

Report of the Faculty Senate Ad Hoc Committee

Appointed to Recommend a Course of Action for the Cornell Child Care Center

Submitted to the Dean of the Faculty
on August 31, 2010

EXECUTIVE SUMMARY

The opening of the Cornell Child Care Center marked an important milestone in Cornell University's efforts to become a leading family friendly employer. Despite good intentions on all sides, the center has been plagued with many challenges, as this report documents, including a problematic budget model, a weak management team that has been insufficiently responsive to parent concerns, unsatisfactory levels of compliance with New York State regulations, and high annual turnover in its teaching staff. These challenges have resulted in many parents deciding to leave the center, a current enrollment at well below capacity, and a declining reputation in the community.

Since April of 2010, significant investment by Cornell and responses by the provider, Bright Horizons Family Solutions, have helped to mitigate some of these problems. Unfortunately, these changes have been insufficient and, in many cases, are unsustainable. More substantial changes are necessary for the center to reach its potential. Nevertheless, this committee believes that the center can and will become the model of excellence it was intended to be.

As detailed in the full report that follows, the committee has developed a series of recommendations based on answers to the questions in its charge. The five primary recommendations are to: (1) improve the quality of care in a budget-neutral manner by reducing the management costs and introducing a sliding scale for tuition, (2) give notice to Bright Horizons Family Solutions that Cornell intends to terminate its contract for service in August of 2011, (3) develop and release a new Request for Providers by January 1, 2011, (4) adopt a new oversight model by establishing a seven member Advisory Board, and (5) enhance the University's capacity to use the center for recruitment and retention of faculty and staff by increasing the quality of the center and by giving the Provost control over the allocation of a small fraction of the slots at the center.

PREAMBLE

Following the adoption of a resolution by the Faculty Senate on March 10, 2010 (reprinted as an addendum to this report), the Dean of the Faculty appointed a committee on March 29, 2010 comprised of seven members:

Marianella Casasola, Associate Professor, Department of Human Development (co-Chair)
Rachel E. Dunifon, Associate Professor, Department of Policy Analysis and Management
Peter K. Enns, Assistant Professor, Department of Government
Stephen F. Hamilton, Professor, Department of Human Development
Stephen L. Morgan, Professor, Department of Sociology (co-Chair)
Jennifer S. Thaler, Associate Professor, Department of Entomology

Kim A. Weeden, Associate Professor, Department of Sociology

The committee then gathered information and/or sought feedback from:

- the research literature on child development and indicators of quality in child care centers
- the Human Resource offices and/or Vice Provosts for faculty development of Cornell's peer institutions
- current and former parents with children at the Cornell Child Care Center
- current and former teachers and administrators at the center
- employees in the Division of Human Resources, including Mary G. Opperman, Vice President for Human Resources
- two attorneys in the Office of the University Counsel
- the Chair of the University Assembly's Childcare Services Subcommittee
- the Executive Director of CU-Advance
- the Dean of the Faculty and the University Faculty Committee
- additional faculty members with relevant expertise.

Structure of the Report

The resolution (see Addendum) states:

BE IT RESOLVED that 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 that will allow the Cornell Child Care Center to perform at the level of excellence envisioned at its initial conceptualization.

BE IT FURTHER RESOLVED that the Dean of the Faculty request that the President direct the Division of Human Resources to provide access to documents and information that will allow the committee to form complete and informed answers to crucial questions that include:

1. *Are the priorities of the center aligned with the core mission of the university?*
2. *Can the center budget model deliver the quality of care that is demanded by the Cornell faculty?*
3. *Can the facility built by Cornell be modified in cost-effective ways to rectify some of the serious deficiencies in design?*
4. *Should the management contract with Bright Horizons be renegotiated or terminated?*
5. *Does the oversight model of the center give sufficient influence to parents and to faculty at Cornell with relevant expertise?*
6. *How should the Cornell Child Care Center fit into the broad university strategy for supporting faculty work life balance?*

BE IT FURTHER RESOLVED that the committee prepare a written report before the fall semester of 2010 and that, in the course of preparing their report, consult directly with

Mary G. Opperman, Vice President for Human Resources, who has expressed her commitment to charting a new course for the Cornell Child Care Center.

In the remainder of the report, we answer the six questions above from the resolution, each in its own section, offering detailed recommendations that follow each response. The committee has also raised a seventh and relevant question for the center's direction, which is answered first.

§1. What should be the standard for quality of care at the Cornell Child Care Center?

Cornell University is a world class educational institution, admired by its peers, and devoted to its community, faculty, staff, and students. To meet a widely recognized need and enhance its ability to attract world-class faculty, staff and students, the university opened the Cornell Child Care Center in August of 2008. Located on the northern edge of campus, the center was designed to provide full-time care for 48 infants, 50 toddlers, and 56 preschoolers in 15 separate classrooms.

In a celebration two months after the center opened, the *Cornell Chronicle* ran a short article with hopeful quotations from President Skorton that expressed Cornell's widely shared enthusiasm and great expectations for the center:

"The opening of this center is a great milestone in Cornell's efforts to be the best employer we possibly can be. ... It offers a safe, exciting and innovative environment in which children can learn, explore, develop social skills and grow." (President David J. Skorton, *Cornell Chronicle*, 10/16/2008)

Given these high hopes, the quality of care at the Cornell Child Care Center should be no less than excellent. The center should be a source of pride that is marshaled without hesitation in the recruitment of talented faculty, staff, and students to the university. The center should serve as a model for other communities who wish to treat their constituents as well as Cornell aspires to treat its own.

Accordingly, the Cornell Child Care Center should meet the following *minimum* standards. The center should

1. maintain high levels of compliance with New York State regulations,
2. provide high levels of continuity of care by maintaining low turnover of its teaching staff,
3. achieve accreditation from the National Association for the Education of Young Children (NAEYC), and
4. receive strong positive reviews from parents when they are given the opportunity to provide anonymous ratings of care.

The center should have an administrative team that can effectively

5. develop and sustain a positive working environment that can attract and retain the best available teachers to the center,

6. manage staffing and hours of operation in accordance with the varied work schedules of university faculty, staff, and students, without sacrificing the quality of care, and
7. adapt child care delivery to the unique culture of the university and the local community.

The center should acquire a reputation in the community as

8. equal to the best child care centers in Tompkins county and
9. equal to the best child care centers at Cornell's peer institutions.

The center should operate in a physical space that is

10. optimized to promote cognitive, social, emotional and physical development and
11. convenient to campus.

