

**A MEETING
OF THE UNIVERSITY FACULTY SENATE
WEDNESDAY, FEBRUARY 14, 2018**

1. CALL TO ORDER

[Speaker Charles Walcott](#): “Okay, I would like to get underway. And to begin with, I would remind the body that senators have priority in speaking and that only senators or their designated alternates may vote. Since we don't have any votes today, that's not a problem. Please, please identify yourself when you talk into the microphone, because it makes it easier to do the transcript, if we know who it is that's speaking.

“I suggest a maximum speaking time of two minutes to allow for any more speakers. And there are no Good and Welfare speakers that I know of, so we begin with a consent item, which is the approval of the minutes, as distributed. “I don't hear any objections, so we move on to the dean of the faculty.”

2. [DEAN OF FACULTY ANNOUNCEMENTS](#)

[Dean of Faculty, Charles Van Loan](#): “I have never been in such a steep classroom. Okay, so a bunch of announcements, and let's start just with elections. So right after spring break, we'll be staging one, and they're pretty important, so we have a faculty trustee position up, and a couple of slots on the University Faculty Committee, the Nominations and Election Committee and the at-large senator position, so you'll be hearing more from us. If you know of names, you can send them to me or to Chris Schaffer, and we'll put them in the hopper.

“Over the break, we spent quite some time on the Weiss awards, so we have a nice web site now and a couple of changes. We tried to streamline it. It takes a lot of work to do one of these, and we know how busy everyone is, so we streamlined the process a little bit, have an FAQ there to handle questions.

“And also, not that there was preconceived notions, but we took some time to enumerate all the different ways excellence in undergraduate education can be realized. Sometimes you might think, well, it's just for the big lectures or this or that, and the small college, I don't have a chance. This is just not true, so we sort of explicitly produced all the many different ways excellence can be manifested, and we sure hope we get breadth across that range.

“Also, it's optional, but some nominators like to talk to the nominee. Others do not. It is strictly the nominator's call; but in a way, it's good thing, because it elevates the discussion of teaching across the university. Also, it can be handy. The nominee can help you with pulling together all the materials. Anyway, look at those web pages, and we're being very proactive in terms of contacting different groups and departments and whatever to take the step to make a nomination.

“Also, in December, if you recall, we said that we were going to float some options in front of the non-tenured track faculty about representation, so we did that, and there were two targets. One were the post-docs, of which there are 500. And then all the non-tenured track faculty, researchers, extension folks, that number was close to 1,000.

“And the question we pose is very simple: Are you happy with the way you're represented. So the university faculty has the senate, but then we have all these other titles, and they are all represented through the Employee Assembly.

“The Employee Assembly has 8,000 people in it and basically never considers, not in a malicious way, but never considers academic stuff. We got back about 70 comments from the non-tenured track faculty and about 20 or so post-doc responses, and there is a level of unhappiness with how things are, and lots of interesting suggestions.

“What we want to do is go forward with this, and the basic axiom here is that all these different constituencies depend on one another in deep ways and that we should not split up, when we confront all these important issues that are before us. So we want to form an ad hoc committee that has all the players. The exact numbers we can figure out, and what will they look at.

“What I really want here is -- I'm going to flash the charge in front of you, and what I'd like to know is if it's good enough or if you can think of other things that this committee should look into. There is kind of a fork in the road: Either we do change senate membership rules or we don't.

“If we don't, then here are some things that the committee should look into. So for example, can the profile and the Employee Assembly be elevated with the creation of specific seats for non-tenured track title-holders. Is there a way to broaden the channel between post-docs and others to us, making it clear that we want to entertain their views, engage them in important issues and whatever.

“There is also the option of creating a fifth assembly. Now, I actually don't think that's going to happen, because I think it's just more bureaucracy, so to speak. The current lineup of assemblies doesn't work so hot all the time either; but nevertheless, there's an interesting suggestion that that whole group, the post-docs, all the non-tenured track, that they might form a fifth assembly. Again, I don't think that's going to happen, but it's on the table and should be considered.

“Now, let's look at the other option, which is that we do change the rules for membership here. Now, that does not mean you change the definition of university faculty. University faculty is slang for the tenured track faculty, of which there are 1,600.

“Allowing membership in the senate does not change that definition, and we never would be able to do it anyway, and we don't want to do it. It is a trustee thing. However, we can be more relaxed about who votes in the senate. One possibility would be to let departments send whoever they want to the senate, not be fussy and say well, it has to be someone in the tenured track. To be relaxed about that. This does not undermine the role of the university faculty. In fact, all it does is say to -- each department is saying we want a channel and it's up to us to decide who is the medium there.

“The other thing we could play with is the senate at-large business, of which there are ten right now, but we could have designated seats, say, for the library or for the other groups, professors of the practice. That is another little dial that can be turned.

“I should say that if something that really comes up that's tenure track-related, like changing promotion rules, the university faculty can meet on its own to handle that stuff, so it's not as if being more relaxed about who comes here suddenly, oh, we're going to have this group vote on tenured track things. It doesn't have to be like that. For stuff that's really specific to the university faculty, we can have our own meetings and our own votes.

“Okay, so here's the end game. I looked into this, so what has to be done. The committee, a reasonable target would be next fall early, so they produce some kind of report. Then, to trigger a university faculty election, which is what we need, it can happen three ways: Senate can vote, the UFC can vote, or 50 non-senators can sign a petition. Any of those things could then trigger a university faculty vote on this issue, and then either it goes up or down and legislation is changed.

“So let me just pause right here, if people can think of are there gaps in that charge, are there particular issues that you think should be considered by this group?”

“Well, there's a bunch of questions. If we change the membership rules, how might we do that? If we don't change the membership rules, how can we enhance the communication with the non-tenured track faculty?
Yeah, Ken. “

[Senator Ken Birman](#), Computer Science: “Just for clarity, so the research professors, the positions that we have created, where do they currently -- .”

[Dean Van Loan](#): “Employee Assembly. There is a clinical professor, senior scientist, they all go through the Employee Assembly. As usual, you can always contact me, if you think of things. There is a web page with all this stuff, and we'll get to work, then, on the lineup of the committee. Yeah.”

[Senator Jerry Stedinger](#), Civil Engineering: “Is there going to be an attempt to make what we do here consistent with the governance within departments? Because professors of practice and senior lecturers all are involved or not involved in the governance of departments, and some consistency might be nice.”

[Dean Van Loan](#): “Decentralized Cornell, and even within colleges, I don't think we can get into departments and say this is how you should treat this group or -- there are ways you can encourage things, but the first thing right here is up to the departments who they want to send.

“I mean, in the feedback we got, some non-tenured track faculty said I don't even care, because I am integrated into my department, I feel totally happy about my contributions. Other departments, you probably couldn't say that. There is variation, and you can encourage things, but you can't legislate things that way.

“Okay, good. Let us go on to this next topic. Everybody probably knows about this. The issue here is the judicial set up for fraternities and sororities, so here's the finding; that this ZBT set up one year ago during rush, a thing for new members. It is called the pig roast, and it's basically despicable. The question is what is the reaction to this? What did the university do about this?”

