UFC spent considerable time dealing with the governance report presented to the faculty senate about three years ago, before my time, and there are several recommendations in the report. We have not been able to address all of them at one time; so instead of waiting until we could address them all at the same time, I wanted to bring to the senate a single resolution at this point."

"It deals with the first part of the Governance Committee report, which had to do with consultation. Many parts of that report are not actions to be taken by the senate; but instead, for example, it asks that the provost meet with UFC on a monthly basis. That has happened. The provost has been meeting with UFC on a monthly basis.

"It also asks the president meet with UFC on a semester basis, and that also is happening. So I think that's an action from the senate. But there's a specific recommendation concerning the University Faculty Committee, the UFC, in this Governance Committee report, and that's the resolution that I bring today.

"So the resolution is that the Senate received the report in 2007, called on the Dean of Faculty and the UFC to initiate further consideration of the recommendations; and whereas the Governance Committee of the Senate recommended the University Faculty Committee be expanded to allow non-senators to be elected to the UFC, and their wording was five members of the UFC shall be current Senate members at the time of their election, four need not be current members of the Senate at the time of their election.

"And whereas the UFC and Dean of Faculty agree the UFC should be expanded to allow non-senators to be elected to the UFC. Therefore, be it resolved the Operation Procedures of the University Faculty, OPUF, be amended as follows -- and this has to do with the constitution of the University Faculty Committee -- that the items to be eliminated are crossed through. The words to be added are underlined.

“So it will read the University Faculty Committee shall consist of the Dean and the Secretary ex officio and nine members of the Faculty. Five members of the UFC shall be current Senate members at the time of their election, four need not be current members of the Senate at the time of their election.”

“The process -- if you approve this resolution, I would suggest the following process, and that is Nominations and Elections Committee will nominate a potential non-senator candidate or will nominate potential non-senator candidates for three-year terms during each of the subsequent spring elections; one non-senator to be elected each year. And if that process follows, this will achieve and maintain a non-senator membership of three non-senator members on the UFC at the conclusion of three years and will maintain that there will be three non-senator members on the UFC for the duration, until it's changed.

“If we approve of this recommendation, OPUF needs to be amended, and the process is that the amendment will be submitted to all voting members of the University Faculty for referenda by e-mail ballot; and if adopted by a majority of the valid ballots cast, the proposal shall be deemed adopted and this document amended accordingly; this document being OPUF. So that's the resolution, and I'm happy to hear comments or questions either way.”

Speaker Beer: “Any clarifying questions first? Gentleman in red. Wait until the microphone -- please wait for the microphone.”

Professor Alan McAdams, Johnson School: “I see an error in the identification of the Associate Dean and Secretary of the Faculty. Title is not complete, and I think it should be complete.”

Dean Fry: “Okay.”

Professor McAdams: “On Number 1, “consists of the Dean and Secretary” should read “consists of the Dean and the Associate Dean and Secretary.”

Dean Fry: “Okay. Shall do.”

Speaker Beer: “I believe that will be considered a non-substantive amendment and can be adopted by the resolver.

Professor Earle.”

Professor Lisa Earle, Plant Breeding and Genetics: "The resolution speaks of having four -- the possibility of having four members who are not senators, but the implementation plan makes it sound as though there would be three. How do those fit together?"

Dean Fry: "I think they fit together very easily. The recommendation in the Governance Committee said up to four, and the UFC and I have suggested three. It's easier to implement that way, because nine members of UFC; you could appoint a non-senator each year and it is easy to have three members of the UFC be non-senators that way. So they are really not in conflict, because the recommendation says up to four."

Speaker Beer: "Any other clarifying questions for Dean Fry?"

Dean Fry: "Or supportive or negative, opposition."

Speaker Beer: "Okay. So we'll proceed to debate on the resolution. Can we hear from someone who is in opposition to the resolutions for modifications of the Organization and Procedures for the University Faculty? Anyone opposed to the resolution? Seeing none, would anyone like to speak in favor of the resolution?"

Speaker Beer: "Are you ready for the question? All those in favor of going direct to the question, signify by saying aye.

(Ayes)

Opposed? Nay?

We'll go to the question. All those in favor of the resolution as presented by Dean Fry, please signify by standing. Senators only."