It is this committee's unanimous judgment that the Cornell Child Care Center should meet all of these minimum standards by a clear and wide margin. But, for the reasons detailed throughout this report, and after nearly two years of operation, the Cornell Child Care Center does not meet enough of these standards. One area of strength is the center's extended hours of operation, which are longer than those of other centers in the area and which many parents have indicated they appreciate. This benefit, however, has come at the cost of consistent care, as described below.

In order to achieve consistently excellent care, fundamental and sustainable changes are needed. We outline these changes in response to the six questions that formed the charge of this committee (see the Faculty Senate resolution adopted on March 10, 2010 and reprinted in full as an addendum).

§2. Can the center budget model deliver the quality of care that is demanded by the Cornell faculty?

In its initial vision of the center, Cornell did not anticipate that its budget model would constrain the quality of care. The current model overemphasizes management and is too lean in its staffing in three critical respects:

1. The current budget for the center provides an infant to teacher ratio of 8 infants to 2 teachers, in line with the minimum standard set by New York State. However, this ratio falls below the best standard in the community (6 infants to 2 teachers) and does not meet the 6:2 ratio for infant care recommended by the U.S. Department of Health and Human Services, the American Academy of Pediatrics, and the American Public Health Association. Research shows that infants fare best in classrooms with small ratios, where they can obtain the individualized, responsive care.
2. Additionally, the center lacks adequate numbers of teachers' assistants, which creates a significant strain on teachers, and has resulted in discontinuity of care for the children. The current system leads to inconsistency in terms of who provides care in any given room when a teacher is absent or on break. The key concern is that children are too often

placed in the care of individuals who are likely to be much less familiar with them than their own regular teachers. A staffing solution, consistent with the best quality of care in the area, would be to assign two regular teachers and one teacher's assistant to each classroom. Having three teachers assigned to each classroom ensures consistency in caregivers when a teacher is absent or on break.

3. The center is open for longer hours than any center in the area, a feature which many parents appreciated and for which they expressed strong support. However, the center does not have a budget that matches these longer hours of service.

The problems associated with staffing shortages were clear soon after the center opened. These staffing shortages resulted in overworked teachers with inadequate break time and teaching support. Many teachers have chosen to quit because the workload was too heavy (see Table 2 on teacher turnover that is presented below).

Bright Horizons and Cornell's Division of Human Resources are largely in agreement that these staffing shortages must be addressed and have worked to mitigate them since April of 2010. In part, however, the staffing shortage has been resolved by under-enrollment. In contrast to other local centers, the Cornell Child Care Center has been operating at less than 80% capacity, especially in the infant rooms. Presumably, many parents became sufficiently dissatisfied to seek child care elsewhere in the community, and the resulting decline in enrollment led to the closure of one infant room, even though infant care is in the shortest supply in the community.

Recognizing the need to provide more teacher support and training, Bright Horizons has brought in more experienced teachers from other Bright Horizons centers to serve as mentors and to help guide the NAEYC accreditation process. However, these mentors are present only on a short-term basis. Most recently, Cornell, through the Division of Human Resources, has hired three additional teachers on a temporary basis from July through September 2010 to help the center pursue NAEYC accreditation. The addition of these teachers has resulted in improvements, which parents and staff greatly appreciate.

In sum, there are now more teachers and fewer children at the center than originally planned. Yet, there is no budgetary commitment to maintaining these staffing levels into the future. Because the center is now operating in a substantial financial deficit, this committee believes that a new budget needs to be adopted.

Recommendation:

To increase its teaching staff and thus improve the quality of care, the center needs a larger budget. A sliding scale for tuition should be adopted so that higher-income families pay a modest increase in tuition rates. In addition, the university should reallocate its subsidy away from the large management fees and overhead charges that it currently pays to Bright Horizons Family Solutions.

By our calculations, a modest tuition increase for half of the families at the center with the highest family incomes, coupled with lower management costs (see next section),

would allow the center to permanently maintain the summer 2010 staffing levels in the toddler and preschool rooms while also enabling additional improvement in the ratios in the infant rooms (see above). This would also entail a lower number of infant slots at the center, reducing them from 48 to 36. Since, as best we can tell, the center has never had more than 36 infants under its care, this reduction is not a sacrifice relative to present arrangements for care.

Would parents with the ability to pay higher tuition do so? In our discussions with faculty, the answer is clearly yes (although many of these same parents would only do so if quality improved significantly). The increased rates would be comparable to, but still lower than, some other area child care centers. We believe that the views of parents are shaped by the norms set by the university itself. Cornell, in pursuit of excellence of its programs, charges very high tuition to its students. It ensures accessibility by offering generous financial aid to families who cannot afford to pay the high tuition that excellence of programming requires.

We recommend that the Cornell Child Care Center pursue excellence of care in the same manner. Cornell offers a Childcare Grant Subsidy Program to its faculty and staff, which allocates approximately \$1.3 million per year. The maximum award is \$5000 per year per family. In results presented in the fall of 2009 to the University Assembly's Childcare Services Subcommittee, the University documented how this subsidy is disbursed. For 2010, families with incomes less than \$50,000 per year were scheduled to receive grants that equaled \$2,861 on average. Amounts then declined steadily to an average of \$633 for families with incomes between \$95,000 and 115,000, to \$511 to families with incomes between \$115,000 and \$150,000, and to zero for families with incomes greater than \$150,000.

We have recommended a sliding tuition scale for the center as a narrowly targeted solution that is consistent with an "ability to pay" norm in the community and that would increase the budget for the center. We would not be opposed to an alternative recommendation, which we assume is more costly to the university: across-the-board tuition increases at the center coupled with larger Child Care Grants for all lower-income faculty and staff that can be used at any child care center. Regardless of the accessibility strategy chosen, our position is that accessibility goals should not be pursued by holding tuition levels lower than is necessary to provide excellent quality of care.

§3. Should the management contract with Bright Horizons be renegotiated or terminated?

Cornell is currently approaching the end of the second year of its contract with Bright Horizons Family Solutions, a for-profit company acquired by Bain Capital for \$1.3 billion in January 2008. Over these two years, the center has failed to deliver the quality of care expected by the Cornell community. It has failed to meet the minimum standards outlined in the first section of this report. It has also, by our reading, failed to meet the performance standards in the contract it signed with Cornell.

Bright Horizons bears primary responsibility for the weak performance of the center for the following reasons:

Licensing Violations. As detailed in the Faculty Senate resolution (see Addendum), the center had the largest number of violations of any child care center in the area, at 38 between opening day in August 2008 through the end of January 2010. Since the resolution was drafted, the center has accumulated 18 additional violations for a total of 56 through June 2010. Of these violations, the New York State Office of Child and Family Service deemed 20 of these as “serious”. Table 1 places these numbers in context relative to other child care centers in the area.