"Here is the timeline. Again, one year ago. And actually, it's a very good web site on hazing, where you can anonymously send in tips, so a tip did come in a year ago. Then it was considered by the Title IX office, and there wasn't enough stuff to trigger anything.

"However, there's an office that sits under the vice president for Student Campus Life that oversees the fraternities. It is called the Office of Sorority and Fraternity Life. That staff interviewed everybody in the fraternity and was not able to gather enough evidence to proceed to some next level.

"Nothing happens, and then, in the fall, another tip comes in, which did trigger stuff. There were hearing allegations, overseen by what's called the Fraternity and Sorority Review Board. They looked at the allegations, and then they decided on the sanction, which in this case was a two-year probation. Let us look at some of the parts here.

"What is at this board? Again, we have a web page where you can look at all the rules that exist in this venue, but basically, here's what happens; that if, say -- there are three parts: The sororities, the fraternities, then the cultural houses. So in this case it was a fraternity, so a committee is formed. The chair of that committee is from a fraternity, and two students are on this committee. Then there are three staff members from this Fraternity and Sorority Office, and then two additional staff members not from that office.

"We have all these review panels and hearing boards. This one is different in terms of trying to find out who's on it and who's there. This is the best I could do, after some poking around.

"We all know about the press. I can't think of another event that garnered this much world press. It is all incredibly negative, so this is why it's a faculty issue. This affects people's perception of the university. Well, the stories are all basically the same, but it gives you an idea of how broad the coverage was.

"Let us talk about the sanctions. Basically, this group decided that something bad happened and that we're now going to impose a sanction. This, too, is online. There are about ten bullets. I picked three of them.

"The chapter is going to investigate basically itself, with the help of its national organization. The results will be communicated to this office over in Willard Straight. The chapter will conduct a walk-through to see about the appearance of

the house and the culture it presents. The person who does the walk-through is approved by this office in Willard Straight. A bunch of workshop things for the brothers; the chapter will have 75% participation in two events during sexual assault awareness week.

“The question is, we have to gauge faculty concern over this judicial system. The word fox guarding the henhouse is all I’ve been thinking about when I put together these slides. It is a faculty issue. No one says those 4,000 students are all bad, okay. The question is oversight and doing it in a way that fraternities and sororities will evolve into something better or different; we have to pay attention.

“Let us start by finding out how you think about this. We have this web site, we can talk a little bit now, but we have to take that first step. Let us find out how we all feel about this, and then proceed in a scientific and fair way.

“That is the last of my slides. Time for one or two comments on this. Yeah.”

[Senator Richard Bense](#), Government Department: “This has come up several times in the University Assembly in the campus code, that one of the problems from that perspective is that fraternities are not covered in the same way by the campus code. And I would really encourage that to be one of the things that’s considered in this review.

“What happened here, what you described, from what I know, is much less punitive or intended to correct the behavior. We here in the University Assembly, in the campus code and all these kinds of things, we’ve never heard anything good about fraternities and sororities. One of the things I think we really should talk about is whether we should have them.

“In addition, if we do have them, they should be covered by the same campus code as other students.”

[Dean Van Loan](#): “At many different levels, it’s kind of a semi-autonomy of the system from the university; you know, who owns the houses, and there’s a separate judicial system. They do intersect at certain levels. Everything is on the table, but I think first -- and alumni are involved in this in a very deep way. It is a very hard issue, and we all have opinions about it. I would like to get systematic about what our opinion is and then take some next step.

"I am not proposing any committee right now. I will tell you all about it next month, say, and we'll see what to do after that.

"One more question, then we have to get on to the next item."

[Senator Cynthia Bowman](#), Law School: "Did they have to put up some kind of rationale for their decision? How did they possibly support such a minor slap on the hand?"

[Dean Van Loan](#): "Again, there is a web page there. It is on the hazing web site. You can see every semester, there are about a half dozen infractions. This one is on the one from spring of 2017. You can see a paragraph there on the rationale, but I think that's all part of it. It has just not transparent, invisible enough. For example, the hearing board session, why couldn't that be open to the public or why can't we see a transcript? So a lot of stuff is not visible, and that's part of the problem."

[Senator Bowman](#): "And there's no way to appeal that decision? Is it final?"

[Dean Van Loan](#): "I am unaware of a mechanism to do anything more at this point. Like you, I am not a deep student of this review process. We have to learn more about it, and then get in there and be forceful with suggestions."

[Speaker Walcott](#): "Thank you, sir.

"We now move on to an update from the Cornell Health on student mental health, and [Tim Marchell](#). and [Greg Eells](#) are with us. Gentlemen?"

3. [UPDATE FROM CORNELL HEALTH ON STUDENT MENTAL HEALTH](#)

[Greg Eells](#), Director Counseling and Psychological Services: "Thank you for having us. As Charlie said, my name is [Greg Eells](#). This is [Tim Marchell](#). We are from Cornell Health. I want to talk to you about a little of our events around mental health and then have a conversation.

"Our strategic aim within Cornell Health is to promote the health and well-being of students as a foundation for academic success and life success. Our goal is to help prepare students to be able to participate fully in the academic environment

and support all the work that you are doing across campus, but most of you are aware of this. You see it in your classrooms day in and day out.

“Many of you have probably seen some of this data from the poll study: 4 in 10 Cornell undergraduates unable to function academically for at least a week in the past year, due to depression, stress or anxiety. You are seeing a large percentage of students coming to you in your classes with this going on in their lives, getting in the way of them succeeding academically.

“This is very similar to national data, so this is not something just unique to Cornell. These things are happening all over the country. It is impacting minority students more, African-American students specifically, so you can see some of these larger percentages around suicide: 12% for all students, 17% for black students. And we see that in distress levels across other minority groups as well, so some of these broader cultural and systemic things are impacting all of our students around mental health.

“A few things that we know from the research; mental health interventions work. There is a lot of meta-analyses on the efficacy of specialty of psychotherapy. Doesn't work for everybody, but it works for most people. The earlier the intervention, the more effective. This is true with many medical, psychological interventions. The sooner people get into care, this is partly why these efforts are so important in higher education, because they are reaching people, many times when they have their first psychotic break, bipolar disorder, major depressive disorder, and providing this kind of care or getting people to care is incredibly important.

“We also know that counseling centers reduce the risk of suicide. There are various surveys. The Center for Collegiate and Mental Health out of Penn State has studied this, that counseling centers and their broad approach to treatment impact people positively and reduce the risk of suicide by about a factor of six, if you get people into care and connect them.

“And mental health interventions by primary care medical providers improves mental health and reduces the risk of suicides. This is partly why we worked to develop our integrated model, collaborative care model with our new facility, to help partner on some of these issues. And we know these things are effective. And most of the question that comes up and we'll be talking about is how much to do and how much does it cost.

“Some of the things that are driving this, which many of you are probably seeing in your classes, increased enrollment drives this. As we increase enrollment in different academic programs, research has shown there's a disproportionate impact on counseling services that the Center for Collegiate Mental Health, which is a national data pool, looks at for every 6% increase in student enrollment, you see a 30% increase in people seeking the counseling services and a 40% increase in people, the number of visits providing.

“I think this is one of the things a lot of schools don't think about, as we want to add enrollment for all these other reasons, but don't think about the larger impact on the university community and the mental health of all the students that we're going to see.

