

**SOCIAL SCIENCES IMPLEMENTATION COMMITTEE  
FINAL REPORT  
January, 2020**

**COMMITTEE MEMBERSHIP**

Anthony Burrow:	Associate Professor, Department of Human Development, College of Human Ecology
Sahara Byrne:	Professor, Department of Communication, College of Agriculture and Life Sciences; Co-director, Cornell Center for Social Sciences
Benjamin Cornwell:	Associate Professor, Department of Sociology, College of Arts and Sciences
David Easley:	Henry Scarborough Professor of Social Science, Departments of Economics and Information Science, College of Arts and Sciences
Melissa Ferguson:	Committee Co-Chair; Senior Associate Dean of Social Sciences; Professor, Department of Psychology, College of Arts and Sciences
Maria Fitzpatrick:	Director, Cornell Institute for Public Affairs; Associate Professor, Department of Policy Analysis and Management, College of Human Ecology; Associate Director, Bronfenbrenner Center for Translational Research
Shannon Gleeson:	Associate Professor, Department of Labor Relations, Law, & History, School of Industrial and Labor Relations
Tom Pepinsky:	Professor, Department of Government, College of Arts and Sciences
John Siliciano:	Committee Co-Chair; Deputy Provost; Professor of Law (non-voting)
Laura Tach:	Associate Professor, Department of Policy Analysis and Management, College of Human Ecology; Associate Director, Bronfenbrenner Center for Translational Research
Christopher Wildeman:	Committee Co-Chair; Professor, Department of Policy Analysis and Management, College of Human Ecology; Director, Bronfenbrenner Center for Translational Research; Associate Vice Provost for the Social Sciences

## **EXECUTIVE SUMMARY**

The President and Provost have charged our committee with providing recommendations on potential organizational changes regarding public policy and the social sciences at Cornell.

First, we were asked to evaluate whether the university might best elevate public policy at Cornell either by creating a school of public policy shared between the College of Arts and Sciences (hereafter “CAS”) and the College of Human Ecology (hereafter “CHE”) or by re-envisioning CHE into a College of Public Policy (hereafter “CPP”).

Second, we were asked to assess whether forming super-departments of Economics, Psychology, and Sociology would enhance the corresponding disciplines and the social sciences more generally at Cornell.

In response to the first part of our charge, the majority of our committee (6 members) concluded that re-envisioning CHE into CPP is the best way to elevate public policy at Cornell. There was also significant support within the committee (4 members) for instead creating a shared school of public policy.

Regardless of their individual views, all committee members shared great concern about the impact of any major structural changes on the non-policy faculty and units in CHE. The committee is unanimous in believing that university leadership must carefully and comprehensively account for such impacts in deciding a course of action.

In response to the second part of our charge, our committee has nearly unanimously concluded that the creation of the three super-departments will, in the long run, benefit the respective disciplines and therefore the social sciences more broadly. However, there was also significant concern on the committee that there are a host of practical obstacles to successfully forming super-departments and that these obstacles should be acknowledged prior to implementation.

The committee believes that additional resources and coordination are key to the success of both of these endeavors.

## INTRODUCTION

The Implementation Committee (see announcement, membership, and charge [here](#)) was formed after a two-year process whereby multiple faculty-led committees identified proposals for increasing the excellence and visibility of the social sciences at Cornell (see summary and all committee reports [here](#)). On the basis of these committee reports and faculty feedback, President Pollack and Provost Kotlikoff decided in March 2019 to charge the Implementation Committee with providing recommendations concerning two structural changes.

First, we evaluated whether (1) a shared school of public policy sitting between the College of Arts and Sciences and the College of Human Ecology or (2) re-envisioning CHE into the College of Public Policy would better elevate public policy at Cornell. It is important to note that our committee was asked to specifically focus on creating the strongest structure for policy but was not charged with deciding which of these paths would be better overall for the university to pursue.

Importantly, it was beyond the mandate of the committee to address the collateral impacts any such organizational changes might have on the non-policy units and functions within CHE, though considering these effects was an inescapable part of our deliberations and a key part of our listening sessions. The president, provost, and relevant college leadership will address such questions in the next phase of decision-making as they determine which recommendations are best for the university overall.

Second, our committee was asked to assess whether forming super-departments of Economics (from the CAS, Industrial and Labor Relations [hereafter “ILR”], and Policy Analysis and Management [hereafter “PAM”] economists), Psychology (from the CAS and Human Development [hereafter “HD”] psychologists), and Sociology (from the CAS and PAM sociologists) would enhance the social sciences at Cornell. When considering this second charge, we envisioned these super-departments as new units rather than an absorption of one existing unit into another existing unit.

Our committee was convened in April 2019, and we then met consistently throughout the late spring (biweekly), summer (biweekly), and fall (weekly). The committee created two interim reports (one consisting of the policy vision and one consisting of a summary of the two policy options) during the course of its work, each of which was followed by listening sessions with an extensive list of relevant stakeholders in the decision. The list of these meetings is included as Appendix A.

For our consideration of super-departments, we created subcommittees of Economics, Psychology, and Sociology to consider super-departments in these areas. The membership and charge for these subcommittees are included as Appendix B. Each of these subcommittees produced a brief report of the major issues to consider and then shared these reports with each of the individual departments. The committee co-chairs then held listening sessions about super-departments with each of the relevant departments. The subcommittee reports are included as Appendix C (Economics), D (Psychology), and E (Sociology). Although none of the five relevant units were able to schedule a joint meeting (involving the two relevant departmental

units for each of the three disciplinary spaces) that would allow for an extensive discussion concerning a super-department (because of time constraints), we believe that we have enough information based on the subcommittee reports, committee discussions, and our listening sessions with each of the relevant units to recommend next steps. The full committee voted nearly unanimously in favor of super-departments in each of these three areas and believes that this reorganization will improve the social sciences over the next 10-15 years. However, we also provide a summary of some of the core issues identified around all of the super-departments, and highlight critical issues for each specific super-department. We make preliminary recommendations around how to address some of these critical issues in each unit.

Our work regarding public policy proceeded in two phases. We formed an internal policy subcommittee (for membership, see Appendix B) that first set out to establish a common understanding of what the study of public policy entails. The committee then used that to structure its proposal in ways that reflected the roles that existing units would play and necessary additions to the faculty. We focused on existing strengths in scholarship at Cornell that would make any new venture unique to Cornell and also highly influential and impactful in public policy. We also identified key areas in which we might build new strengths around policy. Our vision statement is included as Appendix F. Listening sessions with policy-engaged faculty (from CHE, CAS, and elsewhere) suggested great enthusiasm for this vision. However, many faculty and students in CHE outside of PAM noted that the vision did not resonate with them and that they would not want to be included in any plan around this vision, although they were generally supportive of investing in policy as a university. Because the vision did not resonate with many faculty in CHE, most listening sessions with stakeholders in CHE often turned from a possible vision of policy research at Cornell to possible implementations, and, in particular, possible repercussions of the college model.

In the second stage of the policy review, we produced an interim report laying out possible advantages and challenges of the “college” and “shared school” options. Our interim report is included as Appendix G. Feedback from PAM and from other policy faculty outside of CHE was generally quite positive, with key stakeholders identifying potential advantages (along with challenges) associated with both of the models. In contrast, the feedback from non-policy CHE faculty, staff, students, and alumni toward the idea of transforming CHE into CPP was mostly negative, with a non-negligible share of stakeholders vehemently opposed to the “college” option. Much of this feedback was focused not on how the college option might advance public policy at Cornell, but, understandably, about how this model would disenfranchise the non-policy units and scholarship in CHE, along with other serious implications. Many of these potential implications are identified in the interim report as significant challenges that require attention from the administration.

The remainder of our report proceeds as follows: (1) we first summarize the reasons that the majority of the committee viewed a CPP as the best option for public policy at Cornell; (2) we then summarize the views of the substantial minority of the committee who preferred a shared school of public policy; and (3) we provide an overview of the discussion around super-departments and some preliminary recommendations.

## COMMITTEE RECOMMENDATION ON PUBLIC POLICY

The advantages and challenges of the two models, which were described in the interim report (Appendix G), were confirmed during the extensive listening sessions that followed the release of that report. Along with the considerable feedback obtained during those listening sessions and meetings, the advantages and challenges identified in the interim report continued to inform the committee during its final deliberations. The different preferences of individual committee members for the shared school or college model in large part reflect differences in the weight and significance that committee members assigned to those benefits and risks.

### **Rationale for the College Model**

As noted, the majority of the committee favored the college option as the preferred organizational structure for advancing public policy. During the committee's extensive deliberations, we considered various versions of a College model. For instance, the committee considered two polar versions of the College model, which consisted of (1) a college solely focused on public policy, with all non-policy faculty moved out of CHE; and (2) a simple relabeling of CHE into CPP with no substantive increase in focus on policy (e.g., a College of Public Policy and Human Ecology). Given feedback from the Provost that neither of these versions of a College model was likely viable, and given some committee members' serious reservations concerning these options, the committee opted to exclude them from consideration. Instead, the committee evaluated and voted on a college model in which there continues to exist non-policy scholarship but with a real college-level commitment to and focus on policy. The co-existence of policy and non-policy elements within the CPP obviously creates significant tension and uncertainty about what CPP would look like and when and how it would best serve policy over time. The committee regards these questions, which would need to be resolved over time, as critical to consider in terms of how to best achieve policy goals.

This tension is crucial to carefully consider and address not only in order to achieve goals in policy research but also for achieving broader university goals of strongly supporting the non-policy faculty who would not feel supported in CPP (especially absent additional supports such as, for example, a broader Design entity in the university or a Center for Developmental Science). This is, again, beyond our committee's charge, but we implore the administration to take seriously the disruption that CPP would cause and to make sure that all faculty are able to continue their research, teaching, and outreach.

Committee members who voted for the college option did so for two primary sets of reasons. First, they viewed the college option as the only way that the policy entity would: (1) have the autonomy, resources, infrastructure, and visibility needed to reach Cornell's aspirations in policy; and (2) be able to successfully recruit the highest caliber dean candidates (given that no peer institutions have policy entities that approximate the shared school model wherein the school dean would have to coordinate with the CHE and CAS deans).

Second, those supporting the college model had serious concerns about the shared school option. Some were opposed to the idea of a school regardless of its exact formulation (i.e., the level of autonomy the head of the school would have over resources and decisions affecting the school)

because adding another academic unit would further increase the administrative complexity in the university and possibly imperil the policy effort more broadly. Other committee members (who voted for the College model) were open to the idea of a school with significant autonomy but against the version of the school prescribed by the committee's charge wherein the school would need to be shared administratively between CAS and CHE. This limitation on the possibility of complete autonomy in a school model was primarily due to the fact that significant resources to support the school would have to come from CHE and CAS (which would thus entail at least some minimal if not substantial oversight and interdependence from those two deans).

### **Rationale for the Shared School Model**

There was also significant support in the committee for the idea of a shared school of public policy. Committee members who favored the school concluded that such a unit would more naturally and immediately become a truly university-wide public policy entity. Building on examples of other successful cross-college structures at the university, the shared structure of the school directly connects two colleges that contain essential components of public policy research and education. Similarly, faculty elsewhere in the university might potentially be more willing to affiliate with a new school solely focused on public policy than with a college with multiple missions like CPP.

A shared school would also have greater coherence and singularity of focus in a way that would be more difficult for CPP—especially if CPP retained much of the non-policy focus that currently sits within CHE. The anomalous hybrid nature of the college model—an academic unit that would be denominated as a public policy college but that would retain significant non-policy components from the historic CHE configuration—might seriously diffuse its mission and be viewed externally more as a re-badged CHE than as a true public policy college.

Committee members who favored the school option also did so based on deep concerns about the college option. They generally viewed as unrealistic and worrisome the limited charge to the committee—i.e., to focus on the best option for public policy and simply “bracket” for later consideration by the university leadership the likely-serious implications of the college model for non-policy faculty, students, and alumni in CHE. These committee members thought that we could not simply document and then ignore the implications of CPP for those currently or historically within CHE.

### **Conclusion on Policy**

Given the two choices of the shared school versus college model, a majority of the committee recommends CPP as what would be best for public policy. Nonetheless, feedback from the university community, and especially from CHE, indicates that this path would encounter significant resistance and would also have to overcome serious obstacles to simultaneously refocus the college on public policy and support the units that do not focus on policy. In addition to these core obstacles to policy, there is also a need for serious investment in public policy in order to make this endeavor meet Cornell's ambitions in policy.

## COMMITTEE RECOMMENDATION ON SUPER-DEPARTMENTS

In this section, we start with some reminders of the goals of super-departments. We discuss the general advantages of super-departments that motivated the charge to our committee, and as discussed by both the committee and (to varying degrees) the super-department subcommittees. Although it is not possible to exhaustively summarize the conversations by the committee or subcommittees, we identify the common challenges that one or both identified. We then discuss some considerations that are specific to each of the possible super-departments.

Each super-department subcommittee consisted of members from the Implementation Committee and faculty members from the relevant departments (including the department chairs from each unit). The committee charged each of the three subcommittees with envisioning what a super-department would look like and what challenges would need to be addressed. The committee and subcommittees discussed how external and internal reviews of social sciences at Cornell have argued that the social sciences are less visible and recognized than they should be, given the caliber and excellence of the individual social scientists here on campus. This raises the question of whether social scientists might benefit from a different organization and, in particular, the ways in which super-departments could improve the influence, visibility, and achievement of each of the three disciplines of economics, psychology, and sociology.

The committee and subcommittees discussed the multiple potential benefits of super-departments. First, concerning the question of scholarship in a given discipline, combining large groups of scholars in the same general disciplinary space increases opportunities for scholars in these spaces to interact in meaningful ways. Although units in a common disciplinary space often interact occasionally and sporadically (e.g., shared colloquia series, graduate student committees), there is often no regularized interaction. Being in the same department (and thus interacting regularly and with common organizational goals and activities) would mean that there is greater diversity in scholarship around thematically similar interests and questions, and this should enable greater intellectual synergy and collaboration.

This greater diversity in scholarship (and generally a larger department) can significantly facilitate faculty recruitment. Committee members noted that faculty recruitment can be undermined by having an undersized department relative to Cornell's peer institutions. Committee members also discussed how smaller groups of faculty can introduce burdens on department functioning. Having a larger number of faculty means dispersed teaching and service efforts. For example, having a larger number of faculty means that large service courses (large lectures) can rotate, allowing faculty the ability to teach smaller, specialized seminars in the faculty member's area of expertise. It also means that administrative roles (Director of Graduate Studies, Director of Undergraduate Studies, etc.) can be rotated. Finally, having a larger number of faculty means that the department is not severely hampered when an unusually large number of faculty are on leave, sabbaticals, or fellowships.

The committee and subcommittees also discussed the potential benefits to undergraduate and graduate training and teaching. When large groups of faculty exist in multiple units, it can introduce redundancy with respect to undergraduate offerings. Although some of this can be solved via cross-listing, it does mean that there is some proportion of teaching that is redundant,

which prohibits faculty from offering more specialized classes and limits the diversity of offerings for undergraduates and graduates.

Although there are clearly benefits for supporting small, elite groups of scholars who specialize in a few areas, the committee generally thought that the benefits of larger groups that are more representative of scholarship in the discipline outweigh the potential disadvantages, and recognized that this approach is broadly in line with the configuration of departments at peer institutions.

It is also important to note that the introduction of super-departments is the most likely way that Cornell will have Economics, Psychology, and Sociology departments that are not undersized relative to our peers.