Table 1. Comparison of OCFS Violations, August 2008-June 2010

Center	Capacity (in children)	Non-Serious Violations	Serious Violations	Total
Ithaca Community Child Care Center (IC3)	146	10	1	11
Ithaca Montessori School (IMS)	99	10	1	11
Drop In Children’s Center (Drop In Center)	90	19	1	20
Cornell Child Care Center (CCCC)	154	36	20	56

Note: The Cornell Child Care Center (CCCC) has a similar mix of infants, toddlers, and preschool children as does IC3. Over this time period, the CCCC has not run at full capacity and therefore on a per-child basis has an even worse regulatory record compared to IC3 than this table implies. Comparisons to IMS and the Drop In Center are more complex because both are smaller centers, the former does not provide infant care, and the latter follows a mixed mission of full-time and back-up care.

The explanation offered by Bright Horizons for this poor relative performance on regulatory compliance is that the higher rate of violations at the Cornell Child Care Center reflects Bright Horizons’ vigorous self-reporting policy. This explanation is not convincing. These violations are listed on a publicly available website maintained by the New York State Office of Child and Family Services, and any member of the community may request additional information on them.

After reviewing the descriptions of these violations, this committee does not regard these violations as indicators of widespread imminent harm to children. However, these violations do reflect the weak performance of Bright Horizons in meeting Cornell’s minimum standards for quality of care. If striving to provide the best quality of care in town, the Cornell Child Care Center should hold one of the strongest records on regulatory compliance in the area, not the weakest.

Teacher Turnover and Discontinuous Care. One of the essential characteristics of an excellent child care center is continuity of care. Research indicates that the same teaching staff should care for children for at least one year at a time. Staff continuity establishes healthy and secure attachments, particularly for infants but also for all young children. Discontinuity in teaching staff is associated with increased behavior problems among children in child care.¹

¹ Love, J. M., Harrison, L., Sagi-Schwartz, A., I. Jzendoorn, M. H. v., Ross, C., Ungerer, J. A., Raikes, H., Brady-Smith, C., Boiler, K., Brooks-Gunn, J., Constantine, J., Ellen Eliason Kisker, Paulsell, D., & Chazan-Cohen, R. (2003). Child care quality matters: How conclusions may vary with context. *Child Development*, 74, 1021-1033.

Bright Horizons provided this committee with data that allowed us to calculate rates and trends in teacher turnover. Table 2 presents teacher turnover in three categories of full-time equivalent teaching positions: “Lead teacher,” “Teacher,” and “Assistant teacher.” For these categories alone, teacher turnover has been an astounding 105 percent in less than 2 years. Turnover does not include administrative staff or substitute teachers, but our data collected from parents (as we describe below) show similar cumulative rates of turnover in these positions.

Table 2. Teacher Turnover at the Cornell Child Care Center, August 2008-June 2010

	2008	2009	2010	Cumulative
Number of Departures	3	19	12	34 since opening
Months of Operation	4	12	6	
Departures Per Month	.75 per month	1.58 per month	2 per month	
Average Annual Size of Workforce	24	35	31	
Departures Per Month as Percentage of Annual Size of Workforce	3.1% per month	4.5% per month	6.5% per month	105% since opening

Note: Calculations per month assume homogeneity of months throughout each year.

A cumulative turnover rate of 105% for 22 months is equal to a 56% annual rate of teacher turnover. As a point of comparison, the Ithaca Community Child Care Center, which cares for a similar number of children of the same age as the Cornell Child Care Center, had a 3.5% teacher turnover rate in 2009 and a 7% teacher turnover rate in 2010. In the past year, the teacher turnover rate at the Ithaca Drop In Center was 15% (2 out of 13 teachers) and at the Ithaca Montessori School was 29% (6 out of 21 teachers). It is reasonable to assume that a new center will have a higher rate of teacher turnover than an established center, but the differences between other area centers and the Cornell Child Care Center are too large to be attributable to newness and continue to increase.

To obtain more-detailed information on turnover within classrooms, rather than just at the level of the center, committee members contacted parents whose children are or were at the center. These parent-generated data largely match the data supplied by Bright Horizons. However, these data suggest slightly higher teacher turnover rates because parents counted transfers between rooms, and departures from rooms because of promotions to administrative postings, as turnover within rooms. This turnover is not reflected in the numbers provided by Bright Horizons, which only include departures from the center. Based on the information that we gathered from parents, over the first 22 months of operation across all fifteen rooms at the center,

1. the typical room has had six separate full-time teachers (i.e., a median of 6 teachers with a mean of 5.5 teachers, a minimum of 3, and a maximum of 9).

2. none of the 15 classrooms will end its first two years of operations with the same two teachers they had at the center's opening.
3. three classrooms will have had 8 or more teachers, representing an annual turnover rate of greater than 200% per year.

These statements are true even though (1) some infant rooms have come in and out of service as demand has fluctuated and (2) we believe that we have undercounted the number of teachers at the center because of incomplete parent recall and lack of full data from Human Resources and Bright Horizons.

These turnover problems are not new.

1. The results of the October 2009 parent survey, as cited in the resolution (see Addendum), showed that 41% of parents reported that their children had "5 or more" teachers since joining the center, even though 25% of respondents had had children at the center for less than 6 months as of October 2009. When asked whether "Teaching staff turnover" met their expectations, 70% of parents indicated that the turnover rate was higher than they expected and in the most recent parent survey in the spring of 2010, many parents still expressed concern over the teacher turnover rate.
2. When the Bright Horizons CEO spoke to parents at the center in January of 2010, many parents remember him stating that the turnover rate at the Cornell center had been more than twice as high as Bright Horizons typically experiences when opening a center.

In spite of Cornell and Bright Horizons' awareness of these problems, this issue has not been effectively addressed. Teacher turnover has not declined in 2010. Rather, as the bottom row of Table 2 shows, the turnover rate increased steadily from 2008 through 2009 and has continued to increase in 2010.

Beyond these basic turnover rates, many parents have stressed additional factors that have made the consequences of turnover even more serious: departures have been very abrupt and new hiring has been slow. Thus, the turnover experienced by children in classrooms is even higher than reported rates indicate because of the many substitute teachers who have been called in to serve between the appointments of regular teachers. And, because these changes arrive abruptly, often with little explanation, parents are unable to effectively help in the transitions by cushioning the impacts on their children.