“We have also done a lot of work -- Tim with talk about our work in increasing people's willingness to seek help, and that's a really powerful thing. We have told people over and over again, many of you have participated in notice and respond and other things, to seek help. And that's been effective, but I think some of it is what do we do and how much care can we provide.

“We are doing more around identifying providing referral. I think a lot of people, about half the people that come to see us at the counseling center have already been in treatment. About a third have already been on medication, so people with coming to us with many of these concerns.

“Some of them are developing them here, but many of them with already coming with some expectation of treatment. And that treatment's helped them get here, but then this is an environment that's less structured, doesn't have some of the same supports, and then some of the increased underlying distress.

“All of us have probably observed the world's gotten a little meaner and there's lots of challenges nationally, locally. These things create addition stress, especially on underrepresented minority students. And we are seeing that in the counting center, people coming in, saying these stressors around immigration, around discrimination are impacting our mental health. And there's a lot of research that supports that as well.

“And then we also talk about the role of technology. There is research out of San Diego that talks about how the more people are on social media, technology, that's impacting increasing levels of depression, increasing levels of suicide, increasing levels of anxiety, that we're seeing a culmination of all these factors

that really come to play as people come to college. We have taken a very broad public health approach, and I'm going to let Tim talk about that."

[Tim Marchell](#), Director, Skorton Center for Health Initiatives: "Thank you, Greg. When we think about both the causes of emotional or mental health problems, we think about this from a public health standpoint, borrowing from the work of -- we look at all the factors that inform and shape students' experiences, and also this provides guidance for us on the levels at which we have opportunities to effect change.

"We look at the individual factors, individual counseling, but also the social environment that students live in, the campus environment and the community and society more broadly. The focus is on both the individual and the population as a whole. It is both treatment and prevention, and this is a campus-wide effort that we're undertaking.

"This is an example of the -- a framework in terms of the leadership structures that we have on campus to bring student, staff and faculty together at various levels to share ideas, to disseminate best practices, to study and learn from each other.

"And one of the things that I would point out in the center of this diagram is a behavioral health committee that meets every other week, and this is primarily representatives from key student and campus life departments, but also academic units as well. And we provide strategic planning for the unit around the issues that you see listed there. And lower right-hand side, you see a coalition on mental health.

"This is the next generation of a structure that we created back in 2004. Some of you were involved in this, the Council on Mental Health and Well-being. We are consolidating some of the other councils we had on alcohol and other drugs, and hazing, something that we've been dealing with for a while because of the impacts that it has on students' health and well-being as well; so this spring, we're going to be restarting that structure.

"This is our mental health framework, which is an adaptation of a model developed by the U.S. Air Force, which is the only population-based program that's been shown to produce suicide at a population level. There is multiple components. This was adapted by an organization called The Jet Foundation, the

leading think tank organization around student mental health and mental health promotion, suicide prevention in higher education.

“Greg and I are going to walk you around this, just giving you an example or two from each of these elements. And it starts up at the top, where you think about fostering a healthy educational environment. That is not limited to the academic environment, but within the academic environment, there are a number of things that you all are doing, that faculty members have the opportunity to do to support students' mental health and well-being.

“There is an interesting model that's been developed by Simon Fraser University in Vancouver. It's being adapted at the University of Texas, Austin, which brings together some of these best practices, so that faculty members can look at what opportunities might present themselves that could be adapted, so I commend that to you and we provided you with that web site.

“We are also looking at the social environment on campus as part of the educational environment, so all of these dimensions that affect students' well-being, the extent to which there's alcohol abuse, sexual violence or harassment, bias and, indeed, hazing, all of these things can negatively impact students' mental health and well-being, so we have similar frameworks for most of these topics as well.

“Moving around the wheel, the next box is promoting life skills and resilience. Again, multiple strategies, including a program that we have called Thrive. It is a 50-minute program that we use largely with first-year students in seminar classes, where our staff come in and help students think about what are the behavioral practices they engage in, in terms of self-care, what are the thought processes they can practice to foster a growth mindset to deal with the inherent setbacks that they are going to encounter.

“And this is something that we have done for all students in Engineering, ILR, Hotel, and a pilot program in Arts and Sciences this year that went well. In fact, we are going to be providing a group of faculty members in Arts and Sciences with this program that they can implement on their own.

“I would also mention a program called Nature Prescription, Nature Rx, which is being led primarily by faculty members in CALS, Don Rakow in particular, Marianne Krasny, and this is based on research that shows that spending time in

nature actually has positive benefits on mental health in terms of reducing stress and improving well-being.

“Moving further around the wheel, the next box is increasing help-seeking behavior. We want students to seek help. We know that there are many students who are still hesitant to seek care, and so one of the things that we do is we position our counselors in offices around campus, through a program called Let's Talk, where student can go online, see where these locations are, and they can walk in without an appointment and have a consultation with a mental health provider. And that sometimes is what they need. Other times, it's a segue into formal counseling.

“We have worked with students to develop a campaign called Beneath the Surface. These are posters and slides, where actual students talk about the struggles they have had and where they sought help. So this student's talking about some of the struggles he had with his sexual identity and how he sought help from the LGBTQ Resource Center. There are other posters that students talk about seeking help from the academic advising offices, not just the mental health services at Cornell, but including those.

“Identifying people in need of care has multiple dimensions. Community consultation and intervention is one of our services where two members of Greg's staff, mental health counselors are available to provide consultation to faculty and staff, students or parents who are concerned about someone whose behavior's a concern or whose mental health they're worried about who may not be seeking care and getting assistance for help. They can make a difference in their environment, in the classroom or advising context.

“Educational programs and how to recognize and respond to students in distress, including the Notice and Respond program for faculty/staff, teaching assistants, friend a friend, a version for students, and Intervene as a video that we developed. It is also a workshop that helps students recognize and respond to students in difficult situations across multiple topic areas and issues they may be facing.”

[Greg Eells](#): “All right, so I'll take the rest of the wheel. I have already referenced some of this. We provide collaborative health care with mental health services and primary care services. We do brief phone assessments, individual group counseling, medication management, we do a lot of brief problem-solving.

“Our biggest challenge -- the challenge which you have probably seen, if you have read "The Sun," is students want immediate access to mental health care and they want infinite treatment, and we have finite number of therapists and can't do all of that, so we are doing a lot of this outreach to try to get people into care that need it most, refer people out to private practice, if that's what's available, but we are balancing all these things.

“We are also working very closely within the medical department. We have behavioral health consultants or mental health professionals doing brief interventions within primary care. We found that to be very effective with graduate students, with international students, groups of students who aren't as likely on the front end to seek more traditional mental health services.

“This is a nice segue where they are connecting with primary care. We are doing primary care screenings for mental health issues and substance use, and this kind of collaborative team approach, we found to be incredibly effective.

“We also do a lot of crisis management. We respond when there is a tragedy. We work with the Dean of Students office, other Cornell health staff, Cornell Police, the medical center, if need be, to respond when there is a campus tragedy. And then our final piece around this is around means restriction.