At the same time, the committee and subcommittees discussed a range of serious considerations that need to be addressed for super-departments to be successful. First, the committee discussed the issue of cultural differences between units. This might include different traditions of decision-making, ways of distributing resources, values around areas and methods of scholarship, etc. Some of these differences might be solved through discussion among the relevant units, or through MOUs, and these solutions are critical for the super-department to succeed. However, other differences could presumably be solved with time and continued interaction and governance.

Second, the committee and subcommittees discussed how super-departments might shift the balance in areas of scholarship within both relevant units in ways that would be suboptimal—that the department might appear “unbalanced” or “oddly balanced” as a result. These issues are discussed in detail in each of the subcommittee reports. Although some shifting in scholarship areas is inevitable in the creation of a larger group, and to some extent can be managed via continued discussion and MOUs, the committee felt strongly that additional hires in strategic areas could still be helpful even after super-departments were created.

Third, there is the important issue of department identity and focus, which also relates to cultural differences in the organizational life of each existing department and the need to balance respective interests. The committee and subcommittees discussed how the faculty who are currently in interdisciplinary departments (HD, PAM) greatly value that space and would want to preserve some kind of interdisciplinary space. This interdisciplinary space ensures continued external and internal recognition (including faculty and graduate student recruitment, undergraduate teaching), and a structural device that helps to enable explicitly the continued support of their work. Although the interdisciplinary space of policy is obviously achieved through the creation of a policy entity, and therefore addresses this concern for PAM faculty, there is not an equivalent structure in place to address this concern for the HD faculty. This issue is discussed in more detail in the subcommittee report. Additionally, the committee and subcommittees discussed some concern from the departments about ensuring the continued value of disciplinary (versus interdisciplinary) scholarship (especially for junior faculty for whom this matters for visibility in their discipline and tenure considerations), and at a level where super-departments would be competitive with peer disciplinary departments.



Fourth, the committee and subcommittees extensively discussed related issues concerning hiring and promotion. Hiring priorities would have to be agreed upon through discussion and agreement among the super-department group. There was also considerable discussion and concern over promotion criteria, given the joining of scholars from disciplinary and interdisciplinary areas. Although Cornell has attempted to -- and often successfully solved -- these types of issues before, there was great concern over making sure that junior faculty would be protected in terms of tenure and promotion.

Fifth, there were some concerns about whether the conditions of being in the super-department could be equalized across contract and endowed colleges (e.g. PAM sociologists coming from Human Ecology and faculty in the Department of Sociology in Arts & Sciences). This concern relates to issues such as salary, startup packages, buyout rates, and a host of other pressing issues. There was concern that without “equalized” conditions, it would be difficult for super-departments to function optimally and to establish collegiality. Presumably, new super-departments in these social science disciplines can consider relevant solutions and strategies used in successful existing super-departments on campus.

Finally, there was near-universal agreement that co-location was important for the long-term health of these new super-departments. All committee members understood that physical space on campus is extremely tight, and that it is not easy to solve the co-location issue. However, faculty felt that given the serious challenges listed above, frequent interaction (including informal interactions that are only possible in common locations) is necessary for super-departments to succeed. The committee is also optimistic that given the extensive amount of re-organization involved in creating a new policy entity and three new super-departments that it might be possible to achieve co-location at least in the short-term if not immediately.

To conclude, although the committee voted positively for super-departments in each of the three cases, the committee also strongly recommends that there be additional conversations among the respective units in the Spring 2020 semester, a commitment of resources to facilitate the re-organization, and continued attention to the issue of co-location.

We now turn to identifying issues that are somewhat specific to each of the three areas.

## **Economics**

The Department of Economics became a super-department in 2011 (joining the economists in ILR with those in CAS), so Economics faculty members already have extensive experience in how to think about both the advantages and challenges with creating a larger group. However, they had some specific concerns over this new iteration of a super-department. First, faculty members in Economics had some serious concerns over previous fund-raising efforts that ended up not resulting in additional hires and resources. This led to strong concerns that with this next iteration of a super-department, and with concomitant development efforts, that they might be asked to take on a significant task without additional resources. There was also a related strong concern over the likely burden of faculty in the super-department working simultaneously on the new policy entity and teaching obligations for the large number of undergraduate majors. Even

with these serious concerns however, there seemed to be agreement among most that creating a (larger) super-department was the right decision.

## **Psychology**

Although there was enthusiasm and interest from faculty members in both HD and Psychology, there was also serious concern among both groups around the issue of identity. These concerns are articulated in the subcommittee report, but part of the concern entails the potential loss of identity for HD faculty as they move from an interdisciplinary department to a new, disciplinary one. Unlike the Sociology and Economics super-department faculty who would be moving from an interdisciplinary unit to a disciplinary unit, HD faculty would have no equivalent of a policy entity in which they would be able to maintain the connection with an interdisciplinary structure. Although the subcommittee members suggested a structure where there would be a strong HD program in the new department, many HD faculty would also want the name of the new department to have HD in it. This issue seems difficult and was not resolved by the subcommittee, and the committee suggests that further considerations should be undertaken in order to address it.

Another issue in the psychology super-department concerns the need for rebalancing. Although all super-department subcommittees raised the need for rebalancing, it seems especially pressing in psychology and sociology. In the psychology super-department, there would be 24 faculty who do developmental work (mostly with backgrounds in psychology, but one in sociology and one in political science), and 19 faculty who do an assortment of psychology across the traditional areas of scholarship in psychology (including one who does developmental work). In the super-department, there thus would be 25 out of 43 faculty doing developmental work, which would represent an extremely heavy developmental emphasis in a psychology department. In order for non-developmental faculty to continue to feel supported (in all the critical decision-making that depends on discussion and voting), the committee and subcommittee felt that additional hires to re-balance the group would be needed, along with careful MOUs, and additional discussion among the entire group.

Finally, the issue of co-location in the psychology space is especially difficult. There are (newly renovated) animal labs in the basement of Uris Hall, and a Cornell Magnetic Resonance Imaging Facility (hereafter “CMRIF”) in MVR. The faculty who conduct research with animals need to be constantly close to their labs in order to monitor animal care and management while faculty who do human neuroscience using CMRIF also like being conveniently close to the center. The resolution of this issue seems complicated and further discussions are warranted.

## **Sociology**

One issue in the sociology super-department concerns the need for theoretical and empirical rebalancing. The Sociology department in CAS is already unconventional compared with peer institutions in terms of the proportion of faculty in the area of quantitative approaches to studying inequality. (It is unclear how this balance issue could be resolved absent a super-department.) A new department in which the PAM and CAS sociologists were united would result in more imbalance in this area of scholarship relative to our peers. Although this presents

an opportunity for Cornell sociology to become a clear leader in this area of scholarship, it should not come at the expense of the other traditionally strong areas of scholarship represented at Cornell, and also relative to our peers. The need to strengthen the areas of computational sociology and economic sociology would be pressing in a new super-department.

Another issue that emerged from subcommittee discussions is the broad concern that policy-relevant faculty in the new super-department would be asked to contribute serious effort both to the formation of the new policy entity and to the creation and functioning of a new super-department. The policy-relevant faculty are concerned that this could result in unmanageable levels of service, while the non-policy-relevant faculty are concerned that this would mean that policy-relevant faculty would be contributing to the super-department less than their colleagues but still exerting the same level of voting power in the super-department. This issue also requires additional conversations among the larger group, likely with careful MOUs to address it.

### **Conclusion on Super-Departments**

Although each super-department contains its own unique opportunities and challenges, the committee members felt that super-departments of Economics, Psychology, and Sociology would, in the long term, benefit the social sciences at Cornell.

### **OVERALL CONCLUSION**

This is an exciting time for the social sciences, as the President and Provost seem engaged with the social sciences and poised to invest. The majority of our committee thought that a College of Public Policy and super-departments of Economics, Psychology, and Sociology would best position the social sciences for achieving excellence in policy and the social sciences. At the same time, a substantial minority of committee members favored a shared school of public policy. Regardless of their recommendations around policy, there were significant concerns about the well-being of non-policy units in CHE, and the committee especially stressed the need for the President and Provost to carefully consider these issues as they deliberate.

## **Appendix A**

### **List of Meetings**

#### **Individual Meetings**

Alex Colvin; Dean School of Industrial and Labor Relations  
Jason Frank; Chair Department of Government, CAS  
Yasser Gowayed; Chair Fiber Science and Apparel Design  
Ray Jayawardhana; Dean of College of Arts and Science  
David Lodge; Director of Cornell Atkinson Center for Sustainability  
Mike Lovenheim; Chair Department of Economics, CAS  
Poppy McLeod; Chair Department of Communication, CALS  
Eduardo Penalver; Dean of the Law School  
David Shmoys; Director Cornell's Center for Data Science for Enterprise and Society

#### **Department Meetings to discuss the Policy Vision Statement**

Division of Nutritional Science  
Fiber Science and Apparel and Design and Environmental Analysis  
Government  
Human Development  
Policy Analysis and Management

#### **Department meetings to discuss the Super-department Reports**

Economics  
Policy Analysis and Management – Economists  
Policy Analysis and Management – Sociologists  
Psychology  
Sociology

#### **Group Meetings**

Attended a CHE Prospective Students meeting  
University Senior Leadership Retreat  
College of Arts and Science Chairs  
College of Human Ecology Admissions Staff  
Field of Public Affairs  
Vice Provosts Katherine McComas, Lisa Nishii, and Wendy Wolford  
College of Human Ecology Students  
Jon Burdick and Lisa Nishii  
Associate and Academic Deans and Vice Provosts for Undergraduate Education  
Faculty Senate

#### **Listening Sessions after the Interim Report was Released**

College of Human Ecology Students  
College of Human Ecology Alumni - two webinars  
Government  
University-Wide listening Sessions - Twice

Policy Analysis and Management  
College of Human Ecology Faculty and Staff  
Division of Nutritional Science  
Economics  
Fiber Science and Apparel and Design and Environmental Analysis  
Human Development  
College of Human Ecology Educational Policy Committee  
SC Johnson College of Business Faculty

**Meetings with Leadership**

Bi-weekly Co-chairs meetings with Provost  
Monthly Meetings with College of Human Ecology Interim Dean Dunifon

## **Appendix B**

### **Subcommittee Members**

#### **Policy Vision Subcommittee – Internal to Implementation Committee**

Maria Fitzpatrick	Director, Cornell Institute for Public Affairs; Associate Professor, Department of Policy Analysis and Management, College of Human Ecology; Associate Director, Bronfenbrenner Center for Translational Research
Tom Pepinsky	Professor, Department of Government, College of Arts and Sciences
Laura Tach	Associate Professor, Department of Policy Analysis and Management, College of Human Ecology; Associate Director, Bronfenbrenner Center for Translational Research
Chris Wildeman	Professor, Department of Policy Analysis and Management, College of Human Ecology; Director, Bronfenbrenner Center for Translational Research; Associate Vice Provost for the Social Sciences

#### **Economics Super-department Subcommittee**

Marco Battaglini	Edward H. Meyer Professor of Economics, Department of Economics, College of Arts and Sciences
John Cawley	Professor in the Department of Policy Analysis and Management, College of Human Ecology and the Department of Economics, College of Arts and Sciences; co-Director of Cornell's Institute on Health Economics, Health Behaviors and Disparities.
David Easley	Henry Scarborough Professor of Social Science, Departments of Economics and Information Science, College of Arts and Sciences; subcommittee co-chair
Maria Fitzpatrick	Director, Cornell Institute for Public Affairs; Associate Professor, Department of Policy Analysis and Management, College of Human Ecology; Associate Director, Bronfenbrenner Center for Translational Research; subcommittee co-chair
Mike Lovenheim	The Donald C. Opatrny '74 Chair in the Department of Economics, College of Arts and Sciences; Professor in the Department of Policy

Analysis and Management, College of Human Ecology; Research Associate at the National Bureau of Economic Research

Douglas L. Miller

Associate Chair & Professor in the Department of Policy Analysis and Management, College of Human Ecology, Cornell Institute for Public Affairs

### **Psychology Super-department Subcommittee**

Anthony Burrow

Associate Professor, Department of Human Development, College of Human Ecology

Eve De Rosa

Associate Professor, Rebecca Q. and James C. Morgan Sesquicentennial Fellow, Department of Human Development, College of Human Ecology

Melissa Ferguson

Senior Associate Dean of Social Sciences; Professor, Department of Psychology, College of Arts and Sciences; subcommittee chair

Thomas Gilovich

Irene Blecker Rosenfeld Chair Department of Psychology; Professor, Department of Psychology, College of Arts and Sciences

David Pizarro

Associate Professor, Department of Psychology, College of Arts and Sciences

Qi Wang

Chair of the Department of Human Development; Professor, Department of Human Development, College of Human Ecology

### **Sociology Super-department Subcommittee**

Benjamin Cornwell

Associate Professor, Department of Sociology, College of Arts and Sciences

Vida Maralani

Associate Professor, Department of Sociology, College of Arts and Sciences

Kelly Musick

Department Chair of Policy Analysis and Management; Professor, Department of Policy Analysis and Management, College of Human Ecology; Director of the Cornell Population Center

Laura Tach

Associate Professor, Department of Policy Analysis and Management, College of Human Ecology; Associate Director, Bronfenbrenner Center for Translational Research

Kim Weeden

Jan Rock Zubrow '77 Professor of the Social Sciences; Department Chair of Department of Sociology, College of Arts and Sciences; Director of the Center for the Study of Inequality

Chris Wildeman

Professor, Department of Policy Analysis and Management, College of Human Ecology; Director, Bronfenbrenner Center for Translational Research; Associate Vice Provost for the Social Sciences; subcommittee chair



## Appendix C

### Report of the Economics Super-department Subcommittee Social Sciences Implementation Committee January 2020

#### **Subcommittee Membership:**

Marco Battaglini, Economics

John Cawley, Policy Analysis and Management

David Easley (co-Chair), Economics

Maria Fitzpatrick (co-Chair), Policy Analysis and Management

Michael Lovenheim, Chair of Economics

Doug Miller, Policy Analysis and Management

#### **Subcommittee Charge:** (from the Provost's charge to the Implementation Committee)

“...to answer the following set of questions, keeping in mind that the goal of any disciplinary structure is for Cornell to become truly-world class in the social science disciplines in the next 10-15 years, meaning we need to anticipate changes in these disciplines over time, as well as noting strategic investments our peers have made in the last 10-15 years.

For the major social sciences disciplines of **economics**, psychology, and sociology, what are the specific advantages that could accrue from the creation, or expansion, of super-departments, and under what conditions (e.g., balancing across relevant areas within disciplines, as well as potentially having some shared foci across disciplines) would entering into super-departments make sense?

What are the disadvantages, and how could they be mitigated? What strategic investments should be made to advance these efforts?

#### **Guidance Throughout:**

In seeking to achieve these two aspirations, how can we do so while best maintaining important academic connections and successful academic programs, respecting the intellectual contributions of all our faculty, and minimizing unnecessary disruption?”

#### **Sub-committee work:**

Our sub-committee met several times over the course of the Fall semester to discuss the questions above. This document summarizes our discussions as they relate to the charge above. After we completed a first draft of this document, that draft was shared with the economists in Economics and Policy Analysis and Management (hereafter “PAM”). We then obtained feedback from those groups, both informally and at meetings of the Department of Economics and the Department of PAM to discuss the possible merger. These meetings were attended by members of this committee, as well as by the Chairs of the Implementation Committee. Where

applicable to our charge, we discuss the advantages and disadvantages of an Expanded Economics Department that were discussed in those meetings and the feedback we received outside of those meetings. However, this report will not summarize the full content of those meetings directly because it is our understanding that information on and summary of those discussions will be provided separately to the administration.