On daily continuity of care, many former and current parents at the center have complained to this committee that, especially during the first 15 months of the center's operation, children were far too frequently shuffled between rooms to balance child-teacher ratios. In most cases, parents were not even informed that such shuffling was occurring. Our understanding is that the frequency of such movement has declined in 2010 because of the temporary increase in staffing. Again, we are not convinced that this change is sustainable without significantly altering the budget model.

Weak Administrative Team. From the beginning, the administrative team hired by Bright Horizons has performed well below Cornell's reasonable expectations. The Regional Manager assigned by Bright Horizons had never overseen the opening of a center before she was assigned to oversee the launch of the Cornell Child Care Center. This was a factor in the chaotic opening days of the center. Human Resources has indicated that the initial enrollment lottery was poorly handled. Only one month after the center was opened, the first Director was fired for undisclosed reasons. By the end of the first year of operation, the next two highest-ranking administrators (the Assistant Director and the Program Coordinator) had also left the center.

The second Director, brought in with a temporary contract, had experience working at the Bright Horizons corporation but, apparently, had insufficient training on New York State's licensing regulations. She also failed to slow the rising teacher turnover rate and, according to some parents, did not adequately respond to parent concerns.

The third, and current, Director, who has been in her job for more than one year, was hired without any experience as a Director of a child care center. Former teachers as well as former and current parents have shared many critical comments about her performance. It is clear that teacher turnover has increased since she entered her position. This history of ineffective directors raises great concern about Bright Horizons' ability to hire and train an effective leader for the Cornell Child Care Center.

Many teachers have complained about the mismatch between the corporate culture and child-focused care at the Cornell Child Care Center. For example, they have indicated that (1) the center is top heavy administratively, with too many layers between classroom teachers and the Director; (2) the teachers are required to spend substantial time completing paperwork, and consequently have too little time to develop and implement the Bright Horizons educational program; and (3) the corporate model has a rigid, cookie-cutter feel, which gives teachers too few opportunities to develop unique identities for their rooms and provides them with little autonomy in how they approach their teaching. Overall, many teachers seem to feel that the administrative team is committed primarily to implementing the Bright Horizons corporate blueprint for how to run a center, giving insufficient support and too few opportunities to develop and exercise their professional competence.

Accreditation Problems. This committee believes that Cornell's minimum standard of quality child care should be accreditation by the National Association for the Education of Young Children (NAEYC). Achieving NAEYC accreditation is difficult and time-consuming, but doing so indicates a commitment to the quality of care that is associated with optimal child development. Cornell's Division of Human Resources indicated in June 2010 that Bright Horizons was on track to achieve NAEYC accreditation and intends to submit its full application in September 2010, as required in its original contract with Cornell.

However, Human Resources also reported troubling details about the accreditation process. In June 2010, this committee was asked if Cornell might recommend that Bright Horizons delay its application for NAEYC accreditation. The concern was that teachers were being asked to work on the weekends, putting in as much as 50 hours per week of paid work, in order to prepare materials for the accreditation application. When this committee asked how this could be, Human Resources indicated that the teachers had been so overworked over the past year and a half, and had experienced so much turnover, that they had not been able to document the care they were providing to the children. Teachers were being asked to work overtime to make up for the missed work that is necessary to achieve NAEYC accreditation (e.g., comprehensive binders of the care provided to each child).

After some communication with this committee, Cornell decided to hire three additional teachers for July 2010 through September 2010 to help give teachers more break time from their classrooms to prepare the NAEYC materials. Such help from Cornell is a direct financial transfer from Cornell to Bright Horizons. Although the additional teachers reduce contact time between children and their regular teachers, we are hopeful that they will provide the support necessary to prevent additional teacher resignations in the short term while aiding progress toward achieving NAEYC accreditation. At the same time, these additional teachers do not represent a long-term solution to the problem of teacher overwork or turnover, or *maintaining* accreditation: first, the supplementary teachers are temporary; and second, they further harm the financial position of the center by increasing the university's costs.

Failure to Meet the Standards of the Ithaca City School District's Universal Pre-Kindergarten Program (UPK). Child care centers can derive numerous benefits by taking part in the UPK program. When a child care center participates in UPK, they receive \$1500 for every child who is part of the program (this amount may increase to \$2500 per child next year). The center may choose to pass some of these funds back to the parents, but the rest can be used to purchase items to enhance a given classroom or the entire center (e.g., computers, software for assessments and curriculum, or in-service training materials). Additionally, each teacher taking part in UPK attends monthly meetings with other early childhood teachers to gain ongoing training and information on child development, resulting in up to 15 or more hours per year in additional teacher training. UPK teachers are eligible to take part in a host of other trainings that the school district offers. Finally, the teachers are given access to a special online tool that allows them to assess the needs and strengths of the children in their classroom and develop activities designed to address these. Thus, participating in the UPK program provides important opportunities for the teachers directly involved in the program while at the same time benefitting a center financially.

Despite interest in participating in the UPK program, the Cornell Child Care Center has been unable to manage the UPK enrollment process. The center could not consistently provide the necessary attendance records for pre-K students to the school district, or offer the minimum staff development and training required for the program, as set by the school district.

Discouraged Teachers. The weak performance of the center is not attributable to members of the teaching staff, who work by choice in a field with pay levels that are far lower than they should be and who strive to do the best that they can in tough working conditions. In the recent spring 2010 parent survey, parents expressed strong and enthusiastic appreciation for their children's teachers. Although many of the teachers have violated regulations, these violations reflect the weak and non-supportive administrative team more than individual teachers' abilities. It is particularly troubling to this committee that so many of the talented and caring individuals who have taught at the center are no longer there. Those who have remained deserve heartfelt thanks from the community. Those who have left, especially those who worked to change the center but who left because of the stress induced by their efforts, deserve thanks just as much. It would be a strong benefit to the center to find a way to bring these talented teachers back into the child care community at Cornell.

The teachers at the center deserve a supportive environment with the best training possible to ensure that they can provide the best possible care. They should be given the opportunity to conceive of their positions at the center as part of a larger professional development trajectory.

Unresponsiveness to Parents. During the first 16 months of its contract, Bright Horizons was unresponsive to the concerns of parents, failing to adequately address their requests for change or to discuss candidly the center's challenges. Since January of 2010, Bright Horizons has improved its communication with parents, but only after substantial pressure from Cornell's Division of Human Resources and the adoption of the resolution by the University Assembly that suggested many immediate changes.