“Many of you have been here since the time of the suicide cluster. You are aware of our efforts to work with the City to have nets put under our bridges and fences around the gorges to reduce risk. There is quite a bit of data that shows reducing access to means is a very effective way of preventing suicide, and that people don't go to other places to do that.

“Means restriction on bridges -- one of the biggest things we have seen at Cornell that's different about Cornell -- Cornell's not a suicide school. Our rates aren't different. What is different is the methodology -- that about 40% of our deaths since really the 1980s were deaths from jumping from gorges. And that's very different. That is more of 1% to 2% nationally, and this means restriction effort was something that we could do, and we believe it's been incredibly effective.

“You have also probably heard a little bit about some of the stories in "The Cornell Sun" around this review, and Martha refusing a review. Basically what had happened, we have done multiple reviews, we've worked with The Jet Foundation, had done two reviews with them. They are a national group, founded by someone whose son died of suicide -- died by suicide in 2003.

“We have worked at Active Mind, which is also a student group around that to look at our program. We have had two HHHC visits, one just last week. We have done a university audit and an external consultation at the time of the suicide cluster.

“Our biggest challenge was this person, who was the father of someone who died by suicide, a student who'd been on leave for two years, was kind of demanding a review, and we were already involved in a review. And Martha made the decision to say we're not going to devote more clinical time and resources to that while we're doing this additional review that's established in a national way and has standards that we're generally looking at.

“So with that, it takes it to the end of the presentation. We want to open it up for questions.”

[Senator Anthony Hay](#), Microbiology. “What are you doing in the way of analytics to help on the front end of identifying individuals -- I mean, it's great notice and respond, but in many cases, there are reasonable predictors even of academic success, and data analytics is becoming a great opportunity.

“I know, from my own personal experience as an advisor, all the students that I've dealt with that have taken leaves, they might have had these other underlying -- it was all triggered by poor performance in a class. That was just my limited experience, so analytics in advising -- sorry. One more point.

“I have recently met with CALS advising on this. There is a huge difference from college to college and how these tools are applied, and it seems like you guys are in a place to champion a more uniform and data-driven approach to help with your mental health caseload.”

[Greg Eells](#): “Yeah, I mean, we would support that. I think some of it's resources and how we do that. I don't think we have the bandwidth for that.

“And then you've also hit on the main example, which is, as all of you know, every college operates incredibly differently, especially around academic advisors. I mean, for us, one of the hardest things that we administer is the health leave process, because we're a centralized service, administering it for all the undergraduate colleges, the professional schools and the graduate school, and everybody wants to do it differently.

“And that's just one example that's really challenging, and it's an amazing idea and would be great to put resources to it. I am just not sure we have those resources, but that'd be a really interesting partnership with faculty.”

[Senator Debbie Cherney](#), Animal Science: “Going back to the other despicable act, how is Cornell's mental health facilities dealing with helping to identify maybe and help the young women that may have been the recipients of the pig roast?”

[Tim Marchell](#): “Well, it's part of really our comprehensive effort to try to educate the students about the resources that we have on campus for individuals who have been victimized in any way. We have a victim advocacy service. It is out of Cornell Health. We have counselors and medical providers as well.

“We have posters we have been putting out over the past year, so that people are aware, not specifically in reference to this particular incident; 87but more broadly, we have been really increasing our efforts to make people aware of those resources.

“And also, I would just say, we are trying to educate people, students in particular, who are the people most likely that friends would -- people would disclose to, their friends, trying to educate them, how to talk to someone when a disclosure is made.”

[Greg Eells](#): “That being said, we have gotten multiple calls, walk-ins, just anecdotally from our CAPS therapist, who people are incredibly upset by this. Parents calling us at Cornell, all saying what are you going to do about the fraternities. Well, you know -- so it's a big issue for us, but people are coming in through the mechanisms we outlined: Walk-in, behavior health consultant. Those kind of broad nets always see these kind of hide-profile cases.”

[Senator Birman](#): “I am curious to know what you could do to help faculty members who are encountering troubled students who just feel that they are out of their depth and need advice on how to interact with these students. It happens quite a bit these days.”

[Greg Eells](#): “Yeah, and thanks for your email. I know you contacted me earlier. And I think one of the things Tim talked about, that's where we had the CCI programs. We have two mental health professionals, Sarah Rubinstein-Gillis and Eve Abrams, who respond directly to faculty around these kind of cases,

especially students that you are concerned about, but you are not quite sure what to do.

“You maybe said hey, you could go get help and they have not really responded, but you are still worried about them; that that program is developed for that reason. Definitely feel free to call, ask for even Sarah or the CCI program, and they're on call every day, kind of rotating each day to respond specifically to that.”

[Senator John Cawley](#), Policy Analysis and Management: “I just wanted to sort of share with my faculty senate colleagues that I have had the opportunity to work with Tim and, to a lesser extent, with Greg, because I teach a course in the economics of risky health behaviors. And I have been incredibly impressed by the work you are doing.

“First of all, the work they are doing is incredibly research-oriented and evidence-based. So just as one example, Tim wrote an incredibly nice report during that suicide cluster about what do we know from the research about what causes suicides and the extent to which means reduction can help, and that led to the construction of the bridge barriers, that luckily, we haven't had a similar incident since then.

“Then the second thing, I just wanted to thank you both for being incredibly responsive. So in the course of creating and then redesigning my course, I'm constantly asking you for data and information about Cornell policies, and you have been incredibly responsive. And that's made course better, so thanks very much. From where I sit, the work you're doing is fantastic.”

[Greg Eells](#): “Thank you. Thanks, John.”

[Senator Eric Cheyfitz](#), English Department and the American Indian Program: “I appreciate, certainly appreciate the work you guys are doing, and I certainly have had students that have had issues with mental health. And I certainly, after talking to them and working things out with them in class, Gwinnett is a place that I send them.

“Two things concern me: The disproportionate impact on underrepresented minorities. At the same time this is going on, the Ethnic Studies Programs, Feminist, Gender and Sexuality Studies have been marginalized. These programs, and I know this from the American Indian Program, provide

community, as well as education for students in these areas. It seems to me, to be working across purposes with mental health, to be marginalizing these programs at a time we see this disproportionate impact, so that I certainly wanted to say.

“The other thing that this obviously feeds into is fraternities, which aren't promoting mental health, it would seem. And so I think the recommendation by Professor Bensel that we ought to think about not having fraternities and sororities on the Cornell campus is an excellent suggestion.

“They tend to isolate groups by gender, obviously, and by race, ethnicity, and so they -- I don't know the studies that have been done; but instead of promoting community, they do just the opposite. That would be my -- so thank you.”

[Tim Marchell](#): “I just want to make a comment on that. If we had a group of students in here, you would have some students that would agree strongly with what you are saying. You would have other members who say Cornell -- people that are involved in the system would say this is a big campus. I felt very isolated until I found a community in the fraternity or sorority, so that is the kind of conversation that we would hear, if we engaged students on this.”

[Senator Cheyfitz](#): “I would only say that there are many different kinds of communities on campus that one can be a part of that are outside the fraternity and sorority system.

“One of my daughters graduated from here, never joined any sorority, and found communities to work with. There are lots of those around, so that would be my response.”