### **Advantages of an Expansion of the Economics Department**

There are significant potential advantages from an expansion of the Economics Department at Cornell. By combining existing resources, talent, and leadership, an Expanded Economics Department provides the opportunity to significantly strengthen Cornell's reputation and visibility in the field of Economics and to create a vibrant and dynamic environment for undergraduates, graduate students, and faculty. The infusion of energy and resources created by this merger will allow us to embark on an aggressive faculty hiring campaign that will attract the most promising young scholars as well as distinguished mid-career academics who will bring their exceptional teaching and research talents to Cornell.

An Expanded Economics Department could have a positive impact on the visibility, ranking, and recruitment of Economics at Cornell. An expansion of the Economics Department beyond its current size would create one of the largest economics departments in the country, which will have direct positive impacts on its reputation and ranking. Economists historically have been scattered across Cornell's schools and colleges, which makes it difficult for the 'outside world', including other economists, to understand and interpret the depth, breadth and inner workings of economics at Cornell. Pulling together a larger group of these economists into an Expanded Economics Department will create a department with expertise in an unusually broad set of fields. This, too, will have benefits in terms of rankings and recruitment, as it will create a department more easily interpretable to those outside of Cornell.

Importantly, an Expanded Economics Department has great potential to increase the quality of research and teaching. By creating closer connections among the many excellent economists on campus, research collaborations may form that otherwise would not have had the chance to germinate. This is particularly likely to occur if the faculty of the Expanded Economics Department are co-located in ways that allow for regular productive interaction. Even if it does not result in direct collaboration, the increased interaction can have other positive spillovers for research, such as disseminating information about new methods and techniques. More generally, co-location is needed to foster the kinds of interactions that are essential to the operation of an academic department. Teaching advantages may arise from a more centralized, coordinated scheduling of courses allowing for different versions of core courses to be offered that are tailored to the interests and needs of specific groups of students and for a more diverse set of course offerings for undergraduate majors.

An additional benefit of creating an Expanded Economics Department is the ability to coordinate hiring across units. Both PAM and Economics have been successful at hiring outstanding faculty. Coordinating our hires in terms of specific fields of focus will allow us to

more easily use our combined resources to strategically invest in certain areas that can build the international reputation of the department. In the past, senior faculty recruits to PAM (some of whom were already in Economics departments) have said that an affiliation with Economics would make the offer more attractive. For both groups, the increased strength, breadth, and stature of an Expanded Economics Department will allow us to hire more prominent faculty.

### *Background on the Existing Economics Department*

The current Economics Department at Cornell is itself the product of a previous expansion, in 2011, of the original Economics Department in the College of Arts and Sciences (hereafter “CAS”) to also include the Labor Economics group in the School of Industrial and Labor Relations (hereafter “ILR”). All members of both of groups are full voting members of the Economics Department. Their lines reside in CAS and ILR, and hiring decisions are made by the Department in consultation with the relevant Dean. Tenure and promotion decisions are made by the entire Department. In addition, some of the other economists at Cornell have “0%” appointments in the Department, which involve full voting rights and include some service responsibilities. (The faculty with 0% appointments have tenure and promotion “homes,” teaching, and other responsibilities not directly governed by the Economics Department.)

While the Expanded Economics Department should itself decide on an appropriate governance structure and operating system, we outline our shared views about features of the Expanded Economics Department that we think will promote its success. When the 2011 expansion occurred, the combined Economics Department created an memo of understanding (hereafter “MOU”) for the “new” Department that covered governance, policies, and procedures for the Department. We recommend that an Expanded Economics Department follow a similar process whereby the members of the Expanded Economics Department discuss and agree upon a MOU for the Department’s operation and governance, in coordination with relevant Deans. This MOU could be similar to the MOU for the existing Economics Department, but it also is an opportunity to revise the MOU to reflect the experience of the merged department over the past 8 years. Consistent with our charge, we now turn to discussion of features of the Expanded Economics Department that we believe are important for its success.

### *Membership*

There are over 100 economists at Cornell. When considering an expansion of the current Economics Department, we considered what groups should be included in the Expanded Department. There are tradeoffs between being expansive and restrictive. Although a broader group would be more inclusive and could include more economies of scale, it might be so diffuse as to limit its ability to act. This is particularly likely since some economists would continue to have commitments to their original departments and colleges in addition to those to the Expanded Economics Department. Indeed, the Economics Graduate Field already includes virtually all economists on campus, and our experience with large Fields has convinced us of the necessity to be more focused. However, too small of an expansion could be a lost opportunity to reap the benefits described above. The ongoing conversation about another expansion of the Economics Department after the previous merger of economists in CAS and ILR suggests that

the previous expansion did not go far enough to reap the full benefit. Our committee discussed the various tradeoffs between different levels of expansion. We decided to focus on merging entire units rather than trying to pick individual faculty, which struck us as divisive and unnecessary.

Ultimately, we decided on a model for the Expanded Economics Department that includes the existing Economics Department (including those with 0% appointments) and the economists in the Department of Policy Analysis and Management in the College of Human Ecology (hereafter “CHE”). We also favor having a process that allows for the inclusion of economists in other units. This would combine the 37 economists in the current Economics Department with the 16 economists in PAM, plus any who join through the ad hoc process described above.

To give one perspective of how this new formation would impact the quality and reputation of Economics at Cornell, in Figures 1 and 2, we present information about Google Scholar citation counts and publications in “top 5” economics journals (American Economic Review (AER), Econometrica, Journal of Political Economy (JPE), Quarterly Journal of Economics (QJE) and Review of Economic Studies (REStud)) for economists at Cornell. To clarify our purpose in providing this information, we are not arguing that these are the “right” metrics to use in evaluating research contributions by individual faculty members; that should surely be done by a careful evaluation of the research and its impact. Instead, we use these two metrics to provide simple, widely used and easily computable measures of the immediate impact of the merger. We classified economists based on their tenure home at Cornell (and we omitted assistant professors from the calculations because they are too early in their careers to have informative citation counts). Citation counts and total publications are positively correlated with years since Ph.D., and there are large differences in the seniority of the members of the groups of economists, so we use the horizontal axis to disaggregate the groups by when they received their doctoral degrees (in 10-year bins). In both panels of each Figure, the solid line represents the current Economics Department (excluding PAM faculty with 0% appointments) and the dashed line represents the Expanded Economics Department proposed above.

Two aspects of the Google Scholar citation count figures (Panel A of each figure) are worth highlighting. First, on average, the productivity of members of the Current and Expanded Economics Department, as measured by citations per faculty member in Figure 2, Panel A, is quite similar by cohort. Second, the Expanded Economics Department will have higher overall productivity as measured by total citations (see Figure 1, Panel A). Given the demographic differences across departments (particularly, PAM has fewer very senior faculty), the expansion does not much affect the left-hand-side of the graph in Panel A of Figure 1, but results in a notable increase for the middle and right-hand-sides of the graph.

Two aspects of the “top 5” publication count figures (Panel B of each figure) are also worth highlighting. First, the average number of “top 5” publications per faculty member in the Expanded Economics Department will be significantly lower than that of the current Economics Department (see Figure 2, Panel B). This is not surprising, as PAM faculty typically publish in top field journals rather than in “top 5” general interest economics journals, but should be taken

into account in assessing the effect of the proposed merger. Second, the Expanded Economics Department will have higher overall productivity as measured by total “top 5” publications. The impact of the merger on total publications is by definition non-negative, so this gain also should not be surprising. However, it is worth noting that the *total* number of publications seems to have an impact on the reputation or ranking of economics departments, so it nonetheless is a positive implication of the proposed merger.

One issue is to what extent the expanded Economics Department should offer 0% appointments to those outside of the current Economics and PAM units. This would involve some burden on the “0%” appointments, since these appointments come with service and other expectations. To improve on the existing 0% arrangement, we discussed that an even better option would be to create positive (i.e. non-zero) percent-time appointments with clear obligations related to teaching, service, and other engagement with the Expanded Economics Department. These types of appointments could help overcome some of the coordination problems that otherwise would exist between Economics and the faculty member’s tenure home. For example, some faculty could be given fractional appointments with the clear expectation that one of their classes would service the Expanded Economics Department. Functionally, all 0% appointments teach cross-listed Economics courses, so this would not entail large differences in teaching assignments. It also may lead to a clearer sense of inclusion in the Department for these faculty members.

*Mission:*

The Expanded Economics Department will have a significantly broader mission than the current department. Exactly what that mission encompasses will depend on how the new policy entity is structured, so describing it precisely is difficult. Similarly, it currently is not possible to know what resources will be necessary to meet this new mission without clarity on the policy entity and the range of programs for which the Expanded Economics Department will be responsible. We note here that more faculty resources are likely going to be required to meet this expanded mission, since the current Departments of Economics and PAM are fully occupied in meeting their curricular, service, and research demands. Once the structure of the policy entity is decided upon, it should be possible to provide more detail on how it interacts with the expanded department of economics and the resources that will be required to service the policy programs and students.

The department will have obligations to CAS, ILR, hum/Policy and to the university student population more generally. These duties can be divided into undergraduate and graduate components. At the undergraduate level the new department will be responsible for the CAS Economics major, economics courses in ILR, the PAM majors (PAM and Health Care Policy) or the undergraduate majors proposed as part of the policy entity, and providing introductory education in economics for the non-major undergraduate student population across the university. The new department will be expected to provide teaching for whatever public policy masters programs evolve as part of the policy entity (which may include the existing MHA and MPA, to which PAM faculty now contribute teaching). It further will be responsible for PhD level education in economics for all three units: CAS, ILR and CHE/Policy. Although fields and

departments are, in principle, separate entities, the new group will have to manage both the Field of Economics and significant contributions to public policy related fields that evolve as part of the policy entity.

Deciding exactly what form these responsibilities will take is beyond the scope of our committee. But it is clear that, although the new department will be significantly larger than the current department, it will also have to manage numerous teaching missions in cooperation with several colleges. To successfully manage its existing missions while adding new ones (e.g. in the new policy unit), an Expanded Economics Department will require substantial new resources. This will provide an opportunity to hire new faculty into the expanded department, which will contribute to the stature and visibility of the Department.

*Resources:*

The composition of the faculty of the new department, in terms of fields of specialization, will be different from that of other top-tier economics departments. To fulfill its missions, the Expanded Department will have unusually large concentrations of faculty in labor economics and in other fields of applied microeconomics central to public policy (other fields central to public policy include applied econometrics, behavioral economics, economics of education, environmental and energy economics, health economics, industrial organization, political economy, and public finance). Given the obligations of the department to ILR and CHE/Public Policy, those concentrations of faculty are appropriate and likely to continue. Moreover, an expansion of a public policy entity may entail hiring more economists in these areas. With such investments, it is reasonable to expect the department to be a leader within the economics profession in these areas of applied microeconomics.

Top economics departments vary in terms of how much they invest in various fields and in how highly they are ranked in these fields, but most of them have faculty representation in some, if not all, of the areas listed above as being related to public policy. In recent years, there has been overlap in the research areas of faculty in the current Economics Department and PAM in some of the areas listed above (e.g., applied econometrics, behavioral economics, labor economics, public finance). In a super-department, this alignment of interests could be utilized to hire faculty in policy-related areas listed in which the existing Economics Department has set goals to expand (e.g., behavioral economics, industrial organization, public economics).

However, there remain other areas of need, such as macroeconomics, that will not be fixed by a merger. This is problematic, because all top economics departments are strong in all of the core areas (macroeconomics, microeconomics and econometrics). Both policy and economics students need to be trained in these core areas of economics as well. If Cornell's Expanded Economics Department is to become a top-ten department, it will also need to be strong in these core areas and this will require significant investments because, to reiterate, the needs in macroeconomics will not be met through this proposed merger. In other words, given the expanded set of programs for which the Expanded Economics Department would be responsible, it will need to hire more faculty in core areas as well as in the more applied, policy-oriented fields.

Without an influx of resources to fill existing empty “lines” (and additional commitments of faculty lines proportional to any added responsibilities), it will be difficult for the Expanded Economics Department to be successful in its goal of becoming a top 10 economics department, and, more generally, for the Expanded Department to achieve the goals that motivate the merger. The current Economics Department has 22 faculty members in CAS and another 15 in ILR (counting only faculty with positive-time appointments). However, 5 of these faculty are not currently active for various reasons, and so the Department functionally has 32 active faculty. With large undergraduate teaching missions in CAS and ILR combined with a large PhD program, the Department is currently stretched quite thin in attempting to meet its teaching, research, and service obligations.

Tensions around limited resources will exacerbate any frictions that arise during the process of “merging.” This could have long-term repercussions on the ability of the department to collaborate and generate research and teaching synergies. It might be tempting for the administration to see the Expanded Economics Department as having sufficient faculty resources to meet its obligations without filling existing faculty lines or allowing the Department to expand in size. However, this would leave the Expanded Economics Department unable to service its suite of responsibilities. Similarly, it might be tempting for the administration to expand the responsibilities and mission of the Expanded Economics Department without proportionally expanding the number of faculty lines, but it will not be possible to staff additional programming without an increase in the size of the faculty. We encourage the administration to be specific about how the mission of the new Department will change and to discuss the resources required to meet these obligations *before* any new programs are rolled out. This will facilitate a much smoother transition and will allow for better long-run strategic planning.

Another important area that will need to be addressed is the current imbalance in resource practices across units. Currently, there are different prices for hiring graduate students, faculty course-releases, leave policies, and other resources that may lead to problems in an Expanded Economics Department. We recommend that the administration move to use a standard set of prices that continues to encourage, and even enhances incentives for, external funding. Although this will cost the administration money in the short run, the increase in external funding, and in reputation that comes with it, will provide resources in the long run to make the investment worthwhile.

#### *Colocation:*

Our committee concludes that colocation (office space in the same building) is critical for achieving synergies in the expanded department. Direct physical proximity and day-to-day interaction are critical for research collaboration and productivity, coordinated decision making, and creating a professional culture that is productive and harmonious. We see the research collaborations and synergies that come from regular, day-to-day, unplanned, and organic interaction as a main driver of the potential success of this endeavor. Without colocation, this crucial factor of success will be significantly limited. Additionally, the kind of face-to-face interactions facilitated by co-location are necessary for an academic department to operate as a coherent unit. There is a strong desire among the current faculty in both Economics and PAM to

be an actual department that is located together rather than a department in name only that is physically separated. That colocation is so strongly desired underscores the interest of both groups in being a cohesive single unit, but there also is much worry that without colocation it will not be possible to truly merge the units together.

We realize that the University is space constrained, but we think every effort should be made to provide offices for everyone in the Expanded Economics Department in the same location. Perhaps the creation of multiple ‘super-departments’ in the social sciences at Cornell will facilitate this kind of physical reorganization. Of course, care should be taken to also provide shared space for any new policy entity. Thus, it may be important to allow people to colocate with each group; that is, have an office with their disciplinary colleagues and another office with their policy colleagues.

#### *Tenure Decisions:*

While the entire Expanded Economics Department should decide tenure and promotion decisions for faculty hired after its creation, it is an important priority to treat existing assistant professors fairly and to not dramatically change their tenure process. Therefore, we suggest that existing junior faculty be grandfathered and be reviewed for tenure using the pre-merger rules and standards of the departments into which they were hired. Only the faculty from their original departments would vote on their tenure, although we recommend that the faculty meeting to discuss their tenure file should be open to all tenured faculty in the expanded department and that all of these faculty members be allowed to participate in the discussion.