As quoted at length in the resolution (see Addendum), parents who responded to the parent survey of fall of 2009 (a full 14 months after the center opened) were exceedingly dissatisfied. When asked whether Bright Horizons was responsive to parent feedback and concerns, 62% of parents indicated that Bright Horizons had performed below their expectations. Over half (55%) of parents indicated that they did not receive enough information about changes at the center, and 41% indicated that they did not trust the Bright Horizons administration. Similarly, over half (51%) of parents felt that the Director was performing below expectations, and 54% felt that the Bright Horizons administration was performing below expectations.

Parents complained that they were not informed of teacher departures until days before they occurred; nor were they given sufficient information on the reasons for the departures. A key indicator of quality child care is having children placed in a single room, with a consistent group of peers and a consistent group of teachers. However, parents at the center complained that their children were moved to other rooms without their knowledge or consent in order to balance ratios. When parents, either individually or through the Parent Advisory Committee, asked for explanations of regulatory violations and the rumored incidents occurring at the center, parents received explanations that they found insufficient.

Because of the problems at the center, many parents left in the winter/spring of 2010. Human Resources reports that the parents at the center now (those in the summer of 2010) are happier. Based on feedback we have received from current parents, we agree that some improvements have occurred. However, it is difficult to disentangle how much of this change is the result of the unhappiest parents leaving and how much is the result of significant improvements at the center. As evidence for the selective attrition explanation, we note that: (1) a high percentage of parents in Human Resource's 2009 survey indicated their intent to leave; (2) enrollment rates have been declining at the Cornell center yet enrollment has not declined at other local centers; and (3) a substantially higher percentage of the parents who were surveyed in 2010 receive child care grants than the parents surveyed in 2009, suggesting that dissatisfied faculty, staff, and students who can afford other more expensive care have disproportionately "voted with their feet."

The most recent parent survey (conducted in spring of 2010) still expresses substantial dissatisfaction with the management of the center, while providing strong support for the teachers. Forty percent of parents believed that the competence level of the current director did not meet expectations. Similarly, 50% believed that the management of the Bright Horizons staff did not meet expectations. Nearly one third of the parents reported that they did not trust the Bright Horizons administrative staff and that the management was not open to parent opinions. Perhaps most alarming, only about half of the current parents would recommend the Center to a close friend seeking child care, and 41% of parents would opt for a different child care center if they could find a center with the same availability of hours and days. Thus, while the spring 2010 survey shows higher levels of parent satisfaction in some areas, the results still indicate substantial concern with Bright Horizons' management and the overall quality of care at the center.

A Declining Reputation in the Community. Because of these problems, the Cornell Child Care Center has a poor reputation in the community. This harms the University's overall reputation to a non-trivial degree (as in the April 7th *Ithaca Journal* story on the licensing violations, above, and the April 13th *Cornell Sun* story on the same). More importantly, the poor recent record of the center is a barrier to faculty recruitment and retention. This is a particularly important factor because the university will soon resume faculty hiring at its normal or even accelerated pace in anticipation of the pending wave of retirements.

Since the center's opening, many families have left (and continue to leave) for other centers in the area, primarily the Ithaca Community Child Care Center and the Ithaca Montessori School. This committee knows of no families who have returned to the Cornell Child Care Center after moving their children to these local alternatives. Instead, this committee has received feedback from some of these parents, in each case praising their new child care providers while making direct comparisons to their past experiences at the Cornell Child Care Center.

The declining reputation of the center also exacerbates the consequences of high rates of teacher turnover. The center's current reputation dissuades potentially excellent new

teachers from considering the Cornell Child Care Center as a desirable place of employment.

For these reasons, Cornell has sufficient grounds to terminate the contract with Bright Horizons. The case for termination is stronger still because of the very high financial costs of retaining Bright Horizons, which include high management fees (beyond operating costs) paid directly to Bright Horizons as well as a contractual obligation for Cornell to pay any operating deficits. These costs make it harder to achieve the staffing increases recommended by this committee in the budget model section.

At the same time, Cornell must accept some of the responsibility for the failures of the center as well. Cornell opened the center with a budget model that could not deliver the quality of care expected by the community and without sufficient input from faculty and others on campus with expertise in child care and child development. And, as we detail in §5 below, Cornell did not respond quickly and effectively when problems arose.

Recommendation

Because the center needs a fresh start under new management and with a new budget model, Cornell should inform Bright Horizons that it is terminating its contract for service.

Because Bright Horizons is not solely at fault for the problems outlined above, Cornell should avail itself of the opportunity to declare “termination without default,” giving 180 days notice, and paying the stipulated termination fees in the contract that it signed. The termination fees are less than the annual operating deficit under which the center is now running, and which the university must pay. Thus, in this committee’s judgment, the termination fees are a fair price to pay for a series of business decisions that now appear to have been unwise. The termination fees could prove to be a bargain in comparison to operating a center that is running in financial deficit and that cannot attract enough tuition revenue to cover its escalating costs.

To allow time to find a new provider, Cornell should move quickly by issuing a new request for providers by January 1, 2011. Cornell should undertake a full competitive bidding process, following University Policy 3.25. Consistent with Cornell’s current standards, full bids from alternative providers should be solicited and then evaluated. Given the situation that the university now finds itself in, careful attention should be paid to termination clauses in the contracts proposed by alternative providers. Thus, bidders should be required to submit sample contracts, and these contracts should be evaluated by the Office of the University Counsel.

§4. Can the facility built by Cornell be modified in cost-effective ways to rectify some of the serious deficiencies in design?

No. Increased staffing at the center will mitigate some of the problems of the design of the building, such as the separation of the diaper changing areas (and bathrooms) from the main

classrooms. However, the lack of an indoor communal play space for gross motor activity is a significant problem for which there is no clear, cost-effective solution. The same is true of the playgrounds, which have attractive stylistic features but are so small that they must be used on an overly restrictive rotating schedule.

Recommendations

Human Resources should continue to pursue some creative ideas for enhancing the outdoor play spaces, including additional fenced play space to the west of the center.

As a long-term solution, Cornell should consider converting the center into one that serves only infants and toddlers, and then opening a preschool in another location. Alternatively, the center could enroll fewer children at its current site while having a second center in another, nearby location.

If the university chooses to maintain the current site as a center for infants through preschoolers, plans should be made to build a sufficiently large indoor space for gross motor play in a new wing to the west or north of the center, comparable in size to those maintained by other area daycare centers. Plans should also be made to extend the playground to the west of the center. We are aware that such an expansion might pose problems with neighbors and current users of the space, but the same is true of any university expansion plan.

§5. Does the oversight model of the center give sufficient influence to parents and to faculty at Cornell with relevant expertise?