[Greg Eells](#): “The question is to what extent can you get that community without some of the challenges around substance use, sexual assault, these high-profile cases that cost the university.”

[Speaker Walcott](#): “One last question.”

[Senator Rhonda Gilmore](#), Design and Environmental Analysis: “I just wanted to offer to all the departments, DEA brought in staff from your programs and did training with our staff in our department, and they gave us very clear instructions. The videos were extremely helpful, and we committed faculty meeting time to this issue because of the increased presence we're seeing of mental health issues.

“We also get a reminder from our college every semester about one-third and two-thirds into the semester, saying do you know any students that you see that might have problems. It is just a prompt for us to think about this and to be more proactive, so I think departments and colleges have an opportunity to institutionalize or make this part of their culture, and I think it's very effective.”

[Speaker Walcott](#): “Now I would like to introduce a person who needs no introduction, [Martha Pollack](#), the President of Cornell.”

4. Q&A WITH [PRESIDENT POLLACK](#)

[President Martha Pollack](#): “I just want to give some updates, and then I'll do Q&A with the mic. Hi, everybody. Nice to see you all. Hope the winter is going well. It is really -- time has been flying by.

“So I spoke with Charlie in advance. I would like to give a few updates on some areas that he asked me to talk about and a few other updates, and then we will go to Q&A; but I want to start by talking about current dean searches at Cornell, because I know that is of great interest to this group.

“The College of Architecture, Art and Planning dean search is well underway. We are going to be bringing candidates there to campus in mid-spring. The College of Arts and Sciences dean search is also well underway. Not quite as far along. The search committee has been named, and it has been met, and the candidate pool is now under development.

“The third search that we will be launching very soon, imminently, is for the Cornell SC Johnson College of Business. That search committee will be announced shortly, and the faculty will be fully involved, as they are in all dean searches.

“I want to say just a couple of things to reassure, to calm some nerves, to maybe diffuse some rumors. I, personally, and the administration more broadly, including the provost, continue to strongly support the College of Business. We continue to believe the integration, while it was bumpy -- I get that. It was just before I got here -- will in the long run prove to be a really good thing for the school.

“The finances of the school are healthy. They are beginning to actually reap the benefits, the savings benefits of the integration. The reputation of the three embedded schools is very, very healthy. They have just completed some

outstanding hires from places like Chicago, Columbia, and dare I say at the University of Michigan. And they have 23 new searches underway.

"I think everybody knows they have recently opened some new space downtown at the Breazzano Family Center for Business Education -- if you haven't seen it, it's a beautiful space -- as well as at Cornell Tech.

"Demand from student applicants continues to be incredibly strong, and the alumni have continued to be quite generous. There was, of course, the \$150 million naming gift, but there was also another \$50 million in gifts last year, so the college is healthy. And I am sure that we will recruit an extraordinary dean as soon as we stand up the search.

"Second, I want to give some updates on campus climate, because of course, that is an incredibly important issue. First, a little bit of good news. There is a journal called The Journals of Blacks in Higher Education. We do not have any input to it. They take our data, they report on that.

"And every year, they report on first year, so freshman enrollment, for what they call the 27 hide-ranking universities. These are basically all the elite research universities, so the Ivies to Chicago, Stanford, Northwestern, the places you would think of. We are second amongst those 27 in the total number of first-year black students, just behind UNC and just above UVA. That is this past fall.

"We are also ninth in terms of total percentage, so we are in the top third in terms of percentage. These are students who self-identify as black. And we are second in terms of yield, percentage of students who come to Cornell. We have to work on inclusivity issues. We have a lot farther to go; but it's, I think, gratifying to recognize that at least in terms of numbers, we are quite competitive with our peers.

"The Presidential Task Force work is well underway. They had a retreat on January 22nd, on a Sunday. I attended part of it. I was incredibly impressed by the level of commitment -- everyone was there -- the level of energy. I said three things to them, and I have been telling every audience I can what I told them.

"First of all, and I think this is good news, there were many more people who wanted to serve on the task force than there were spaces for them. It is a task force. If we had 50 people on it, 100 people on it -- actually, we do have 50,

because they are in subcommittees, but if we had 100 or 150 people, we would never get anything done, so we had to select people.

“But what that means is that those who are on the task force are not representing a certain group. They are not there to represent faculty or staff or students or males or females or blacks or whites or Asians or people with disability or political -- you know, they need to be there as university citizens, thinking as inclusively as they can.

“Of course, everybody brings their experience and their background to the table whenever they meet, but I asked that people not think of themselves as being constituents, representatives of a particular constituency, but thinking broadly.

“Point number two was I told them not to aim for consensus. If they give me a report that absolutely everybody on the committee is in full agreement on every point, then they have not been bold enough. I could have probably sat in my office and generated the ideas. I told them to be bold, to think of wild ideas, anything they can come up with that will help us be better as a community, and then we will have plenty of time to vet and discuss -- there will be some ideas that will be uncontroversial, and we will implement them immediately. We will have plenty of time to vet and discuss the other ideas, but I did not want them to think that they had to come to consensus.

“And the third is they are on a tight timeline. So I am going to be honest. I was frustrated with how long it took to get the committee stood up. I am trained as an engineer/computer scientist, so if I announce it on September 14, I wanted them working on September 16. We had to go through a fairly complex process to ensure that everybody felt they had their opportunity to be considered for representation, but that took a long time.

“And we can't wait forever for ideas and solutions, so they have until May 1. I reminded them they are not a formal part of faculty governance. We will have plenty of time to take ideas through faculty governance, through shared governance, through student -- all the assemblies, but they will vet these ideas as best they can, and they will get input. And I have asked them to have web pages and meetings, but we are not going to take campus-wide votes on all these ideas. We need to get a report by May 1st. We need suggestions by May 1st.

“The task force is, of course, just one part of our efforts. One of the things I have asked them to do is propose a structure for how we maintain this activity over

time, and we will continue. We are not going to stop with the task force. The problem is not going to be solved in May. We are going to keep working on these issues, and we have been working on them. We have not just been waiting for the task force.

“Let me just mention a few things. There is a new diversity website, if you have not been to that. We completely redid diversity at Cornell.edu. Again, I told them: Do not let the perfect be the enemy of the good.

“Angela Winfield in HR did an extraordinary job putting it together. It is not perfect. If you have suggestions and ideas and you think it could be made even better, send them to Angela. She is more than happy to continue to refine it; but I think if you go, you will find it much easier to use to find out what is going on than used to be there.

“I am going to say more about fraternities in a moment or two, but let me say that we did at least get implemented the training that we promised for all IFC and PHC members. They all went through that before the semester started, or at the very beginning of the semester -- they completed it a couple weeks ago -- we are going to assess how it went and we are going to make changes.

“Another thing that I'm actually quite excited about this, I heard from a lot of students that they faced challenges in the classroom, and I heard from a number of faculty that they wanted some support in dealing with tricky issues in the classroom, and especially from TAs.

“The Center for Teaching Innovation, under the direction of their new director, Matt Willett, is creating an online course that will be available to all faculty and all TAs, with tips about how to teach more effectively in multicultural classrooms, how to draw out students, how to deal with difficult issues that arise and so on. They are putting it together very carefully. I believe it will be available in September. I think it is going to be a big win for the campus.