#### *Governance:*

For the purposes of shared governance and effective operation of an expanded department with diverse and physically distant elements, it will be important that there be shared leadership of the Expanded Department. This means that, in addition to a Department Chair, there should also be two Associate Chairs, ideally with the three positions filled by one representative from each group: CAS, ILR, and Policy. Also, whenever possible, these positions should rotate among those originating departments. The benefits of this governance structure include sharing information about the groups that are currently physically separate, representation of all groups in the decision-making process, and creating a culture of collaboration. Having a Chair and two Associate Chairs will help with the large administrative burden that will be involved with running such a large, diverse department, including the need to coordinate potentially with three separate deans and manage a multitude of undergraduate, masters, and graduate programs. It may also be necessary for the Department Chair to receive courtesy appointments in the other colleges incorporated in the Expanded Department so that he or she can attend college-level meetings and participate in chair’s meetings with the Deans.

#### **Conditions necessary for success that are related to a new Public Policy Entity:**

Our committee spent a large amount of time discussing how the success of an Expanded Economics Department could be affected by the other dimension of the Provost’s and President’s charge to the Social Sciences Review Implementation Committee, which was to consider the



benefits and possible structures of a policy entity on campus. Uniting each social science discipline may have the consequence of reducing interaction between policy-oriented researchers from different disciplines. It is important to avoid a zero-sum environment, in which strengthening the social science disciplines comes at the expense of weakening our public policy environment. In this section, we highlight some of our concerns and provide suggestions for how to mitigate them.

First, the expanded Economics department's success and identity will be driven by the level of engagement by faculty. A concern is that economists in PAM may be pulled in many directions because of multiple service obligations. We agreed that it would best if, in general, faculty in the expanded department had, at most, one other obligation or institutional commitment outside of the Expanded Economics Department. For example, this means avoiding a situation where PAM economists have commitments to the Expanded Economics Department, the College of Human Ecology, and a new policy entity.

Second, the Expanded Economics Department's success will depend on it being sufficiently resourced to allow it to fulfill and excel at all of its missions. If a public policy entity is created that involves an expanded teaching mission for Economics, additional resources should be allotted to the Expanded Economics Department in order to fulfill the new teaching mission.

### **Possible Disadvantages of an Expansion of the Economics Department**

The first section of this report focused on the advantages of expanding the economics department. A balanced discussion requires consideration of the possible disadvantages as well. For the sake of completeness, this list includes points raised earlier in this report.

One possible disadvantage is that a combined department may be less well suited than the current arrangement to achieving two distinction missions: achieving excellence as an economics department and achieving excellence as a public policy unit. Excellence as a public policy unit may lead economists to publish in a wider variety of journals than is typical in an economics department. As a result, in a merged department, policy-oriented economists may feel that their research contributions are not properly valued for tenure, promotion, or raises, while the other economists may feel that the addition of policy-oriented economists dilutes the strength of the faculty by adding colleagues who are less focused on publishing in highly-ranked mainstream economics journals. If this occurs, it might negatively affect the operation of the Expanded Economics Departments, including its tenure and promotion efforts and its efforts at hiring top economists in all fields.

As mentioned earlier, the merged super-department would have an unusually large proportion of applied micro-economists, but that is necessary given the unique mission of training not just economics students in the CAS but also labor economists in ILR and public policy students in PAM or the new policy entity. There may be confusion after a super-department is formed (both internally and externally to the super-department) about the need to maintain and build on that strength in applied microeconomics. Relatedly, the merger may be mistakenly seen as solving the current Economics Department's needs in core areas of economics, such as microeconomic

theory, macroeconomics, and econometrics, which in fact are not addressed by the merger. Indeed, the merger would likely put more strain on these currently-understaffed areas because of the expansion in programs and the need to teach new students core economics principles.

Our charge was to consider the pros and cons of an Expanded Department of Economics, but we are mindful that it also has implications for the success of the other social science initiative, of creating a new public policy entity. For example, the arguments for co-location of all economists (e.g. research synergies) apply to policy scholars as well. Thus, policy-oriented economists may need space both with their economist colleagues and their non-economist policy colleagues. Dissolving one successful policy unit (PAM) to create super-departments may make it harder to simultaneously build in public policy.

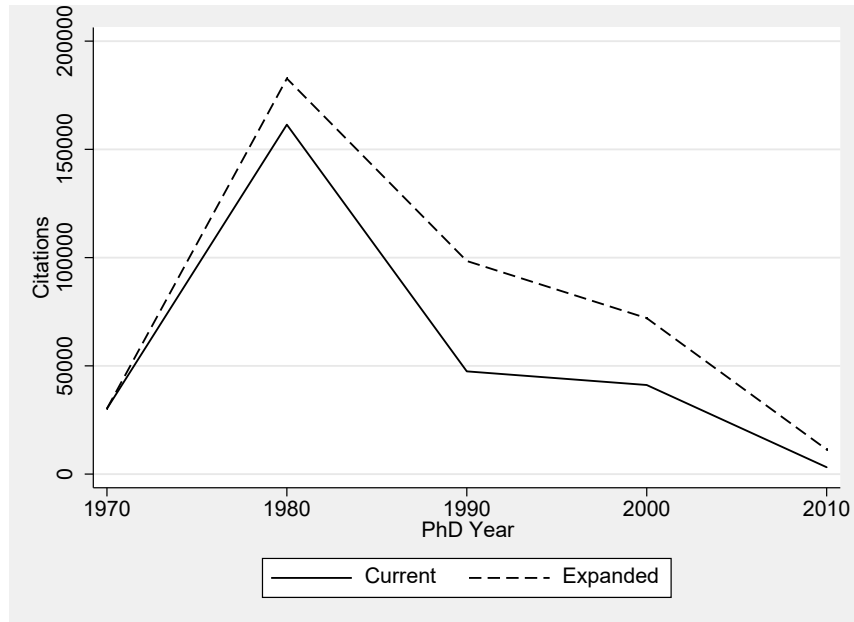
Throughout this report, we have suggested ways of minimizing these potential disadvantages, but these are complex issues and will undoubtedly need to be creatively and pro-actively addressed throughout any process of creating super-departments.

### **Conclusion**

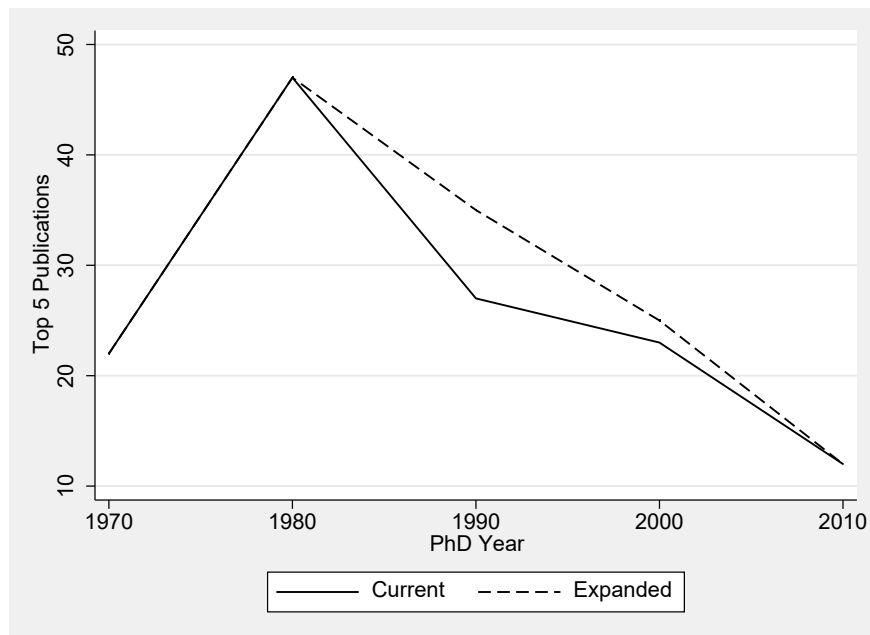
After considering the advantages and disadvantages, the committee concludes that an Expanded Economics Department that unites the economists in PAM with those in ILR and CAS can enhance the strength of economics at Cornell, as well as our external visibility and ability to attract top new faculty and graduate students. Success of an expanded department will depend in part on the participants' understanding how the new department will differ from their current unit and embracing an altered distribution of fields, greater variance in the publication strategies of their colleagues, and an expanded mission. Other factors we see as important to success include: ensuring that the expanded department receives resources to continue to meet current obligations and to accommodate its expanded mission, grandfathering current assistant professors with their current tenure procedures, colocation of all economists in the same building, and ensuring that all economists have no more than one other administrative unit to which they report.

Figure 1. Total Citations and Publications in Top 5 Journals in Current and Expanded Economics Departments, by 5-year PhD Graduation Cohorts

Panel A. Total Google Scholar Citations



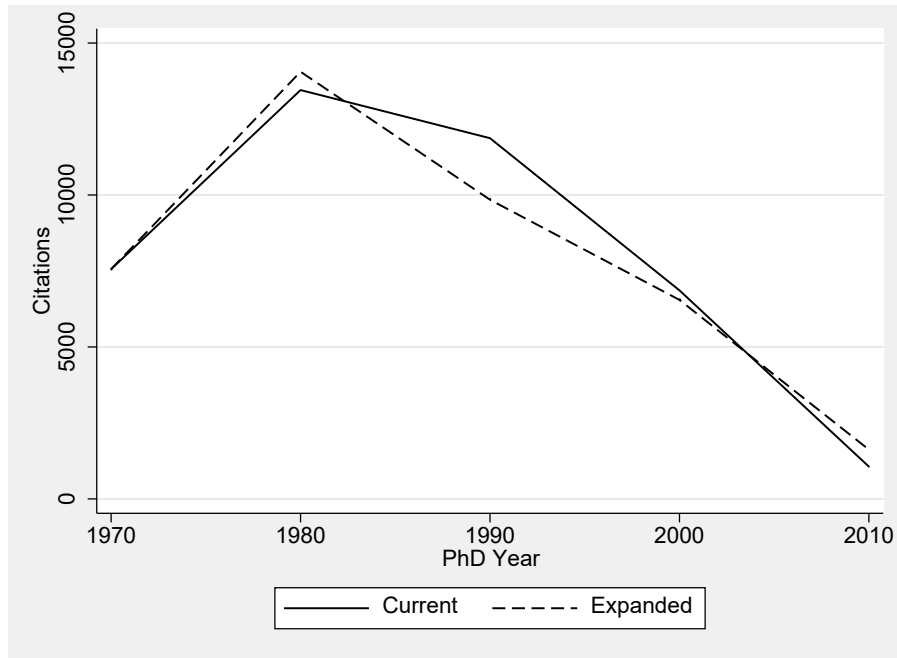
Panel B. Total Top 5 Journal Publications



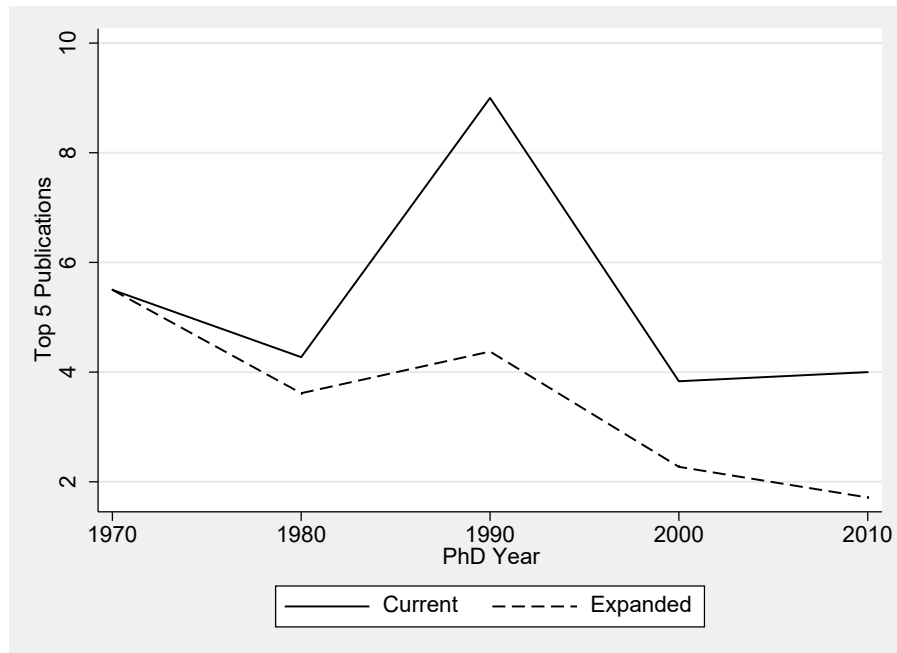
Note: Based on the authors' calculations using data from Google Scholar. Each PhD year group contains faculty whose PhDs were granted within 10 years of the year indicated (e.g., 1990 includes 1985 to 1994).

Figure 2. Per Capita Citations and Publications in Top 5 Journals in Current and Expanded Economics Departments, by 5-year PhD Graduation Cohorts

Panel A. Per Capita Google Scholar Citations



Panel B. Per Capita Publications in Top 5 Journals



Note: Based on the authors' calculations using data from faculty CVs. Each PhD year group contains faculty whose PhDs were granted within 10 years of the year indicated (e.g., 1990 includes 1985 to 1994).

**Appendix D**  
**Super-department in Psychology**  
**Subcommittee Report**

January 12, 2020

Prepared by a joint Human Development-Psychology Committee

**Subcommittee membership:**

Tony Burrow – Human Development  
Eve DeRosa – Human Development  
Melissa Ferguson (Chair) - Psychology  
Tom Gilovich – Chair of Psychology  
David Pizarro - Psychology  
Qi Wang – Chair of Human Development

**Charge**

The charge from the President and Provost to the Social Sciences Implementation Committee (announced April 16, 2019):

**Super-departments Objective**

Our second objective is to answer the following set of questions, keeping in mind that the goal of any disciplinary structure is for Cornell to become truly-world class in the social science disciplines in the next 10-15 years, meaning we need to anticipate changes in these disciplines over time, as well as noting strategic investments our peers have made in the last 10-15 years.

- For the major social sciences disciplines of economics, psychology, and sociology, what are the specific advantages that could accrue from the creation, or expansion, of super-departments, and under what conditions (e.g., balancing across relevant areas within disciplines, as well as potentially having some shared foci across disciplines) would entering into super-departments make sense?
- What are the disadvantages, and how could they be mitigated? What strategic investments should be made to advance these efforts?

**Introduction**

The subcommittee approached this task thinking about the opportunities and benefits that will be brought about by creating a brand-new department in the psychology space that would welcome all faculty from the Department of Human Development (hereafter “HD”) in the College of Human Ecology (hereafter “CHE”) and the Psychology Department (hereafter “PSYCH”) in College of Arts and Sciences (hereafter “CAS”). This would mean that the HD and Psychology departments both would be disbanded and a new Super-department in the discipline of psychological science would be created with participation from faculty of both units – including psychologists and non-psychologists in both departments. In line with the charge from the President and Provost, this new Super-department should have the goal of

strengthening the discipline of psychological science at Cornell over the next 10-15 years and beyond. However, given that this new Super-department would contain faculty from both HD and Psychology, its scholarship and mission would have to be broad and inclusive of the interests of faculty across both units. To this end, there was considerable discussion about the name and structure of such a department, which is summarized in detail below.

We grouped our discussion into the three categories: Mission (what and how scholarship would be represented by this new unit?), Governance (how would decision-making happen in this new unit?), and Undergraduate/Graduate teaching and training (what would curricula and degrees and training look like?).