At no point in the conceptualization, planning, or oversight of the Cornell Child Care Center have parents and faculty with relevant expertise and experience in child care and child development been given sufficient influence over the design or direction of the center. This committee believes that many of the problems that have plagued the center would have been avoided if (a) faculty with relevant expertise had been given a real decision-making role in setting ratios and selecting the provider for the center, and (b) parents at the center had been given a substantial formal role in the center's operation.

The committee's charge does not suggest that we attempt to discern who made the decision to hire Bright Horizons or how the selection process was managed. It is, however, relevant to the question of future oversight that the decision to hire Bright Horizons had by all accounts been made before Cornell faculty who had relevant expertise were asked to give input on the center. Indeed, the faculty members who sat on the University's ad hoc child care committee in 2006 said that their involvement felt purely symbolic.

After the center opened, Cornell failed to intervene quickly enough to prevent the present crisis from developing. Information about the large number of licensing violations at the center was available to Cornell quite early in the center's operations, but did not trigger a visible or effective response. Other events suggest that Cornell failed to address needs arising in the center. For example, in the spring of 2009, parents at the center submitted a petition to the university asking

Cornell to extend free parking benefits to teachers at the center, in response to their on-the-ground observations of teacher dissatisfaction and turnover. Although the center is located next to the A-lot, the teachers at the center could not park in the lot for free, like Cornell employees. As Bright Horizons' employees, they were asked to pay \$650 annually to Cornell (i.e., 3.25% of a pre-tax salary of \$20,000), which many chose to do because convenient direct bus routes did not exist for them. The petition was rejected by the Office of Transportation Services. It took 6 months for Cornell to work out a solution, which occurred only after the parents mobilized a second, more vigorous campaign to eliminate the fees.

During the fall of 2009, when the problems at the center were deepening, some parents reached out to the University Assembly's Childcare Services Subcommittee. In response, the chair of the UA subcommittee indicated that Human Resources had already requested that her subcommittee focus on other broad child care issues, leaving oversight of the Cornell Child Care Center to Human Resources, which would deal directly with parents at the center. This same request was then repeated orally by a representative of Human Resources during a UA Childcare Services Subcommittee meeting later in the fall of 2009.

During this same time period, Bright Horizons rebuffed efforts of the center's Parent Advisory Committee (PAC) to become more active. Throughout 2009, the PAC was advised by Bright Horizons to focus its attention on teacher appreciation activities and was discouraged from meeting without representatives of Cornell and the Bright Horizons administration in attendance. The PAC was also discouraged from developing into a parent-teacher organization, which some parents felt could help address the concerns of teachers. The PAC relationship with Human Resources was also already strained, in part because of the parking issue, and in part because the position of the Cornell liaison to the center was filled by three different Human Resources employees during the first 16 months of center's operations.

When it became clear to the UA Childcare Services Subcommittee in December 2009 and January 2010 that the problems at the center were very substantial, and members began to believe the subcommittee would be shirking its obligation to the university community by not considering what it could do to help, the UA subcommittee asked to see the contract signed with Bright Horizons. A representative from Human Resources reported to the committee that the Office of the University Counsel had decided that the contract could not be shared with the committee. Thus, during the crucial period when the center's problems were deepening and parent dissatisfaction became widespread, important stakeholders had no effective means to press for change.

When Human Resources came under intense pressure to make changes following their own survey of parent satisfaction, they arranged for a visit from the CEO of Bright Horizons. During a January 2010 meeting with approximately 40 parents at the center, the CEO, who was accompanied by three other senior administrators, declined to answer questions or gave vague responses to the questions submitted to him by the Parent Advisory Committee. Instead, he repeatedly indicated that he was aware that Bright Horizons "owned the problems" and that Bright Horizons needed to fix them.

Bright Horizons then developed an action plan. This committee has not seen the action plan, but one member was told by Human Resources that the original plan was insufficient to address the problems at the center. Only after additional pressure from Human Resources in 2010, pressure that was not independent of the adoption of resolutions by the Faculty Senate and the University Assembly, did genuine improvements begin to unfold. These improvements did not, however, raise the level of care up to the quality that Cornell parents expect, and they are financially unsustainable barring a permanent change in the budget model.

In sum, this committee found evidence that Cornell's oversight has contributed to the problems at the center. Our review of how peer institutions oversee their child care centers suggests that part of Cornell's difficulty in oversight are related to its decision to eliminate the Office of the Vice Provost for Faculty Development and Diversity. In many of our peer institutions, the Vice Provost for Faculty Development and Diversity (or equivalent) works in partnership with Human Resources to ensure that their child care center(s) meet the fundamental missions of their organizations.

To ensure the future success of the center, this committee recommends a new oversight model. The responsibility for selecting a provider and then continually monitoring and evaluating the center should be distributed more broadly across the university, while also taking better advantage of the very substantial local expertise in both child development and organizational management.

Recommendation

The President should establish an Advisory Board for the Cornell Child Care Center.

A seven-member Advisory Board should be established that includes four faculty members, two with expertise in child development and two with expertise or experience in management. The three additional members of the committee should be appointed from non-academic units at the university, such as the Division of Financial Affairs, Risk Management, the Counsel's Office, and the Division of Human Resources.

The Board should meet at least twice per year and should conduct annual reviews of performance at the center, assisted by the Office of Institutional Research and Planning. To ensure that its perspective is informed by relevant stakeholders, the Advisory Board should cultivate direct channels of communication with parents of children at the center as well as teachers. The Advisory Board should also consult with the University Assembly's Childcare Services Subcommittee when considering issues that may impact the teaching philosophy, curriculum, and accessibility of the center. The University Assembly's committee represents the full university community, and its members should no longer be discouraged from engaging issues of concern at the center.

In cooperation with other relevant units and committees, the Advisory Board should select the vendor in response to the new RFP recommended by this committee. The Advisory Board should evaluate alternative providers on their willingness to (1) allow parents at the center to be involved in operational decisions to an appropriate extent and

(2) allow the Advisory Board to conduct anonymous parent and staff surveys on a yearly basis.

The Advisory Board should not be charged with overseeing day-to-day operations of the center. If the President chooses to again direct the Division of Human Resources to manage the business relationship with the child care provider, then representatives of the Division of Human Resources should monitor day-to-day operations at the center. Under this cooperative arrangement, the Division of Human Resources and the Advisory Board would work together as partners with a common goal of ensuring that the Cornell Child Care Center reaches the level of excellence that Cornell deserves.

Finally, we recommend that the Advisory Board be chaired by a senior academic administrator. The University Faculty Committee has recommended instead that it be chaired by a senior administrator, not necessarily from the academic side of the university. We see advantages to both recommendations, and we have adopted the less-specific recommendation of the University Faculty Committee for the resolution that will be brought forward for deliberation by the Faculty Senate.