“And then we have some new staff. We have a new assistant director for undocumented and DACA students. His name is Kevin Graham. He is sitting in the Dean of Students office; he is a Ph.D. candidate at the University of Rochester. He has worked with undocumented students there and also at UCLA. We have a search open for someone to direct the alternative dispute resolution process, which is something we also promised last September. Its posted interviews should begin pretty soon.

“And we had a very generous donor, who provided us funds to stand up a small first-generation and low-income support center, sort of a concierge center for students who are coming in the first generation or from an under-resourced family. We are searching now for someone to direct it, but we also have from this donor money for programs, so things like summer support.

“Closely related to climate, let me say something -- I was here for the end of the last conversation. Let me say something about Greek life, and ZBT in particular. First and foremost, look, what that organization was found responsible for is disgusting. It is abhorrent. I do not know how to say it in any stronger terms how offended I am by that behavior.

“Now, I want to be clear, because this hasn't been clear in all the reports. The review board that conducted the review -- and I will talk about that in a moment, but what they found was that the fraternity conceived the pig roast. They did not find that they conducted it. And it is because of that, in part, that the review board sanctioned them the way they did. Should the evidence change, they will revisit the sanctions.

“Now, having said that, I'm not comfortable with the process by which we review these things. I think it requires reform. Does not involve me, it does not involve any members of senior administration. It is done independently by a review board, stood up by and managed by the fraternities and the sororities, the tri-council.

“I am having a lot of conversations with Vice President Lombardi about how we can engage in some serious and meaningful reform, and I hope everyone saw the email that he sent out early in the semester. I am real serious about this. We have a zero-tolerance policy for hazing. We will not tolerate.

“The ZBT event happened, the first reports of it were last winter sometime. It was investigated. At that point, there wasn't enough evidence. Then later reports came in. So the ZBT event happened a long time ago, but thing Ryan's statement was crystal clear: We will not tolerate hazing here.

“What else do I want to tell you about? I was going to tell you about student mental health, but I think you just had a long conversation on that, so I will skip that, unless people have questions.

“Cornell Tech in New York. I can't exactly remember when I was last here, whether it was before or after the opening at Roosevelt Island, but there was a really wonderful opening ceremony on Roosevelt Island, and everything is up and humming today, including what is now called the Tata Innovation Center, what used to be called The Bridge, which is a place where students working on their master's degrees and corporations are all sort of mingling in together. And students are getting a lot of real-world, hands-on experience, which is pretty exciting.

“We have 311 students there today, 262 master's, 49 Ph.D.s. I have been out on the road meeting with alumni and people that keep asking me will we have undergraduate programs there, and the answer is no, we will not. We believe very strongly -- unless the faculty rises up, revolts, and tells me otherwise, I believe that we believe that a good undergraduate education requires an exposure to a broad array of disciplines, and that is not what Cornell Tech is.

“That said, we will have links between Ithaca and Cornell Tech, and one I'm especially excited about is the new Milstein program in technology and humanity. This is a program that is going to take cohorts of 25 students who are studying the humanities. It is going to provide them some computer science training, and then it is going to have them spend a summer down in Roosevelt Island at Cornell Tech.

“And here's the reason I'm excited about it: As it was written, as the gift agreement was written, this is not just about providing some computing skills to humanities students. That is a part of it, but a real important part comes from the recognition that most of the problems we face in the world -- I would argue all -- or all the ones that are technical are not purely technical. They are sociotechnical and, in fact, they are human sociotechnical. They are sociotechnical with a humanistic aspect.

“And the point of this program is to take young people who are invested in the humanities and have them bring that perspective to master's students who are working on technical problems. These are the kind of linkages that I think are extremely exciting.

“Outside of Cornell Tech, I did stand up in New York City Visioning Committee. So look, I hope I do not have to say this again, but Ithaca will always be our heart and soul. What I have taken to saying to people, when people are worried about are we shifting all our attention down south, is you know what; I have two kids.

And when my son was born, I did not stop loving my daughter. In fact, in many ways, I was a better parent to her.

“Ithaca, it's magical. You run into your faculty, if you are a student. You run into other -- it is not like being in a big city. It is one of our differentiators. We are always going to nurture Ithaca, but we live in an urban world.

“And in my view, if we can combine the intellectual excitement of Ithaca with an opportunity for our students and our faculty to try out solutions to urban problems in an urban world, to be exposed to the culture of New York, to have internships, if we can help us solve dual career problems through remote telecommuting and so on, I think we have a huge opportunity.

“I stood up a group of faculty. It is chaired by Noliwe Rooks, who is from Africana Studies and FGSS. They have been working hard to develop a vision. What I said to them was you are not a task force. You are a visioning committee. What I would like you to think about is if it were a decade from now.

“And we still have the wonderful panels in Ithaca, but if we were enriching them with programs of any kind in New York City, what would that look like? Create a vision. That is what they have been working on; they have been reaching out to various people across campus. They took a field trip down to New York, and they will report back in May.

“And then just a couple of really quick other updates. You all saw the progression on the federal tax legislation. Luckily, many of the particularly problematic clauses did not make it into the final bill, including the taxation of graduate student stipends, which I think would have been devastating to graduate student education in this country, but there are some troubling provisions.

“And of course, the one that is most troubling to me is the taxation of university endowments for universities that have over \$500,000 per student. That does not, alas, impact Cornell. Our endowment is not large enough for that, but it still is the thin edge of the wedge. We are still and have now opened the door for federal government to tax endowments, and I think that is worrisome.

“Cornell is hot amongst freshmen. New student applications, this is the best year we have ever had. We had 51,000 applications, which is an 8.2% increase over last year. In fact, amongst early decision applications, we saw a 17%

increase, which is the biggest in the Ivy League. And of especially good news to me, I believe, is that applications from underrepresented minorities are up by 9.8%, so they are up more than the overall.

“Also, interestingly, international applications are up by 8.7%, so we're not at this time -- there's a lot of worry that we will lose international students. May or not be happening at the graduate level. I do not have that data, but we are certainly not seeing it at the undergraduate level. In fact, international applications were a fifth of our applications.

“We have 58 newly tenured faculty this year, which is compared to 43 from last year. The faculty are doing great. I have some wonderful examples of major faculty awards, but I think in the interest of time, I will skip them, except to mention Caesar. You should all keep your eyes out for Caesar. This is a big deal. We are one of two finalists in a \$1 billion NASA competition.

“This is Steve Squyres, professor of Physical Sciences, and Alex Hayes, assistant professor of Astronomy, so I love the fact we have an assistant professor here. If the mission flies, it will go off and try to retrieve pieces of comet, a comet and bring it back, so this is purely curiosity-driven research, bring it back and try to understand the makeup of comets.

“Caesar and a competing proposal called Dragonfly have received funding through 2018 to continue to develop the proposal, and then NASA going to pick one of these for a \$1 billion research project, so that's pretty exciting.

“Oh, and lastly, Charlie asked me to say something about my alumni tours. I am not too sure what to say. After spending my first six months really focused as much as I could on getting to meet faculty and staff and students -- and I am still doing that -- I have also been out on the road now meeting our alumni.