In this brief report, we want to emphasize that we see our objective as flagging important issues to be decided on by the full faculty in HD and Psychology. We do not attempt to solve any issues or challenges here, but instead try to identify them and, in some cases, sketch possible ways forward. We expect that if a new Super-department is created there will be collective decision-making by faculty on all these issues, and that there will be appropriate time for the required decision-making (i.e., it will take some time to build a new Super-department of this size and nature).

After describing the content of the categories of Mission, Governance, and Teaching/Training, we note the resources we think will be needed to ensure the strength and viability of the new Super-department.

### **Mission of a new super-department**

In addition to the complementary background and training in psychological sciences (which is shared by most, though not all, HD faculty and PSYCH faculty), the subcommittee identified two shared broad characteristics of scholarship in the two groups: an emphasis on ecology and interdisciplinarity. Both HD and PSYCH have a history of adopting an ecological perspective in our scholarship and both units exhibit interdisciplinarity. HD is explicitly an interdisciplinary field; while most of the faculty have a Ph.D. in psychology, others have degrees in sociology and political science. Both HD and PSYCH faculty tackle a diverse array of questions across psychological science and human development, embracing different levels of analysis, methods, and approaches. Beyond these common themes and backgrounds, the two units share considerable overlap in their current research foci and themes.

On the other hand, the subcommittee recognizes that the two departments have different histories, cultures, traditions, and visions. While PSYCH focuses on the investigation of behavior and its cognitive, social, neural, and hormonal underpinnings in the full range of environmental situations, HD aims to advance knowledge in human development for individual, family, and community well-being. Also specific to HD is the emphasis on a lifespan perspective and the scholarship of translational research. We believe it is critical to acknowledge these differences, preserve unique strengths of both units, and establish mutual acceptance and respect in order

to build synergy and cohesion in the new super-department. We kept these principles in mind when considering a potential new structure of the new entity.

HD is not a subfield of psychology, and not all psychologists study development. The unique elements of each group present an opportunity to create a large and diverse department in the space of psychological science that covers many more areas than either unit currently does alone. It also raises the possibility of building a department in the psychology space that would not only strengthen the discipline of psychology at Cornell, but also exhibit more interdisciplinarity than is common for psychology departments, and to raise the profile of Human Development scholarship as well.

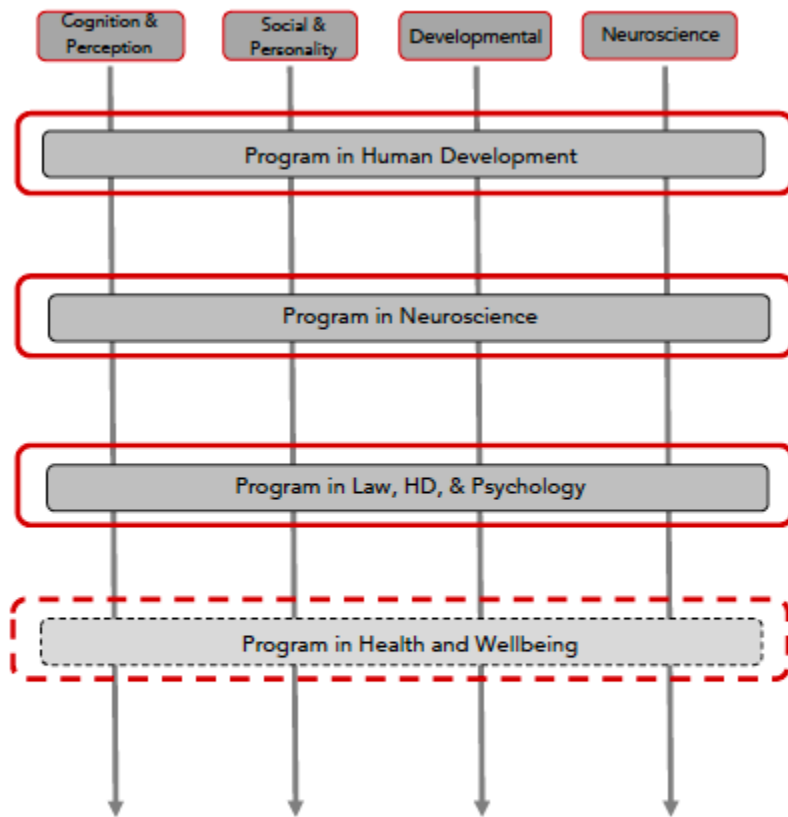
However, a new super-department also presents several challenges. Foremost among them is ensuring that each group's unique history and strengths will be supported and maintained. For HD, which is consistently ranked as the top Human Development department in the country according to Academic Analytics reports, that would mean a strong and visible program in human development that would be protected as a permanent part of the new department, with hiring influence, resources, and external visibility. In terms of resources, there would have to be departmental funds allocated specifically to supporting the HD mission and program, where hiring, research, and student training will continue to be across disciplinary boundaries.

We discussed how a "virtual" super-department, wherein the two groups would be joined via a website of psychological science but would retain the same autonomy that each group currently enjoys (similar to Vanderbilt's organization; and to a 2014 HD-Psych committee recommendation), is not in line with the charge from the Provost because it does not show meaningful integration and coordination in terms of scholarship, faculty hiring, undergraduate teaching, and graduate student training and recruitment.

The subcommittee therefore discussed a departmental structure where there would be more integration, and where HD and PSYCH faculty would work together on all aspects of departmental functioning and where the main areas or questions of scholarship would reflect the interests and strengths of both HD and PSYCH faculty. We agreed that it would make sense to have vertical areas of concentration in traditional psychological science, including but not necessarily limited to: cognition & perception, social & personality, developmental, and neuroscience (as illustrated in the sketch below). We'd like to note that these are not names that we think are finalized; these are possible ideas for the larger faculty to discuss. How might these vertical areas work? The idea would be that each faculty member would choose a primary vertical area with which to affiliate, and would be centrally involved in faculty hiring and graduate student admissions decisions in that vertical area. Faculty members would be encouraged, however, to affiliate with more than one vertical area and, indeed, the committee thought that cross-pollination across vertical areas of both HD and PSYCH faculty would be optimal for ensuring integration and for breaking down some of the traditional barriers in psychological science.

In addition to these vertical areas, further integration and coherence of the new super-department would be advanced by having strong horizontal structures as well, centered around particular questions or themes. A strong horizontal structure consisting of an HD program would be paramount, and this area would span all the verticals. There would also be a program in Psychology, HD, and Law, as this now exists in the HD Department. There might also be a program in Neuroscience (and perhaps eventually this could become a cross-department program, to align with the white paper on neuroscience that faculty in Psychology put forward last year), and one in Health and Well-being. Again, these could be discussed and considered along with other possibilities (e.g., a program on judgment and decision making).

Possible Super-Department Structure



**Graduate Training:** Students could receive degrees in Psychology, Human Development, or Law & HD/Psychology.

**Hiring:** Faculty would be hired in areas of recognized greatest need, by vertical and horizontal intersections. Ideally, faculty would be able to contribute to more than one training area. The Program in HD will retain its 24 lines (per its CHE affiliation)

\*Dashed lines are speculative areas

Exactly how hiring decisions would be made will be a conversation for the larger faculty, but the assumption is that hiring decisions would also be made with these horizontal programs in mind. In this way, the faculty will discuss what areas or questions to pursue, and there would be resources (lines) dedicated to those areas. In this way, hiring would be a decision made by the



entire faculty, with an eye toward strengthening both the vertical areas as well as the horizontal themes/programs.

The subcommittee talked extensively about the name of the new department, and how the name should be broad enough to reflect faculty from both units. Here is a list of some names we discussed, but this will need to be a discussion among the larger group.

- Department of Psychological Science
- Department of Psychological and Brain Sciences
- Department of Psychology and Human Development
- Department of Basic and Translational Psychology
- Department of Psychological and Developmental Sciences
- Department of Integrative Behavioral Sciences

There are pros and cons for each new name and multiple objectives to consider. The name should make all faculty members feel supported and it should accurately reflect to the outside world the intellectual focus of the super-department. The name must also advance the stated goal of increasing the strength and prominence of the discipline of psychology at Cornell over the next 10-15 years and beyond.

With this goal in mind, the subcommittee recognizes that the name should signal to the outside world the unique strength and vision of the new psychological science entity at Cornell that is forward-thinking and in alignment with the future direction of social sciences.

### **Undergraduate Teaching**

The subcommittee agreed that a new super-department would be incredibly beneficial for undergraduate teaching. Because of our complementary approaches, we already have courses that are cross-listed, and most or all of them probably should be and would be easily part of a new super-department. We discussed the possibility of offering three undergraduate majors: Psychology, Human Development, and Cognitive Science (Morten Christiansen and Tamar Kushnir are currently putting through a request to make this a cross-college major).

We also currently have minors in both psychology and HD, and these would continue.

We also discussed what the HD major might look like if CHE becomes a college of public policy. For example, would the majority of pre-medical students who now major in HD change if the respective college becomes policy-focused? We discussed concerns that if the CHE became a college of public policy, the HD major would not remain as strong because most of the HD students are pre-med and many are interested in basic science. There is a concern that students may not apply to a policy school to major in psychology or human development.

There would have to be broad faculty discussion and a committee on undergraduate teaching.

## **Graduate Admissions and Training**

We discussed how graduate students might be recruited into this new department. HD adopts a system where graduate students are allocated based on Principal Investigator (hereafter “PI”)-needs. Each HD faculty member receives a score reflecting the need, each faculty member assesses what applicants have the appropriate skills and background for the PI’s research program, and then applicants are allocated based on that need. In Psychology, the number of grad student packages is split evenly across the three traditional areas (Perception, Cognition and Development; Social and Personality; and Behavioral and Evolutionary Neuroscience), and within each area, the faculty discuss individual faculty needs and allocate slots accordingly. We discussed how this decision-making might be coordinated across a large group of 40+ faculty, and agreed that this is a tractable issue to be decided on by the full faculty.

As far as PhDs offered in the program, there was consensus in the committee that we would offer a PhD in Psychology, one in HD, one in Law/HD/Psych, and possibly one in Neuroscience.

## **Governance**

The default assumption is that there would be one Chair of this new unit. In the first few years, perhaps the chair would rotate from HD to PSYCH faculty, although the hope is that this may be only a temporary arrangement. We also discussed the need for a robust and representative executive committee that would contain the Director of Undergraduate Studies, the Director of Graduate Studies, and both HD and PSYCH faculty.

## **Strategic Investment**

*Hiring.* New hiring is requested to bridge the two units and facilitate integration. Some aspects of the mission in each group will be unbalanced in the new department. For example, behavioral and evolutionary neuroscience would need new hires. Certain “horizontal” programs, such as the Law, Psychology, and Human Development program, and the Aging area in the Human Development program would need new hires to create critical mass in those programs/areas and make them strong and viable. The requests for new hires would need to be decided on by the full faculty in the new super-department, and faculty would consider new hires that would both bolster our existing strengths and structures, and create new strengths in areas that are seen as future growth areas (e.g., social network research; data science; health and clinical science) in psychological and developmental sciences. New hiring will be critical to the public “launch” of the new super-department and might involve an attention-grabbing cluster hire.

*Current faculty lines.* The subcommittee is unanimous in requesting that the overall faculty size of the super-department equal at least the combined number of existing faculty lines in the two departments (24 HD lines and 19 PSYCH lines).

Co-Location. The subcommittee is unanimous in believing that any new department will need common space. The success of trying to create a new unit out of two groups will depend on faculty from each unit being able to see each other frequently and share the same space. The subcommittee contends that this new super-department can succeed only if we are co-located. Without colocation, the super-department would be in danger of being little more than a new name and a new website, albeit with the additional burdens of managing things like graduate applications and hiring decisions across substantial physical distance. We are aware that colocation would not be easy, with one obvious cost issue being that the PSYCH animal labs are in Uris while the functional magnetic resonance imaging (hereafter “fMRI”) magnet is in Martha Van Rensselaer (hereafter “MVR”). Colocation therefore requires that something expensive be moved or replaced. Also, HD faculty will finally move to their newly renovated space in MVR at the beginning of this summer. After many disruptive moves over the years, there is an understandable reluctance among the faculty to move again.

### **Open issues**

The following are several issues about which the subcommittee (and in consultation with HD and PSYCH faculty members) could not reach agreement. There would have to be careful, mutually respectful discussions going forward in order to address these complicated issues.

Need for a super-department: There is a question among some faculty members about whether a new super-department of the kind we describe in this report is needed. For that reason, some faculty members strongly prefer the “virtual” solution that was proposed in the 2014 report by a joint HD-PSYCH faculty committee.

Name of the new entity: A critical issue is the name for the new super-department. We talked extensively about the name and how it should be broad enough to reflect faculty from both units. The HD faculty believe that it is crucial to have the name of the new super-department reflect the strengths and identities of both HD and PSYCH. Therefore, their view is that a broad and inclusive name (“Department of Psychology and Human Development”) would make all faculty members feel supported. The PSYCH faculty recognize and see the need for a more inclusive name, but believe that the name of a psychology department that also refers to human development will make the department less visible and influential in the disciplinary psychology space and in the neuroscience space.

Voting: The two current departments have different traditions of whether voting is secret or public. There are good and persuasive reasons on both sides for these traditions and norms, and the faculty in each department strongly favor of keeping their own current tradition. This is an issue that would need careful discussion.

Co-location: HD and PSYCH departments have different ideas about how co-location should be solved. Whereas HD faculty would understandably want to remain close to the fMRI center currently housed in MVR, the PSYCH faculty understandably want to remain close to their

animal labs which are currently located in Uris Hall. It should be noted that the one HD faculty member who currently works with nonhuman animals has their rodents housed in the Weill Hall vivarium.

Note: Additional feedback from the departments about the prospect of a super-department is available upon request.

## **Appendix E**

### **Sociology Subcommittee Super-Department Report**

Vision for Forming a New Cross-College Sociology Super-Department Combining Sociologists in the College of Arts and Sciences and the College of Human Ecology

#### **Committee**

Ben Cornwell, Sociology  
Vida Maralani, Sociology  
Kelly Musick, Chair of Policy Analysis and Management  
Laura Tach, Policy Analysis and Management  
Kim Weeden, Chair of Sociology  
Christopher Wildeman (Chair), Policy Analysis and Management

#### **Vision**

A new sociology super-department would combine sociologists in the College of Arts and Sciences (hereafter “CAS”) and the College of Human Ecology (hereafter “CHE”) into a new department. The goal of this department would be to position Cornell among the top sociology departments in the country with respect to recruiting and retaining the best faculty and graduate students and providing high-quality disciplinary training, and ultimately to realize a top 10 sociology department.

Forming a super-department is a necessary step in order to achieve this aim for both CAS and CHE sociologists. From the perspective of CAS sociologists, this is necessary because the current sociology department is strong but undersized and under-resourced. This has implications for both the breadth and the depth of the department, as well as for its capacity to manage administrative roles and faculty departures. From the perspective of CHE sociologists, forming a super-department could help in recruitment and retention of top faculty and graduate students, as well as providing a stronger disciplinary identity at Cornell. From both perspectives, the super-department will better realize synergies in sociology with respect to teaching and research foci, and enhance opportunities for scholarly recruitment, that are impeded by the University’s current institutional structure.

The purpose of this document is to outline (1) the main challenges associated with creating a super-department and, more importantly, (2) some solutions to those challenges. This document is intended to function as a draft for a sociology super-department that will be circulated to all CAS and CHE sociologists so that it can be discussed in the individual units and collectively.