Dean Fry: "59."

Speaker Beer: "All those senators opposed, signify by standing. Those wishing to abstain? Senators only. Three abstentions. I ask at this point unanimous consent for the count by the Dean and the Associate Dean and Secretary of the Faculty to the ballot. Any opposition to that?"

UNIDENTIFIED SPEAKER: "So moved."

Speaker Beer: "Thank you. So the resolutions for amendment of the Procedures of the University Faculty have been passed, and we now move to remarks from Dean Fry. Report."

6. REPORT FROM THE DEAN OF FACULTY

Dean Fry: "I wanted to report that the members -- selected members of the board of trustees meet with the University Faculty Committee once a semester, and that meeting will happen for the Spring Semester tonight."

"If you have any agenda items you would like the University Faculty Committee to bring to those members of the board of trustees, please let me know, or David Lipsky, Fred Gouldin, or any other member of the UFC. Rosemary Avery will also be at the meeting tonight. So if you have agenda items you would like us to bring to the members of the Board, please do so soon.

I wanted to report again, the Provost has been meeting with the UFC on a regular basis; also report the Provost responses that he's given to the UFC concerning Senate resolutions. The library resolution asks that the Provost go slowly. That's happening. You heard from Mary Beth Norton about the actions of the Library Board. The Provost agrees the Library Board is a very effective faculty voice for the library. The Marcellus Shale Committee has been instituted. There are members here who are on that committee.

"And then the Senate also asked that the 20 task force reports be available, and those were made available both in the Dean of Faculty's office and in the -- I think the Assembly office, the two-page summaries were put on the web.

"Finally, I would like to bring to you -- transfer a request from the student assemblies, their Resolution Number 42, which implores all Cornell faculty to do their utmost in abiding by the book list submission deadlines, when those are not in conflict with pedagogical aims. The idea is if we and you get your lists late to the book store, they can't get as many used books in, and it costs the students more.

"So I guess I have a mid-April deadline to get my book list in, and the rest of you also have a mid-April deadline to get your book lists in, just to help students save money.

"And finally, I would also like to ask, if you have items or issues for the Senate to consider, please do send those to me. I'm wef1@cornell.edu. I would be happy to hear from you. And I think that's my report for today."

Speaker Beer: "Thank you very much, Dean Fry. Are there any questions for Dean Fry? We do not have any Good and Welfare speakers, so there is time. If you would be willing."

Dean Fry: "Always willing, but I think people want to leave. Saying yes, let me out of here."

Speaker Beer: "Gentleman in the front. Wait for the mic, please."

Professor John Weiss, History Department. "Bill, I would just like the minutes to record that an inquiry was made about the situation of the request that you made that members of the senate ask their departments about their interest in the voluntary reduction of effort issue and recommendation that Charlie Walcott had brought up and introduced."

"I am interested to see -- this could have financial implication for the entire University, and yet decisions are being made on the basis of not having that information about the possible favorable impact of giving departmental chairs greater flexibility in working deals on voluntary reduction of effort."

Dean Fry: "Steve Pope could address that very effectively."

Professor Steve Pope, Mechanical & Aerospace Engineering: "This was reported, I believe, at the last Senate meeting, so this was considered by the Financial Policies Committee, and the short version is we decided it was not a good idea to recommend going forward with that proposal."

Jeff Niederdeppe, Communication Department: "I wonder if you could report on the status of the vote we did electronically, about the Information and Science Department."

Dean Fry: "I hope that most of you received it yesterday or today. Did that not go out? I blew it. Okay. I meant to send it. It was, as of last weekend, it was 59 in favor, 2 opposed and 3 wanting further discussion. I really had meant to send that out as a note last night, but apparently it didn't go."

Speaker Beer: "If there are no further questions for the Dean, we are entertaining a motion to adjourn."

UNIDENTIFIED SPEAKER: "So moved."

UNIDENTIFIED SPEAKER: "Second."

Speaker Beer: "All in favor, please leave."

Meeting adjourned at 5:40.

Respectfully submitted: F. C. Gouldin, Associate Dean and Secretary of the University Faculty

Fred Gouldin, Associate Dean and Secretary of the University Faculty