§6. Are the priorities of the center aligned with the core mission of the university?

The university's core mission has recently been defined in the 2010-2015 Strategic Plan through a series of Umbrella Goals.

1. Enroll, educate, and graduate the most deserving, promising, and diverse student body possible. Provide all students (undergraduate, graduate, professional) with an education that is innovative, distinctive, and of the highest quality, and that inspires in them a zest for learning.
2. Maintain and enhance world leadership in research, scholarship, and creativity.
3. Maintain and enhance efforts to recruit, nurture, and retain a diverse faculty who are outstanding scholars and teachers and an excellent, diverse staff who provide outstanding support to faculty and students.
4. Strengthen the public engagement of the university's education, research, and clinical programs with local, national, and international communities, consonant with its stature as an academically distinguished private university with a public mission.
5. Establish and maintain organizational structures and processes that promote and support academic excellence.

With reference to these umbrella goals, the center is not sufficiently aligned with the core mission of the university. Most importantly, as noted in the first section of this report, it is not a sufficiently high quality center to attract faculty, staff, and students to the university. As noted

earlier, the center should be a source of pride for the university, and it should be used actively to recruit talented faculty, staff, and students to the university.

Moreover, from the perspective of the university faculty, the center is not sufficiently aligned with an important strategic goal of the university: to redress gender imbalance in the faculty ranks as the faculty is renewed over the next twenty years, and more specifically to bring the percentage of women in each department or unit to 20% or the PhD pipeline, whichever is greater. Meeting this goal will require that Cornell be at least as good as, if not better than, our peers in supporting women faculty. Although child care is by no means solely a “woman’s issue,” it is nonetheless still the case that women are more likely to have primary responsibility for child care and more likely to give weight to the availability of high-quality child care in assessing whether to accept an employment offer or counteroffer at Cornell.

A survey of peer institutions conducted by CU-ADVANCE suggests that the majority of our peers reserve a modest number of child care slots to aid in the recruitment and retention of faculty and, less commonly, senior staff. These slots are typically assigned by the Provost or Vice Provost for Faculty Development and Diversity. In addition to the Provosts’ slots, a few peer institutions (e.g., MIT, Brown, Stanford) have tiered wait lists that give priority to faculty for particular child care slots (e.g., all infant slots, all slots in one of the on-campus centers). We note, however, that the latter institutions offer more on-campus slots and/or are located in cities where external child care slots are more plentiful.

Recommendation

Mindful that Cornell has a strong tradition of extending benefits broadly to all members of the university, and recognizing that all members of the community very likely want to send their children to a center with children from diverse families, the university should develop the capacity to use the center for recruitment and retention of faculty and staff in pursuit of its strategic goals.

Although alternative models exist at our peer institutions, this committee favors a modest program, similar to the one in operation at MIT. Under this model, the Provost would have control over the allocation of 12 slots per year at the center, a number this committee found to be roughly comparable to our peers in terms of both absolute numbers of slots and the percentage of the total number of slots. The University Assembly’s Childcare Services Subcommittee has reviewed this recommendation and has expressed its support, noting further that it supported such a plan when it was proposed before the center opened.

These slots would be set aside each year for assignment by the Provost no later than May for a guaranteed summer start date. If late-fall openings are projected, a department may pay to hold one of the Provost’s slots during the fall term for a faculty member who has a January 1 start date. In order to ensure that this system is cost-effective, we recommend that the Advisory Board (a) conduct further inquiries about how peer institutions manage Provost’s spots and (b) evaluate potential providers in part on their willingness to allow Provost’s slots to stay open over the typically under-subscribed summer months with

minimal or no additional charge. The Board should also consult with the University Assembly's Childcare Services Subcommittee while developing an implementation plan in order to discuss how to ensure that the center remains balanced across types of families at the center.

We note that 12 slots represent only 8% of the total number of slots at the center (and, moreover, that the child care center is currently below capacity). The remaining 92% of slots (or 134 slots) would be allocated in a random lottery across faculty, staff, and students. Our recommendation thus represents a balance between the goal of leveraging Cornell's investment in the child care center to help with recruitment and retention, as our peers do, and the goals of ensuring a diverse child care center accessible to all members of the Cornell community.

§7. How should the Cornell Child Care Center fit into the broad university strategy for supporting faculty work life balance?

This question was added to the committee's charge at the request of the Division of Human Resources in comments it provided on a draft of the March 10th Faculty Senate Resolution.

This question is best addressed by the standing University Assembly Childcare Services Subcommittee. Nonetheless, this committee agrees with prior committees that the Cornell community's child care needs cannot be met by only one child care center. Cornell should continue to support other child care providers in the area, and Cornell should develop a strategic plan for opening additional child care centers after the university's financial position improves. If Cornell wants to keep pace with its peers on work/life balance, it has no choice but to meet this challenge. We have confidence that the university will do so.

ADDENDUM

Resolution Adopted at the March 10, 2010 Meeting of the Faculty Senate

[Note: The paragraphs enclosed in brackets conveyed supporting information that was not included in the final resolution that was brought forward for a vote.]

WHEREAS the university's support of the needs of the faculty is a relevant matter of educational policy that 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 the recruitment of younger faculty will accelerate in the wake 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 the faculty,

[Support: See the May 2006 document, "Child Care Needs Among Faculty," produced by Institutional Research and Planning at the request of the Provost's Advisory Committee on Faculty Work Life.]

WHEREAS the then-Provost Biddy Martin announced a plan for a Cornell Child Care Center in September 2006, indicating that its creation was a direct response to the needs identified by the Faculty Work Life Survey of 2005,

[Support: See Cornell Chronicle Article of 9/26/06, in which Lynette Chappell-Williams, as Director of the university's Office of Workforce Diversity, Equity and Life Quality, said "Part of the motivation of this new center is that we have heard of faculty who have experienced challenges in finding child care here and we have lost them; they moved elsewhere." She continued, "There are also those who applied for positions at Cornell and then declined offers because child-care services appeared inadequate. The new center is designed to help with both the recruiting and retention of faculty"]

See also the Cornell Chronicle article of 8/28/08, which states "In 2004, Provost Biddy Martin charged an Advisory Committee on Faculty Work Life 'to examine the tenured and tenure-track faculty work life and working climate, with a special emphasis on the experiences of women faculty.' The resulting Faculty Work Life Survey, completed in November 2006, indicated that 12 percent of faculty respondents were using or in need of child care, with five percent indicating that they anticipated needing child care in the next year or so, most likely for an infant"]

WHEREAS the then-Provost granted administrative control of the center to the Division of Human Resources, who, in consultation with the then-Provost, chose to enter into a 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,

[Clarification: A press release on 1/14/08 indicated that Bain Capital had acquired Bright Horizons Family Solutions for \$1.3 billion, which was a 47% premium over its existing stock price. The press release described the new ownership as “Bain Capital, LLC (www.baincapital.com) is a global private investment firm that manages several pools of capital including private equity, venture capital, public equity and leveraged debt assets with more than \$65 billion in assets under management. Since its inception in 1984, Bain Capital has made private equity investments and add-on acquisitions in more than 300 companies in a variety of industries around the world, and has a team of almost 300 professionals dedicated to investing in and supporting its portfolio companies, including such leading companies as Dunkin’ Donuts, Michaels Stores and Domino’s Pizza.”]