## Challenges Associated with the Creation of a Sociology Super-department

There are at least four core challenges that a super-department of sociology that is shared across CAS and CHE either creates or exacerbates: (1) imbalance in the new unit with respect to disciplinary focus; (2) issues around faculty contributions, membership, and governance in the unit (in the advent of many joint appointments); (3) the small graduate program in the new unit relative to peers; and (4) how to make sure that the undergraduate majors are enhanced through this new unit.

### *Subfield Balance in the New Unit*

The current CAS department of sociology, which includes 15 lines (13 currently filled), has strengths in a range of areas, including economic sociology, computational sociology, social networks, and social inequality. However, given strategic recruitment of promising mid-career scholars, an influx of resources due to a recent \$10,000,000 grant to the Center for the Study of Inequality (hereafter “CSI”), and the recent donation of an endowed assistant professorship in gender inequality, the department is heavy in the study of inequality. The ten sociologists in CHE, nine of whom currently reside in the Department of Policy Analysis and Management (hereafter “PAM”) and one of whom currently resides in the Department of Human Development<sup>1</sup> (which is also engaged in conversations around becoming a super-department), are working at the intersection of policy, demography, and inequality. Combined with the tremendous strength in inequality in the current CAS sociology department, the merging of these scholars into one department has the potential to generate greater synergies and external visibility in the inequality space—a space that the Ideas Committee situated as one that was ripe for greater investment from the university. It also means, however, that key areas of strength in the current CAS department in economic sociology and computational and network methods will become a smaller share of the department, and other core areas within the discipline of sociology will remain unrepresented.

The skewed area distribution relative to the departments we would consider peers after forming a super-department (namely, Duke, Harvard, Princeton, and Stanford) will affect Cornell Sociology’s national disciplinary standing. We see at least three reasons why this is the case. First, there are major debates in sociology in which Cornell simply does not participate because we lack expertise. Second, the lack of broad strength inhibits the recruitment of graduate students who seek a broader introduction to the discipline, and it tends to produce narrower students. Finally, this imbalance will limit the breadth of intellectual conversations that occur within the new unit. In some sense this is no different from the current situation, where many of the core areas of sociology are not covered because the Sociology Department’s small size, relative to peers, has forced a strategy of unusually high specialization. The risk with a newly constituted department that is even more heavily skewed toward inequality and policy-related work is that the tendency of “like to attract like” will make it even more difficult for the department to broaden intellectually and to recruit graduate students and junior faculty working in other fields.

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<sup>1</sup> Karl Pillemer has a PhD in Sociology. He is one of two members of HD who does not have a PhD in Psychology.

In order to address this issue, we see it is a prerequisite that:

1. The new super-department be allowed four to six hires to rebalance the new unit;
2. The new hires include a combination of junior lines (up to 4) and senior lines (up to 2).
3. These new lines and resources to fill them should not come out of existing Sociology or PAM line allocations or resources (i.e., these should be new, permanent lines).
4. The areas in which these hires occur be decided among the full faculty of the new super-department, such that all members of the unit can weigh in equally on the process, with an explicit and sole focus on “rebalancing” the new super-department of sociology; and
5. These hires happen quickly, during the two-year period in which the unit is formed.

Although these hires would ideally all be new lines, pushing the total number of lines in the unit to roughly 30, some combination of pre-fills for faculty who have decided to retire and new lines would be reasonable (i.e., 4 new lines and 2 pre-fills). (We note, however, because of the extreme imbalance across areas that a super-department could cause, some of the traditional methods of rebalancing a unit such as pre-filling lines for planned departures of faculty are unlikely to be effective.) We anticipate that, after rebalancing and natural attrition, the new department would hold at least 28 lines. This is reasonable given that a substantial share of members of the new unit (40%), will also be servicing a new policy entity in both teaching and service.

#### *Faculty Contributions and Membership in the New Unit*

There were several areas in this domain in which the committee members were in agreement.

For instance, there seemed to be broad agreement around departmental leadership. The committee agreed unanimously that an external chair search was a poor idea because: (1) in the initial years of a new unit, it is important to build on the trust and mutual cooperation among those who are already here; (2) in sociology, this is often interpreted as a sign of a department that is “in trouble;” and (3) as recent efforts in PAM have shown, it is exceedingly difficult to recruit a senior scholar who has the research profile consistent with Cornell’s standards, administrative experience, and the fortitude to enter a situation of structural uncertainty.

As a result, we suggest finding an internal chair and, possibly, an associate chair or some other organizational role whose charge includes coordinating across the new sociology unit and a new policy unit.

There also seemed to be broad agreement on the need for all sociologists in the new super-department to have identical policies in terms of: (1) leaves and modified duties as part of parental accommodations; (2) releases for administrative responsibilities; and (3) course buyouts for externally funded research projects.<sup>2</sup> Our sense based on earlier conversations with the deputy provost is that achieving alignment here is doable.

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<sup>2</sup> There was also a sense that the total cost of a course buyout should be set at a level that would stimulate increased external funding. This would not be possible with the current buyout rate that is used in the social sciences in CAS.

Although there was broad agreement on some of these issues, the fact that many members in the new unit would also hold appointments in the new policy entity was an issue that we discussed at length. Any resolution to this issue would have to manage key concerns on both sides.<sup>3</sup>

For the CAS sociologists, there could be concerns about (1) individual faculty members who have joint appointments contributing little to the new unit but holding a full vote and (2) roughly 40% of the votes in the new department being held by faculty whose interests are split between the new department and another unit, and who may primarily identify and spend their time in the other unit. There could also be concerns about the voice of scholars who are not closely tied to the demography, policy, and inequality intellectual spaces being just a tiny share of the now-expanded unit's governance structure, and the formation of unhealthy, area-based voting blocs that do not currently exist in Sociology.

For the CHE sociologists, there could be concerns about contributing to a new super-department of sociology but not having a full voice in that new unit. CHE sociologists could also have concerns about managing teaching and service commitments. In particular, it may not be feasible for a colleague with a partial appointment to split teaching or service in the same proportion as the appointment in any given year. Relatedly, the committee worries about managing service loads across multiple units (as well as to the university and to the discipline).

Although the committee did not settle on a resolution to these significant issues, the committee felt strongly that the application of the following principles could situate the new unit for success. First, we will rely on some mechanism to coordinate effort at the aggregate level for faculty who hold commitments in the policy entity. Second, there will also be expectations at the individual level, assessed over some time window that allows for flexibility from year to year. Third, this coordinating mechanism will include an accounting of service commitments across units. Fourth, the addition of new "rebalancing" lines, discussed above, may help address some of the CAS sociologists' concerns about the consequences of area imbalance on governance and decision-making. Our joint goals in developing this coordination are to address concerns related to: (1) aligning faculty commitment to voting rights; and (2) managing burden of commitment to multiple units.

Finally, faculty on the subcommittee agreed that it will be important to incorporate some form of "grandparenting" for faculty coming up for tenure and promotion in the new department. We recommend allowing faculty who were not hired by the new department to be able to choose between their hiring unit and the new department for tenure and promotion, within a time limit anchored to the year of the creation of the new unit. For example, "grandparenting" would apply for the first promotion that takes place within 6 years of the creation of the new unit, with one-to-one extensions granted for any years "off the clock" due to parental accommodations or special circumstances (e.g., medical leaves) in those 6 years. Further, the subcommittee acknowledges that for all tenure and promotion decisions moving forward, the new department will need to recognize the importance of both sociology and policy audiences in the scholarly contributions of faculty jointly appointed in the policy entity.

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<sup>3</sup> We are aware of only one aspirational peer department, Princeton, that has a substantial share of faculty with appointments in another unit; here, however, the share is lower, the appointments were not all made at the same time, and every faculty member was voted on by all other members of the units at the time of the appointment.



### *The Size of the Graduate Program*

Larger cohorts of graduate students would bring the new department more in line with top 10 departments and support research excellence of its faculty. Scarcity of graduate students, both as RAs and as TAs, is a core issue that could create significant tension in a new super-department and undermine both graduate training, faculty research, and the undergraduate experience. In order to ensure that this issue does not cause friction or undermine excellence in the new super-department, we propose to increase the graduate program to an average of 12 students per year (36 per three-year Graduate School funding cycle), all of whom would be guaranteed five years of funding through a combination of two-year Sage fellowships and TA/RA-ships. We further propose: (1) increasing the number of fellowship years included in our funding packages to be more competitive with top departments in sociology, several of which are moving to 6 years guaranteed funding with 3 years of fellowship; and (2) addressing cross-college differences that complicate coordination (i.e., in the cost of funding a graduate student for a semester, the baseline level of summer funding, etc.)

### *The Undergraduate Majors*

There was general agreement on a number of issues around the undergraduate major(s). First, majors in both sociology and policy analysis and management—ideally with a name change to public policy—should continue to exist. Second, some of the CHE sociologists might want or be able to teach core sociology courses currently taught in CAS, although this would need to be managed carefully to reduce the number of new preps that CAS and CHE faculty need to do. Third, better coordination around undergraduate offerings could decrease some of the content overlap (both now and in the future), thereby releasing resources for other courses including graduate level seminars. Fourth, there was the sense that a curriculum committee would be needed to resolve some of these issues.

Finally, the committee agreed unanimously that the current disincentives to cross-unit collaboration around teaching built into the budget model would need to be addressed directly. These disincentives take two forms. One is the negative financial implications when majors take classes taught outside the hosting college, which reduces the unit's apparent contribution to the College's enrollment totals, budget, and—even if implicitly—to the legitimacy of their claim to scarce resources within college-level allocation processes. The second is that increased enrollment, especially from outside the college, can place enormous strain on TA resources, which tend to increase with enrollments at an elasticity closer to 0 than to 1. This has a negative effect on our undergraduates, for obvious reasons, but also on our graduate students, who spend more time on teaching-related duties than they do at peer departments, all of which have much greater TA to student ratios. We envision an MOU between the colleges that would eliminate the financial and pedagogical disincentives to collaborate on undergraduate programs, perhaps modeled on agreements like those in place in other cross-college departments.

## **Conclusion**

There are both possible risks and possible benefits around forming a new super-department of sociology composed of sociologists in CAS and CHE—for both existing groups. We believe that if the issues that are raised in this document are resolved along the lines that we have suggested here, a new super-department of sociology could overcome these challenges and ultimately elevate Cornell sociology to one of the top 10 sociology departments in the world within the next 5-10 years.

**Appendix F**  
**Report of the Subcommittee on Public Policy Entity**  
**Social Sciences Review Implementation Committee**  
**September 2019**

Members: Maria Fitzpatrick (Chair), Tom Pepinsky, Laura Tach, and Chris Wildeman

**Subcommittee Charge:**

Based on the implementation committee’s charge, our understanding is that Cornell has taken the decision to create a new public policy entity. The charge to the Implementation Committee was to consider two possible structures for this entity. In order to fully understand the possibilities for those two structures, our subcommittee was charged with drafting a proposal for a policy entity at Cornell that briefly outlined a vision for a uniquely successful policy entity at Cornell.

In outlining a blueprint for a uniquely successful policy entity at Cornell, our committee set aside the question of organizational structure in order to first craft an aspirational vision for the entity that would be both understandable to the world at large as a policy “school”<sup>1</sup> and build on existing Cornell strengths in the social sciences and more broadly in order to make it immediately competitive and successful. We have placed particular emphasis on traditional core components of policy schools, existing comparative strengths in the policy-related social sciences, and areas of development that build on the University’s broader strengths (and where faculty have indicated enthusiasm and a potential for mutually beneficial collaboration). Of course, there may be broader or alternative definitions worth consideration going forward.

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<sup>1</sup> Henceforth, we use the shorthand “school” to refer to the entity with the understanding that this could be either a cross-college school shared mostly between CAS and CHE or a College of Public Policy.

## **Subcommittee Report:**

The pressing societal issues of our time—from climate change to national security, from immigration to inequality, from global economic development to domestic tax reform—are deeply intertwined with decisions made by governments.

Public policy is the study of how government choices intersect with people's lives. The study of public policy is fundamentally interdisciplinary and problem-oriented in nature. Scholars of public policy consider a wide range of topics:

- 1) the policy process (how policies are proposed and how problems are defined)
- 2) program design (ranging from market design to administrative structure);
- 3) bureaucracies and policymaking institutions;
- 4) how to evaluate policies' intended and unintended consequences; and
- 5) the social, political, economic, and technological forces that shape each of these.

A School of Public Policy brings together researchers who are interested in how policy is made, whether policies work, and how to improve public institutions and decisions. The educational structure of a policy school flows from this research mission, and can include undergraduate, Masters, and Ph.D.-level programs (although not every School of Public Policy offers undergraduate an undergraduate degree, we envision that a Cornell School of Public Policy would). Students trained by Schools of Public Policy often find employment in the public sector in governments at the local, state, or federal levels. They also often become employed in the private sector (e.g. for consulting firms needing to understand the implications of policy for businesses and markets) or in the non-profit sector (e.g., working in community-based organizations to provide services).

Below, we outline key components of a Cornell policy school including

- 1) a set of “core” social science components,
- 2) topical areas in the policy-related social sciences where strength at Cornell already exists, and
- 3) areas for development of the policy-related social sciences at Cornell.

This school would offer degrees and programming at all levels, as described below. Building on Cornell’s unique strengths in public engagement and extension will be crucial for its success, as will attention to successful research development (including extramural grantsmanship) and visibility enhancement.

A School of Public Policy would enhance Cornell’s reputation, visibility, and impact both in the academic community and in the policymaking community and public sphere. First, much of what is needed to be a successful School of Public Policy--as defined by any number of academic metrics--is already housed at Cornell. However, the existing structure of the University and the lack of purposeful sustained connection across the various policy-related activities at the University are a significant barrier to internal collaboration and to the visibility and reputation of the University in these areas. This is a longstanding problem that has been noted at several

points in the current and many previous reviews of the social sciences at Cornell. Creating a School of Public Policy would have the added benefit of coordinating the distinct educational offerings currently scattered across a number of different fields and programs so that Cornell provides a comprehensive, multidisciplinary educational experience for students and a strong signal of our reputation in this area to external stakeholders.

Second, a fundamental goal in developing a policy school should be to increase the visibility of the School and University in ways that will enhance its reputation in the policy community. Cornell's policy landscape would be strengthened and made more visible through greater connections to high-profile policymakers and policy-focused events. As we describe below, this can be done through increases in the visibility of research and through work in public engagement, but should also be done through deliberate investment in high-wattage events and visitors. Increased connections with other parts of Cornell, like the Atkinson Center, the Institute for Politics and Global Affairs, Cornell in Washington, Cornell in Albany, and the NYC campuses would help achieve these goals. Given its commitment to public engagement, a School of Public Policy would also provide the infrastructure and resources to connect Cornell research to policy officials in more direct, sustained, and impactful ways than is possible for individual faculty, departments, or centers to do on their own. Therefore, creating a School of Public Policy would have an immediate and long-lasting effect on the impact and reputation of the University in public policy and public affairs.

## 1. SUBJECT AREAS IN THE SCHOOL OF PUBLIC POLICY

**Core Social Science Components:** Virtually all public policy schools have a set of core social science components that draw primarily from economics and political science. In economics, this typically includes microeconomics, public finance, and policy evaluation. In political science, this includes political economy, the policy process, institutions and organizations, and strategy. Quantitative methods are a key focus in the core approaches to the study of public policy, but political scientists and other social scientists in policy schools also employ qualitative and historical methods in the study of public policy.

Cornell already has significant strength in these areas, particularly within the Government Department (hereafter "GOVT") and the Department of Policy Analysis and Management (hereafter "PAM"). This existing strength is highlighted in the internal and external reviews of the social sciences at Cornell, in feedback from the Social Sciences Review process, and in the Provost's charge to the Implementation Committee.