“I have been to Boston, to Washington, to Philadelphia, to Sarasota and West Palm Beach, and one international trip to Mumbai, Bangalore and London. The alumni have been great. Alumni are quite remarkable. We have had big turnouts. The biggest turnout was in Washington, D.C., where we had something like 1,300 alumni. I was not the draw. We held it at the National Museum of African-American History and Culture. That was the draw, and I happened to be there, but it was great.

“We had a couple hundred people in Mumbai. The Indian alumni community is very, very attached to Mumbai. In fact, they are now starting a Cornell club of Mumbai, an official one. We have a really powerful national and international alumni base, who are very, very committed to this university, and we need to foster that.

“So those are my updates, and I'm open for questions. And I think I'll stand here and use the mic for that.”

[Senator Richard Bense](#), Government: “My questions about the College of Business, but not about why the dean resigned, but about something else. In “The Sun,” Professor Lesser, who is the interim director of the Dyson School –“

[President Pollack](#): “Professor Lesser is the interim director of the Dyson School?”

[Senator Bense](#): “Well, that's what “The Sun” says. He was.”

[President Pollack](#): “Oh, he was a long time ago.”

[Senator Bense](#): “Well, some time ago. But here is the question, because what -- he described the financing, the College of Business as, quote, suspect. And he said that the Business College has spent too much money on extra deans, offices and expensive faculty hires and does not have enough sufficient sources of revenue.

“And then, in a direct quote from “The Sun”: “In my opinion, the whole venture of the College of Business has been poorly conceived and executed. Hopefully multiple costs will not be too extensive.”

“The reason I ask the question, comment on this, as you probably know, the College of Business has a lot of interaction between the faculty senate, the formation of the college goes back quite a bit. And not all of that history has been good, so this is still something of real interest to us and these are very disturbing comments.”

[President Pollack](#): “Yeah, so let me answer you, I know the finances of the College of Business. I do not know Professor Lesser, but I disagree with him. The finances of the College of Business are strong and healthy and, in fact, the merger happened before I got here. And the first time I came, that train has left the station. We are not undoing that.

"I think the benefits go well beyond finance, but I will tell you they're reaping financial benefit, they're saving money because of it; so I don't know what numbers Professor Lesser's speaking to, but what I'm telling you is that the finances are strong and that they are saving money as a result of the integration. \$750,000 a year already."

[Senator Cheyfitz](#): "You know me, but I'll say it for the record. Eric Cheyfitz from English and the American Indian and Indigenous Studies program. I would be interested to know, and I think the senate would, how the Milstein program was arrived at, and seriously, step by step. Who formulated the program? I assume it was formulated first and then it was taken to the Milstein's for funding. Am I."

[President Pollack](#): "There were conversations that involved the dean of the Arts College, the dean of the Cornell Tech, and their advisor groups."

[Senator Cheyfitz](#): "And then the program was formulated and taken to Milstein?"

[President Pollack](#): "I believe so. It was happening as I was coming in the door."

[Senator Cheyfitz](#): "So here's my point to everybody here: Article 13, Section 2 of the bylaws of the university say that educational policy that involves more than one unit, college or is of general interest should come to the senate for discussion before it goes up the chain of command, so to speak.

"As far as I know -- I wasn't on the senate last year, but I'm here this year -- those ideas never came to the senate to people to ask questions, to make suggestions. We have \$20 million, I take it is the amount, and that's going to be spent on the educations of totally 100 students, connecting up with Cornell Tech, at a time -- and this we could have discussed, okay. This is my opinion, but we could have discussed it, had it come to the senate, as it should have first -- at a time when the humanities is really begging for money."

[President Pollack](#): "Yeah, look, the donors wanted to give to this program. This is what they were interested in. They were interested in what I think is a very powerful message for the humanities, which is demonstrating the importance of the humanities for technology. That is the program they wanted to fund."

[Senator Cheyfitz](#): “Are we then operating -- you know, we have been seeing the senate bypassed on educational policy issues, and we wrote a resolution in 2015 noting that, since Cornell Tech. The Business College is another instance of that, and I am wondering if this is a totally donor-driven curriculum now. If donors want to give money to something --.”

[President Pollack](#): “No, no. The deans were involved in this, their advisor groups were involved in this. We do not just take money because a donor wants to give it. I am responding to your comment that says we maybe could have used this money for the humanities. I am saying -- we can debate the process of the Milstein program. I am rejecting the hypothesis that oh, my, that money could have gone to the humanities, because that is not something that they wanted to fund. That is what --.”

[Senator Cheyfitz](#): “Okay, so let's focus on the process, and the process seems to have violated Article 13, Section 2. The senate is supposed to have some input. You can do what you want in the end, of course, but the senate is supposed to be able to discuss these programs, so they get public airing before they are instituted. That is my point.”

[President Pollack](#): “I don't know. I hate to use this excuse, but this was close to a done deal by the time I got here.”

[Speaker Walcott](#): “Are there other questions?”

[Senator Carl Franck, Physics](#). “This is just a general observation. Can you say a word about here we are in the faculty senate, but the Medical School is not represented? Can you just say thoughts or observations about that kind of situation?”

[President Pollack](#): “Let us turn to somebody who knows the article numbers. Do they have seats in -- I do not know the policy. I do not know what the policy is. Do you know, Charlie?”

“It is just decoupled, okay. So that is just the way our bylaws are. I mean, they're in New York City, so it would be hard for them to participate.”

[Senator Hay](#): “As an engineer, I would hope that analytics are on your horizon for advising across the university and that there be some sort of university-led initiative that brings to bear the resources that the mental health committee

needs, that brings in a data-driven solution like is at the University of Michigan, that allows students to see what the probable outcome is of their course selection, so that we can help alleviate the burden in advising that just can't be overcome by more advisors."

[President Pollack](#): "No, that's a really good point, and I am quite excited by the work that Julia Thom-Levy is doing in the Center for Teaching Innovation. What he's referring to is a system that was built at the University of Michigan that helped students see -- get a whole lot of data about how students performed at different courses, what kind of background was recommended.

"You could say things to the system like if a student -- on average, students like me, because the system knew about me, if they got a B, how much did they study. So there was a lot of peer-driven data. I would love to see more of that kind of technology built here.

"When I talk about educational technology, people often think I just mean online courses, and I don't mean that at all. I mean the whole panoply of such technology; so sure, I would love to see more of that. And we're trying to support Julia and her team in developing such things."

[Dean Van Loan](#): "I have a question. I am getting lots of inquiries all across campus just about what happened in the College of Business, because when President Lehman left, there was some clue about what happened. And going back, those of you here when Dean Lewis left the Arts College, there was always some hint or whatever, and so is there anything you can say?"

[President Pollack](#): "No. No. I mean, we protect the privacy of our students, not just through FERPA; but through other rules, we protect the privacy of our faculty. If one of you resigned or if one of you was involved in some other sort of a personnel case, you would want your privacy protected. We do not talk about personnel cases.

"No, there's nothing I can add, but I can say what I said before; that the school is strong and healthy, that I support it, that I greatly appreciate Joe Thomas stepping in and that I am enthusiastic about the path forward, but no, we protect people's privacy.

"You can leave now, since I answered that -- no."