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

WHEREAS the performance of the Cornell Child Care Center since its opening in August of 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 to Child Protective Services and unacceptable rates of teacher turnover,

[Support: Between its opening in August 2008 and the end of January 2010, the Cornell Child Care Center was cited for 38 separate regulatory violations by the New York State Office of Child and Family Services. Of these violations, 17 were deemed “serious.” Over the same interval, the Ithaca Community Child Care Center, which is the most comparable child care center in the county, was cited for only 4 violations, and none of these violations were deemed “serious.” Details are available at the website, http://it.ocfs.ny.gov/ccfs_facilitysearch/default.aspx, through a search for Tompkins County centers.

[Human Resources has reported that at least 22 teachers have left the center between its opening in August 2008 and February 2010. Bright Horizons has conceded that the level of teacher turnover at the Cornell Child Care Center is more than double the rate that is common in the child care industry.]

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

[Support: In October 2009, Human Resources conducted an online survey of parent satisfaction, and 93 parents responded. The full results are available at <https://confluence.cornell.edu/display/WORKLIFE/Cornell+Child+Care+Center+Parent+Survey+Results> . The results include the following concerns:

1. Teacher turnover: Even though 25% of respondents had had children at the center for less than 6 months, 41% of parents reported that their children had “5 or more” teachers since joining the center (not counting additional transitional appointments). When asked whether “Teaching staff turnover” met their expectations, 70% of parents indicated that the turnover rate was higher than they expected. The rate of dissatisfaction was highest in the toddler wing, where 89% of parents felt that turnover was higher than expected.
2. Bright Horizons administration: When asked whether Bright Horizons was responsive to parent feedback and concerns, 62% of parents indicated that Bright Horizons had performed below their expectations. 55% of parents indicated that they did not receive enough information about changes at the center, and 41% of parents indicated that they did not trust the Bright Horizons administration. 51% of parents felt that the Director was performing below expectations, and 54% of parents felt that the overall Bright Horizons administration was performing below expectations.
3. Overall satisfaction: When asked whether or not they would recommend the center to a friend, only 45% of parents indicated that they would.
4. These results do not reflect the views of the substantial number of parents who have decided to leave the center since it opened.]

BE IT RESOLVED that 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 that will allow the Cornell Child Care Center to perform at the level of excellence envisioned at its initial conceptualization.

BE IT FURTHER RESOLVED that the Dean of the Faculty request that the President direct the Division of Human Resources to provide access to documents and information that will allow the committee to form complete and informed answers to crucial questions that include:

1. Are the priorities of the center aligned with the core mission of the university?
2. Can the center budget model deliver the quality of care that is demanded by the Cornell faculty?
3. Can the facility built by Cornell be modified in cost-effective ways to rectify some of the serious deficiencies in design?
4. Should the management contract with Bright Horizons be renegotiated or terminated?
5. Does the oversight model of the center give sufficient influence to parents and to faculty at Cornell with relevant expertise?

6. How should the Cornell Child Care Center fit into the broad university strategy for supporting faculty work life balance?

BE IT FURTHER RESOLVED that the committee prepare a written report before the fall semester of 2010 and that, in the course of preparing their report, consult directly with Mary G. Opperman, Vice President for Human Resources, who has expressed her commitment to charting a new course for the Cornell Child Care Center.

Resolution endorsed by

Twenty-seven faculty members who have (or have had) children at the Cornell Child Care Center:

Anurag Agrawal, Associate Professor, Department of Ecology and Evolutionary Biology
Kevin D. Attell, Assistant Professor, Department of English
Anindita Banerjee, Assistant Professor, Department of Comparative Literature
Taryn L. Bauerle, Assistant Professor, Department of Horticulture
Marya L. Besharov, Assistant Professor, Department of Organizational Behavior
Sofia Cerda-Gonzalez, Assistant Professor, Department of Clinical Sciences
Ruth N. Collins, Associate Professor, Department of Molecular Medicine
Brian R. Crane, Associate Professor, Department of Chemistry and Chemical Biology
Peter K. Enns, Assistant Professor, Department of Government
Maria J. Garcia-Garcia, Assistant Professor, Department of Molecular Biology and Genetics
François Guimbretière, Associate Professor, Faculty of Computing and Information Science
John P. Hausknecht, Assistant Professor, Department of Human Resource Studies
Mark E. Lewis, Associate Professor, Department of Operations Research and Information Engineering
Corinna E. Löckenhoff, Assistant Professor, Department of Human Development
Daniel R. Magaziner, Assistant Professor, Department of History
Jordan D. Matsudaira, Assistant Professor, Department of Policy Analysis and Management
Tracy K. McNulty, Associate Professor, Department of Romance Studies
Stephen L. Morgan, Professor, Department of Sociology
Kevin M. Morrison, Assistant Professor, Department of Government
Maxim Perelstein, Assistant Professor, Department of Physics
Troy A. Richardson, Assistant Professor, Department of Education
Jocelyn K. C. Rose, Associate Professor, Department of Plant Biology
Holger Sondermann, Assistant Professor, Department of Molecular Medicine
Jennifer S. Thaler, Associate Professor, Department of Entomology
Sofia A. Villenas, Associate Professor, Department of Education
Joseph J. Wakshlag, Assistant Professor, Department of Clinical Sciences
Gary R. Whittaker, Associate Professor, Department of Microbiology and Immunology

Six additional faculty members who have interest and/or expertise in child care issues:

Christopher J. Anderson, Professor, Department of Government
Marianella Casasola, Associate Professor, Department of Human Development
Stephen F. Hamilton, Professor, Department of Human Development
Barbara C. Lust, Professor, Department of Human Development
Sharon L. Sassler, Associate Professor, Department of Policy Analysis and Management
Kim A. Weeden, Associate Professor, Department of Sociology