A Cornell policy school would highlight Cornell's distinctive strength in "politics of public policy." The politics of public policy focuses on how policy problems get identified, how they are formulated or framed, the role of stakeholders in the policy process, the institutional and bureaucratic constraints on implementation, and the feedback loop between beneficiaries or constituents and the broader political environment. This sort of work has always been multimethod in approach, requiring institutional analysis and careful attention to the policy process. Cornell's longstanding strengths in institutions and policy analysis mean that this is an area in which a policy entity could be distinctive and perhaps world famous relatively quickly.

A policy entity at Cornell should match this kind of institutional- or process-focused public policy research with the analysis of policy implementation and its consequences that is also strong at Cornell. In addition to quantitative evaluations of the effects of policy on individual decision-making or outcomes, this domain includes research that uses a diverse set of methodological approaches to understand how people experience policy and government in their daily lives, and to show how policy action or inaction creates, perpetuates, or disrupts inequalities in the social, economic, and political spheres.

Because GOVT and PAM would play a central role in the School of Public Policy, some of the resources of these departments could be used as a foundation for the School. However, some of the educational and research activities of these departments, especially GOVT, will remain separate from the School of Public Policy, meaning that some additional resources will be required in these core areas to supplant those lost by those units to the new school.

**Areas of Existing Social Science Strength:** Cornell's strengths in public policy are not limited to the core disciplines of economics and political science, nor are they only found in GOVT and PAM. Policy-related research at Cornell happens across the traditional social sciences, as well as in Science and Technology Studies, Natural Resources, Communication, School of Industrial and Labor Relations, the Law School, and beyond. Social scientists across campus have built notable strength relative to our peers in areas like Health Policy, Human Security, Politics and Economics of Development, and Social Policy. Policy-related scholars on campus have endeavored to push across disciplinary boundaries for specific research and hiring initiatives, but larger cross-college research and teaching efforts have often been stymied by institutional barriers. By combining faculty expertise across disciplines and colleges as part of a new School of Public Policy, Cornell would crystallize its reputation as a national leader in public policy in these domains.

*Health Policy:* Cornell is already deeply invested in both health policy and population health, which represents a comprehensive understanding of the various factors that shape health and wellbeing—and disparities in health and wellbeing—across the life-course. Although medical training at Cornell takes place in New York City and public health training at Cornell takes place in the Vet School, we see a broad focus on health policy and population health as being a comparative advantage that Cornell has already established but needs greater organization to showcase. By connecting health researchers across departments and across campuses, a focal area in health policy in the School of Public Policy might better serve student interests and provide a useful conduit for increased external funding. This could especially be the case with major externally funded Centers that would increase our profile.

*Human Security:* Cornell is a leader in the interdisciplinary study of security. Programs such as the Reppy Institute for Peace and Conflict Studies focus on international security, initiatives at the Atkinson Center conduct cutting-edge research on food security, and related programs in the Einaudi Center and elsewhere target related topical areas such as migration, civil violence, nuclear policy, and others. A School of Public Policy would be well positioned to capitalize on these strengths through an interdisciplinary focus on Human Security that builds on these issue areas but provides the infrastructure and resources to explore connections among them. This would also be a signature component of the School's international focus.

*Politics and Economics of Development:* Although Cornell has particular strengths in development economics, applied economics, and political economy, the university's organizational structure (dividing scholars among Dyson, GOVT, Economics, PAM, among others) makes collaborative research across units rare and difficult. A School of Public Policy could bring together policy-focused researchers in development policy and political economy. Combined with Cornell's rich offerings in Latin American, African, Asian, and European Studies—both in the academic departments and in cross-College programs housed in the Einaudi Center—a School of Public Policy has the opportunity to take a distinctive place among its aspirational peers, combining policy with global scope and deep contextual knowledge.

*Social Policy:* Cornell faculty across a number of colleges, departments and graduate fields have developed national reputations for excellence in the study of social policies. Existing research efforts on campus have tackled key domains of social policy and garnered national renown, including but not limited to: immigration, criminal justice and the law, education, family and social welfare, and democratic institutions and the policymaking process. This reputation has been bolstered by the leadership and resources of the Center for the Study of Inequality (hereafter "CSI"), the Institute for Social Sciences (now a core component of the Cornell Center for Social Sciences), the Cornell Population Center, and other centers on campus.

Because these are key areas for success of a policy school, it is important that these areas of strength be maintained through replacement hiring in the event of faculty turnover or to build as opportunity arises. Such decisions should be made with the overall success of the Policy School in mind.

**Areas for New Development:** A new School of Public Policy should develop additional strength in areas of policy where Cornell has a unique comparative advantage relative to its Ivy and top public research institution peers: *Data Science and Technology Policy* and *Environmental and Sustainability Policy*. Since neither GOVT nor PAM has significant existing strengths in these areas, it will be necessary to invest in new faculty in order to be successful. Also, success will require connecting the Policy School to the strong base of faculty Cornell has in areas outside the traditional social sciences components named above. An additional benefit of investing in these spaces, moreover, is that they are already part of existing institutional priorities, meaning that investment in those areas can further the broader vision for the University, while also strengthening a fledgling School of Public Policy at Cornell.

*Data Science and Technology Public Policy:* As data and technology have rapidly expanded over the past few decades, they have become a fundamental part of people's lives and of policymaking. Yet, policymakers often struggle to understand how to use data and technology to enhance their policymaking efforts. Similarly, technology companies struggle to navigate the policy and regulatory landscape. Our survey of other public policy programs showed that these are areas to which many existing schools of public policy are paying attention, but so far most programs are still developing (e.g., only 5 of the top 25 programs have a specialized concentration in data science and none offer data science training to all students—and few are at institutions with existing strength in computer science, information science, engineering, and other sciences that could be readily extended into the policy domain). Therefore, through a new School of Public Policy closely connected to the Cornell Tech campus, Computing and Information Sciences, Engineering, and other relevant groups at Cornell, Cornell would immediately become a world leader in these areas.

*Environmental and Sustainability Policy:* One of the biggest challenges facing policymakers is how to deal with the existing and impending effects of climate change. Cornell is a world leader in various aspects of the science and engineering related to sustainable environmental policies. However, science alone cannot solve the problem of climate change. Going forward, social scientists will need to play a key role in convincing people of the need for action, designing and building support for efficient policies, and determining their effectiveness. By adding more social science strength to its existing strength in this area of the sciences, Cornell could both become a world leader in environmental and sustainability policy and have enormous impact in the public sphere.

## 2. EDUCATION PROGRAMMING IN THE SCHOOL OF PUBLIC POLICY AT CORNELL

**Education of students at all levels should be a central component of a School of Public Policy, including expanding existing efforts and creating new degrees.** Students who study and have future careers in areas related to policy are the embodiment of the University's land grant mission. This true whether they continue in roles in the public or private sectors.

**Undergraduate Education:** At the undergraduate level, the School of Public Policy should educate students in multiple areas related to public policy. First, there should be an undergraduate major in Public Policy. This would build upon the existing undergraduate major in Policy Analysis and Management by including a core set of coursework in political science and the policy process. As such, we expect it will be even more attractive than the current Policy Analysis and Management major, and will be able to support 400 or so undergraduates.<sup>2</sup> Additionally, the School of Public policy should build on the undergraduate minor in Public Policy offered in Government in order to complement the existing structure and harmonize it with the new School's needs.

Second, the policy school would offer a new undergraduate major degree in Data Science and Public Policy (approximately 400 majors).<sup>3</sup> This degree would involve some similar training to the degree in Public Policy but would have a more technical focus by emphasizing coursework in statistics, analytics, quantitative methods, and data science topics. This represents an exciting area for innovation: undergraduate data science tracks can be found in other top policy schools but a distinct major that unites data science with public policy would be a distinctive Cornell innovation that builds on existing strengths across the university.

Third, there should be a broader set of undergraduate majors that are built upon other key strengths mentioned above as possible foci and in other areas connected to Cornell's many strengths. (We expect 3 to 6 additional majors, ranging from 50 to 200 students). For example,

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<sup>2</sup> Recently, the number of PAM undergraduate majors has hovered between 200 and 250. With a clearer branding and stronger connections to the other policy related parts of the University, we estimate that an undergraduate major built on the current PAM undergraduate major could sustain around 400 majors.

<sup>3</sup> Our understanding is that the current undergraduate programs in CIS are in high demand. By combining some of the skills of computing and information sciences with policy-relevant context, our sense is that a new undergraduate major in Data Science and Public Policy would be highly successful.



existing health related majors in CHE connected to policy (Health Care Policy; Human Biology Health and Society; Global and Public Health; etc.) could be included.<sup>4</sup>

Additionally, the School could house undergraduate degrees in policy areas related to environmental policy, science policy, workforce policy, and regulation policy. Since these degree programs will be innovative, blueprints for their construction should be developed by the relevant faculty. Buy-in from those faculty, and the broader faculty community, will require careful consideration of ways these majors can contribute to, rather than detract from, the missions and revenue streams of other parts of the University.

**Professional Masters Programs:** All schools of public policy have a core set of professional masters programs that both contribute to and provide revenue to support their missions. A Cornell School of Public Policy might include existing Cornell programs in Public Administration and Health Administration. Also, a new Masters in Public Policy program that connects explicitly to the top social science scholars and educators at Cornell is likely to be very successful. A masters degree in Data Science for Public Policy with close connection to the Computing and Information Science is also likely to be enormously successful. Additional profession masters programs should also be considered. In general, these professional masters programs will be most successful if they are closely connected to the research mission of the University's productive faculty in the social sciences and other policy-related areas and if they build on the successful engagement and extension work at the University. These should be developed by faculty and leadership as the School advances.

**Doctoral Education:** The new School of Public Policy should also offer doctoral education programs. The main one would be a PhD in Public Policy. This could be modeled after the existing field of Policy Analysis and Management, but might include the offer of specialization in political science or other areas in addition to the current "tracks" in economics and sociology. Also, throughout the Social Sciences Review process, faculty in various disciplines have offered support for the creation of joint PhD programs (e.g. a PhD in Sociology and Public Policy or Government and Public Policy). Faculty should be encouraged to come up with models for joint programs that will enhance faculty research and support graduate student success.

**Additional Educational Programs:** In addition to these more traditional degree programs, the School of Public Policy should also offer a suite of nontraditional coursework and programs. This effort could build upon the existing Executive Master of Health Administration (hereafter "MHA") program and the proposed Executive Masters of Public Administration (hereafter "MPA") program, which offer blended-learning environments to mid-career professionals, and on existing online certificate programs, which provide remote-learning access to Cornell for people outside of Ithaca. This will help attract students outside of Ithaca who are embedded in policy careers, providing the policy school with an opportunity to educate those already deeply involved in policy work. These additional programs should also make use of the NYC campuses, as well as the existing work being done by Cornell in Washington and Albany.

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<sup>4</sup> Some of these degrees exist at Cornell already and would have synergies with the other offerings and strengths of the School of Public Policy. However, without a clear understanding of which faculty will affiliate with the School of Public Policy, it is difficult to specify this suite of additional degree offerings. The exact set of these majors should be determined and crafted by the faculty and leadership as the school is formed and develops.

To summarize, degrees in Public Policy (at all levels) and Data Science for Public Policy (at the undergraduate and masters levels) will provide the core set of degree offerings. In addition, depending on how the school develops, there should also be a set of additional degrees that pull from existing programs on campus or are newly developed by faculty and leadership. All of the degree offerings of the new School of Public Policy should be connected tightly to the vibrant, innovative research of Cornell faculty. In addition, they should make use of Cornell's strong extension and engagement systems and connections to offer students high quality experiential learning opportunities in innovative ways. Strong connections between the Ithaca and New York City campuses, as well as to Washington DC and Albany, will also be crucial for overcoming the geographic limitations of the University's main campus.

### 3. PUBLIC ENGAGEMENT IN THE SCHOOL OF PUBLIC POLICY

Public engagement is mandated by our identity as a land-grant institution and by the principles of the University's founder. Connection to the community outside the University is also an imperative for increasing our visibility and enhancing the impact of Cornell's excellent research and teaching. Policy-related public engagement takes many forms including, direct media engagement to help translate important research to the public, partnerships with communities to provide evidence based care, data-based partnerships to evaluate program effectiveness and popular sentiment, and more. Other examples of policy-related public engagement include participating in Congressional briefings and providing expert testimony, serving on expert panels and advisory boards, and participating in government and foundation initiatives around policy research dissemination.

To incentivize public engagement, the School of Public Policy should include appointments for tenure-track faculty that spend time engaging with the public and evaluating the impact of engagement. To maximize the engagement of faculty, some of these appointments could be rotating (i.e., fixed term appointments) and some should have the explicit goal of encouraging faculty who are new to public engagement or translational work to engage in it. It will be important that the School have a strong infrastructure for public engagement, which could be built using the existing strengths of Bronfenbrenner Center for Translational Research, Cornell Institute for Public Affairs, Scholars Strategy Network, the Roper Center, Engaged Cornell, and other groups already in place on campus. Programs like Cornell in Washington and Cornell in Albany, as well as connections to the NYC campuses, should be used strategically to help enhance public engagement.

### 4. RESEARCH SUPPORT IN THE SCHOOL OF PUBLIC POLICY AT CORNELL

The School of Public Policy should provide the infrastructure necessary for supporting and enhancing faculty research. For example, working with the new Center for Social Sciences to provide the highest quality computing and data infrastructure is crucial for allowing policy-related social scientists to be successful, as is providing the necessary support for in-depth qualitative work. Relatedly, generating external research funding is important for increasing both resources and visibility of the school of public policy. Therefore, the school should work with the Center for Social Sciences and the relevant faculty to provide support for a variety of external

research funding, including support for individual research projects, larger collaborative grants, training grants, and, of particular importance for a successful policy school, research-practice partnerships.

## Appendix G

### **Social Sciences Implementation Committee Interim Report: Considering School and College Structures for Public Policy at Cornell November, 2019**

#### **Preliminary Thoughts**

This document is meant to provide the university community with the current state of the Implementation Committee's (hereafter "The Committee") thinking around public policy at Cornell. This document represents our second communication around this topic, with our [vision statement on public policy](#) being the first. This interim report is not meant to be interpreted as our final word on the subject, as our thinking is likely to evolve based on internal conversations within the Committee and the various listening sessions happening over roughly the next month.

#### **Interpretation of Our Charge and Information in this Interim Update**

The Committee has been charged by President Pollack and Provost Kotlikoff with making recommendations about how the university could best be restructured to create an academic unit that would elevate research, teaching, and outreach around public policy. The Committee was specifically tasked with reviewing the merits of two alternate options for doing so: (1) a cross-college school of public policy situated between the College of Arts and Sciences (hereafter "CAS") and the College of Human Ecology (hereafter "CHE") and (2) a college model in which CHE was focused and strengthened around public policy.<sup>1</sup>

Although the Committee intends to recommend which option will be best for public policy by the end of this semester, our committee, in consultation with the provost, has decided that it is beyond the scope of the Committee's mandate to make any recommendation around which of these options Cornell ultimately should pursue. This final decision has dimensions beyond strengthening public policy at Cornell, and therefore would require additional conversations and decisions beyond this committee among the trustees, president, provost, and CHE college leadership concerning the future of CHE. That said, we intend to highlight in our report possible implications for CHE and CAS and the broader university to provide context for their decision. **We would like to emphasize however that we see these implications as a *preliminary list that would need to be expanded, vetted, and discussed among the broader community of relevant stakeholders and leadership.* We would also like to emphasize, as the provost has stressed in all of his discussions of the review, that neither of the models we outline here would result in job loss for faculty or staff.**

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<sup>1</sup> At the last decision point, the president and provost removed three options for a policy entity from the table: a virtual school; a school that was encompassed only in CHE; and a school that was encompassed only in CAS. As such, we do not consider these or other options for the policy entity throughout this document.