[Professor Durba Ghosh](#), History Department, and I am director of Feminist, Gender and Sexuality Studies: “So I have two questions, quite separate. One has to do with the dean searches, and I know this came up when you came in as president. You kind of knew that we had been through a lot of transitions, and we are having another round of transitions next year with these deans.

“So I guess this is a big question, which is do you have a vision for how to deal with those changes, because that means a lot of us on the faculty are looking at transitions in the next year, so that's one question.”

[President Pollack](#): “I am really bad at remembering. Can I answer that question and then -- so look, I am a make lemonade out of lemon kind of person. I do not think I could do my job, if I did not do that. I view these changes as a good thing. I view it as an opportunity.

“When I was provost at Michigan, people getting hired and tenured, we hit these bumps where we had lots of transition, and we just enlisted the other deans in helping the new deans adjust. I mean, I just think it's a real opportunity for everyone to step in and shape the university the way they want it to look for people who really stand for the values we have.”

[Professor Ghosh](#): “Maybe I could just ask for some precision on what the opportunity is, I guess. I mean, what do you see would be the guidance that you would give to the deans that are obviously going to mentor to deans that are coming in?”

[President Pollack](#): “Well, so look, Cornell thrives to a large extent because its schools and colleges have a great deal of autonomy, so the first thing I would tell any dean is take the time to get to know your faculty, get to know their interests, get to know their concerns, get to know your students and their concerns.

“Then step two, work across boundaries. Take your time and find out what is going on. I would make sure they understood my priorities, which I have talked about a lot. They have to do with building on our breadth of excellence, with trying to really pull people together across disciplinary boundaries. They have to do with educational verve and creating 21st Century evidence-driven education.

“They have to do with our commitment to diversity and inclusion and really doubling down on our efforts there, and they have to do with having a model of

one Cornell, where we are all together. And then I'd say have at it and ask for lots of advice and ask a lot of questions along the way."

[Professor Ghosh](#): "That is very helpful. Thank you. The other thing has to do with this thing going on out in the world and partially here is the Me Too. I am sure we are all hearing a lot of chatter from our students. You know Tarana Burke, the founder of Me Too, was here a few weeks ago. I think certainly I am hearing it.

"The FGSS capstone course is about context of consent, so we have a number of policies we're all debating. One has to do with consensual relationships, another with Title IX and the kind of position of Title IX. At some level, they are quite different issues. At another level, of course, it identifies that some populations here are more vulnerable than others, and I guess I wonder if you have a kind of thought about that."

[President Pollack](#): "So look, I always forget their name, CVP, the Sexual Violence Prevention Group has been very active. One thing we are trying to do is make sure that there are activities. What is her name? I am sorry. Tarana Burke, it was great -- I forget if you guys invited -- it was great to have here.

"I unfortunately can't announce it yet, because they're dotting the Is and crossing the Ts, but there's going to be another very prominent event coming up on sexual harassment in the workplace. So one thing we are going to do is work on education. The CSVP, the Committee on Sexual Violence Prevention, they have really been poring over the details of the student survey.

"Between '15 and '17, there was not -- unfortunately, there was not a dramatic reduction in the number of assaults or harassment or any category, but there is a glimmer of good news, which is the awareness of our student body as to the resources available skyrocketed. It has gone way, way up, so that is a step in the right direction.

"I have been meeting with student groups the past few weeks. I always meet with student groups at the beginning of the semester, and inviting them to participate. Beyond educational activities and the ensuring that we have the resources, you know, I am always open to other ideas.

"We are certainly monitoring it, and it is certainly my commitment and this university's commitment to react strongly whenever we get report of such a case."

[Senator Tim DeVoogd, Psychology](#): "Just a suggestion. Your schedule, I'm sure, is incredibly busy, and Cornell is fairly hierarchal, but it might be nice if, I don't know, once a month there was an hour or two where somebody could simply make an appointment."

[President Pollack](#): "I shouldn't say this, because people will have been left out, but I'm doing it on a completely random basis. I have been having dinners about once a month with about eight to ten faculty at my house, and that has been -- we just randomly picked names. Well, we randomly picked names, although in a way that maximizes diversity of background and other dimensions."

"We can try -- I'll tell you one thing I tried to do was the provost and I were going out once a month on a Friday afternoon and hanging out at a lunch place and inviting informal lunch, but nobody ever came and sat with us."

"So I might try that again. That is actually a little easier than scheduled meetings, because the problem with my calendar is not just that it is packed, its that it changes. If I say I am going to be at a lunch place and we announce it ahead, but I hate to cancel on someone; but I will look into more ways to do that. Will you come have lunch with me, if I set a date?"

[Senator Ted Clark, Microbiology and Immunology](#): "So I was at the hospital the other day for a procedure, and in the middle of the -- middle of everything, they did this thing that I'd never seen before, where it says a time out. They all did this time out, where the doctor, the technicians, and the nurses, they all stopped and said okay, what are we doing here. What are we actually doing here, to get everybody together on the same page, kind of centered on the patient for a change."

"And so I want to come back to what Eric was talking about a little earlier. I have been on the senate a long time, and there has been a lot of frustration in terms of the role that the senate plays in faculty governance, particularly around these big policy changes that happen somewhere. We do not know where they happen, then all of a sudden, they come to the senate and it is like what are we doing here."

"I am just going to urge you to, the next time -- I know you want to make things happen, you want to make things happen quickly, but I'm just urging you to take a time out, when these things happen and say okay, maybe we should go to the senate and discuss this."

[President Pollack](#): "That is fair, and I will do that. And I take the advice, and I am listening. I am going to push back a little, so I am going to be completely honest with this group. I came here nine months ago, ten months ago. I love this place. 95% of what goes on here I love. To me, the thing that has been -- one of the only things -- two things have been frustrating. One, boy, do I miss the Detroit airport, where I could get anywhere in the world --

(LAUGHTER)

"But the other, and it was actually at these faculty dinners that faculty discussed it with me, and they named it, they identified it as big red tape. Now, I am not saying that means not go to the faculty senate. That is a different issue, but boy, do we get hung up here on process, in a way, that I think is going to hurt us in the long run.

"I am trying to be honest. I think we need to be -- I need to be consultative. I hear that. We need to talk more, but we get so hung up on process that we don't get anything done. I am afraid the world's going to pass us by, so what I am urging you is find a middle ground with me. That is what I'm urging."

[Senator Clark](#): "Okay, as long as you take a time out."

[President Pollack](#): "So I should tell you, one of the most interesting things I did, I was down at Weill Cornell, and I said something about -- this is irrelevant, but relevant to you now -- I had never been in an operating room. I had been in an operating room, but only when I broke my leg, so I said I wanted to see a surgery.

"So one of the neurosurgeons let me observe a surgery, which was completely fascinating, but they did exactly that. They prepped the patient; they got her all ready to go. And then, before he cut, he said okay, time out. And they all made sure that they knew what the next -- and I thought it was fascinating. From a managerial perspective, I thought it was fascinating. Sorry. Just an aside."

[Speaker Walcott](#): "Other comments, questions?"

President Pollack: "Okay, thank you very much. Appreciate it."

Speaker Walcott: Meeting is adjourned."