In this interim update, we do three things. First, we outline general points of agreement among committee members around what any public policy entity, whether a cross-college school or a college, would need in order to be successful. Second, we provide an overview of a model for the best possible cross-college school of public policy. In this section, we highlight both advantages and challenges of this vision, as well as identifying unresolved issues. Third, we provide an overview for the best possible College of Public Policy model and again highlight both advantages and challenges, as well as noting unresolved issues.

For each model, we focus on nine categories: (1) governance; (2) resources; (3) undergraduate training; (4) masters training; (5) doctoral training; (6) extension and outreach; (7) possible implications for CHE; (8) possible implications for CAS; and (9) implications for the university.

In this interim report, we have not attempted to provide exhaustive coverage in each area. Rather, we have tried to provide enough detail to make it possible for the university community to see some potential advantages and challenges for each model. Although this is not an exhaustive list of areas in which each of the models should be evaluated, the Committee felt that as combined they provide a clear idea of the possible implications and characteristics of each model.

The Committee was also charged with proposing models for super-departments in the disciplines of economics (involving the Policy Analysis and Management Department [hereafter “PAM”] in CHE and the Economics Department in CAS and School of Industrial and Labor Relations [hereafter “ILR”]), psychology (involving the Department of Human Development [hereafter “HD”] in CHE and the Psychology Department in CAS), and sociology (involving PAM in CHE and the Sociology Department in CAS). The existence of these super-departments would affect the structure, governance, and operation of each of the two possible policy entities. However, we are not yet far enough along in our committee work (in terms of the committee’s consultation with the respective departments) to make recommendations around super-departments. For the purposes of this update, we assume the existence of super-departments and will note issues around them where needed for each model.

We look forward to hearing feedback from the university community on these policy models. **We want to emphasize again that this interim update is just that – it is not our final report and instead reflects our current thinking about these issues.** As is evident, there are many unresolved issues that will require continued conversations. The main objective of the upcoming listening sessions and meetings is to hear feedback from faculty, students, and staff on these models and the advantages and challenges of each. We also hope to hear feedback on how we might propose addressing some of the unresolved issues we highlight. We will then be using that feedback to continue working on these issues through the middle of December, at which time we will make our final recommendation for a public policy entity.

### **Starting Points for An Excellent Policy Entity**

Before listing these general points of agreement, it is worth noting that we heard broad consensus in the university community (based on the feedback we have received) that the [policy entity vision](#) we articulated is strong and provides an outline for a bright future for Cornell in public

policy. There were also some concerns and suggestions. We will address these along with other changes in the final report.

Additionally, we want to emphasize that either entity would unfold over a matter of years, and would depend on careful consideration by the stakeholders of all relevant issues.

The Committee agrees that any successful public policy entity, however it is implemented, must:

- Be a university-wide entity with true inclusion of faculty outside the units contributing most of the faculty lines (i.e., a core group of faculty from other colleges and schools should have non-zero percent-time appointments). For the “school” model, this would mean that a core group of faculty beyond CAS and CHE would be included; for the “college” model, this would mean that a core group of faculty beyond the College of Public Policy (hereafter “CPP”) would be included. These affiliations need not be present right at the beginning, but could be added over the initial early years as the entity takes shape and is implemented.<sup>2</sup>
- Have an autonomous leadership model that includes its own Dean and leadership and control of its own resources and lines. Although this would be by default the case for the College model, the Committee does not believe that a cross-college School would be able to achieve excellence in public policy without its own Dean with control of resources.<sup>3</sup>

In the sections that follow, we provide more specific insight into the two models. After listing the possible advantages and challenges, we list unresolved issues that require additional consideration by the Implementation Committee and then, subsequently, by university and college leadership. The two models have some elements in common, particularly as they relate to undergraduate, masters, and doctoral teaching, programming, and training. **As a result, there is some overlap in our analysis of the advantages, challenges, and unresolved issues in the Cross-college School and the College models.**

## CROSS-COLLEGE SCHOOL MODEL

A cross-college entity would likely be called a School of Public Policy, reflecting the naming convention used by most universities for their public policy units. The School would maximize existing resources and opportunities, between CHE and CAS, and be based on examples of successful cross-college units that are already in existence here at Cornell (e.g., Computing and Information Science [hereafter “CIS”]).

Because a School of Public Policy at Cornell would be starting something new--bringing together relevant units and individual faculty into a new School--rather than transforming an existing entity into a College of Public Policy, we see the steps leading to a successful School of

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<sup>2</sup> The phasing of the development of the Policy Entity is a management decision versus this committee’s decision. Early stages of the entity will depend on faculty who want to be centrally involved in the extensive initial planning around hiring, governance, outreach, and graduate and undergraduate training and curricula.

<sup>3</sup> As we note below, it is an open question whether the School would need to be an admitting entity for undergraduates to succeed. (Any policy entity would be an admitting entity for Masters programming.)

Public Policy as relatively straightforward (whereas the College Option would likely involve significant ongoing negotiations). This is not to suggest, of course, that a School Option is not without potentially serious challenges, which we outline below.

## **1. Governance**

To achieve the goals articulated above, a successful cross-college school of public policy would need its own dean (possibly one who reported directly to the provost) and would need to function with a great deal of autonomy from the two colleges that contribute the majority of lines to it (CHE and CAS) in order to succeed. This autonomy should include, maybe most crucially, decision-making around hiring in the School. If the School Dean does not have autonomy around hiring, the committee generally felt that the School was unlikely to succeed to the level of ambition that Cornell has in public policy.

There was a general sense that a shared dean model (CHE and CAS deans co-control the School) or a dependent dean model (CHE and CAS deans co-control the School with the dean of the School) was unlikely to make it possible for the School to achieve the level of prominence Cornell is seeking to achieve in policy, mostly because the dean would have to depend on and negotiate securing scarce resources from two other deans. There are examples at Cornell of this kind of negotiation working, but it is more complicated, and the committee generally agreed that this was not the preferred method.

### **Possible Advantages and Challenges Around Governance**

#### Advantages:

- Possibility for a new dean “starting fresh” to operate in collaboration with existing deans to form a new entity they would help create
- High coherence around public policy
- Inherent sharing and collaboration built into the structure from the start could make it easier to realize a university-wide entity
- Simple structure whereby governance handled by professors affiliated with school. For example, a professor in the Sociology super-department who wants to be in the School could be a Professor of Sociology and Public Policy and holds appointments in the School and CHE. School governance would be enabled by the affiliated Professors of Public Policy.

#### Challenges:

- Governance and coordination problems in a range of areas (including new hiring from across the university) because of the inherent complexities of coordinating with multiple deans
- Adds a new dean to the university, raising the ultimate decision making around complex allocation of resources to the provost level
- CHE/CAS deans may be unwilling to serve in a more limited advisory role to the School
- Coordination of super-departments across three units (for at least Sociology and Economics) could be challenging. For example, service obligations of faculty would need to be carefully articulated for each faculty member to avoid overwhelming service obligations to many units, i.e., to a college, a school, and a super-department, possibly leading faculty to provide minimal service to some or all units and harming research productivity



#### Unresolved Issues:

- There are a number of unresolved issues around governance, especially because the exact model we propose of a strong School does not have a perfect parallel elsewhere at Cornell (although there are some possibly relevant examples, such as CIS).

## **2. Resources**

The dean of the School of Public Policy should have a budget commensurate with the number of faculty, staff, and students engaged in public policy. This level of control over resources is necessary to achieve excellence in policy under the cross-college school model. The proposed [policy entity vision](#) would include all of the lines (full-time equivalents [hereafter “FTEs”]) currently in PAM (29) plus an additional number of joint FTE lines for the rollout of “traditional” policy programming, drawing mostly from the Department of Government in CAS (but also possibly from other interested units on campus such as ILR and Law), and an additional number of lines for the rollout of more cutting-edge programming covering a range of areas and new hiring. The total number of FTEs should be commensurate with teaching needs at both the graduate (e.g., masters’ programs) and undergraduate levels, and in line with projected new areas of strength in policy. The proposed School would be likely moderate in terms of size (of FTEs) relative to peer institutions.

### **Possible Advantages and Challenges Around Resources**

#### Advantages:

- A large share of the resources already needed to start a policy school exist, and much of the additional hiring would be relatively simple (i.e., adding more political scientists and in other disciplines as needed to fulfill the mission)
- If policy-minded faculty across the university choose to negotiate FTE involvement in the School, their home units could be compensated with FTE replacements. This would provide an opportunity to build in areas across Cornell that are not policy related, while still retaining the expertise of the policy faculty

#### Challenges:

- If the desired number of lines or replacement FTEs are not possible, the school would be small and hence limited in both its impact and its visibility (hence, will need clarity and assurance of extra FTEs beyond PAM faculty)
- Units sharing faculty FTEs to the School face adjustments in how they are characterized to constituents in home colleges

#### Unresolved Issues:

- The key unresolved issue when thinking about resources is where the lines would come from. Given the university’s planned increases in undergraduate enrollment and the substantial increases in masters training that a school would lead to, these could be truly new lines. The lines could also be seeded through a radical collaboration around public policy approaches to inequality, health, data and other identified issues.

## **3. Undergraduate Training**

The existing PAM major would be refocused as a cross-college major in public policy. Given the high concentration of health policy faculty, it may also be reasonable to include the existing CHE Health Care Policy major in the School. In line with the areas of innovation proposed in the vision statement, we imagine additional concentrations in Data Science and Public Policy, and Sustainability and Public Policy. Additional concentrations, such as business, technology, or human development, could be added based on the interest of affiliated faculty. There is currently a policy minor that exists in PAM and also one in Government. The School model might provide a way for these two minors to come together and reduce redundancies across the two degrees on campus.

Under the School model, other than the PAM major, all majors currently offered in CAS and CHE should remain within those colleges.

Given the innovative combination of proposed faculty in the school, it is likely that new (possibly cross-college) majors would develop within it over time, and this should evolve based on decision-making among key faculty members in the new entity. We think a smaller initial number of majors (roughly 75-100 per class) is a reasonable and realistic starting point but eventually this number might increase considerably over the next 10-15 years. This is based on current numbers of students across campus currently taking policy courses (even absent a coordinated public policy entity), the number of undergraduate majors at peer policy institutions, and planned enrollment growth.

### **Possible Advantages and Challenges Around Undergraduate Training**

#### Advantages:

- Four coherent tracks that could have a common point of entry and be advertised and administered easily (and additional tracks could be added)
  1. Public Policy
  2. Health and Public Policy (with pre-med option)
  3. Data Science and Public Policy
  4. Sustainability and Public Policy
- Reframing of PAM major as Public Policy major (with significant contributions from Government) would strengthen the major and better reflect the research of the PAM faculty (who do very little management research)
- Students could enroll in a chosen college based on their interest level in the general education requirements (similar to Biology majors)
- Classes relevant to data science and public policy, sustainability policy, health policy, could be offered by interested affiliate faculty in outside units as new tracks are launched and as the School grows, making it a truly university-wide endeavor

#### Challenges:

- Complications and questions around where the new majors would come from, despite projected growth of undergraduates at Cornell. Admission numbers would need to be negotiated/fixed to prevent competition and loss to other units

- Complications around budgets across colleges and key departments in CAS, especially if the School is not an undergraduate admitting entity
- Hiring or negotiating affiliations in data science and public policy and sustainability policy would need to happen relatively quickly to launch new tracks
- Need to distinguish new Public Policy major from Government major and determine possibilities of double-majoring in two related majors
- Need to figure out how the current Public Policy minor in Government is aligned with the current PAM minor in Public Policy
- Policy major requirements must be harmonized for CAS students (who enter without a declared major) and CHE students (who would continue to enter CHE having declared a Public Policy major).

#### Unresolved Issues:

- As noted above, there are many unresolved issues around undergraduate training for the School option. The two most significant issues are whether the School will be an admitting entity for undergraduates and how many majors would initially be offered in public policy.<sup>4</sup>

### **4. Masters Training**

Masters training is essential to virtually all policy entities. In a cross-college School model, it could be possible to offer Masters of Health Administration (currently housed within PAM), a Masters of Public Administration (hereafter “MPA”) (currently housed within CHE), and a Masters of Public Policy (hereafter “MPP”) (which would need to be approved by the state but would be core to this endeavor). The curricula and accreditation of MPA and MPP programs are distinct, as MPA programs focus primarily on the management of public organizations, while MPP programs focus primarily on creating and analyzing public policies and programs. Additional programs may develop over time (including, but not limited to, masters programs around data science and public policy and sustainability policy), and synergies between the current programs are likely (i.e., around admissions, recruitment, and methodological courses).

#### **Possible Advantages and Challenges Around Masters Training**

##### Advantages:

- Having a cross-college School of Public Policy house the various policy-relevant Masters programs would likely enhance the number and quality of applicants within those various programs (because of the coherence of the entity)
- Masters students would enter into a built-in structure to maximize on their education with faculty across colleges and fields
- Possibilities for economies of scale as the entity rolls out and grows
- An MPP program would strengthen ties to policy-making in the state, nation, and world
- Masters programs do not have the zero-sum issues inherent in undergraduate programs

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<sup>4</sup> Projections for course-taking or majors could be developed based on current course-taking, with assumptions built in about how much more appealing a policy major would be when better named (i.e., not PAM), well-rounded (in the sense that it included extensive training in political science), and offered across two colleges (CAS and CHE).

- Having a School (or College) of Public Policy would allow for more direct involvement of tenure-track faculty in professional masters training than currently occurs.

Challenges:

- Difficulties inherent in getting state approval for new programs (especially the MPP, which would be core to any School or College)
- Need new faculty and staff to support a new set of masters programs
- New and current faculty would have to balance/coordinate teaching at the undergrad and masters levels

Unresolved Issues:

- A core unresolved issue is that a new MPP would need to be approved by the state. Although there is not currently a competing program—University at Albany, State University of New York has a Masters of Public Administration, which differs significantly from a Masters of Public Policy in many key ways—state approval of new degree programs can be a complex, lengthy, and sometimes unpredictable process.
- A second important unresolved issue is how many MPP students we could expect to attract in the beginning. Programs at peer institutions, some of which started MPP programs relatively recently, could provide good projections for enrollment.
- A third issue arises around governance of these professional degree programs. Typically, professional masters programs are governed by the school or college offering them. That model could be adopted for these professional masters programs. Whatever the governance structure of these programs is, consideration should be given to how best to support the excellence of the policy entity and serve the interests of the students of these programs. These considerations also include how to allow the programs to adapt to changing environments and connect students with tenure-track and instructional faculty with proven policy expertise.

## **5. Doctoral Training**

There is an existing PhD program in Policy Analysis and Management that could be broadened to reflect the new faculty coming together in the shared school (and the related teaching assistant needs that it will have). If there are super-departments of Economics, Psychology, and Sociology, it might be possible to offer joint programs of Economics and Public Policy, Government and Public Policy, Psychology and Public Policy, and Sociology and Public Policy, as other peer institutions do.<sup>5</sup> The target size for this program would depend on number of policy-affiliated faculty in these super-departments and graduate school (and CHE and CAS) resources, as well as whether any other current areas (e.g., Data Science) wanted to consider adding a Public Policy component to an existing field.

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<sup>5</sup> It could also be possible to offer these programs absent super-departments, but the level of coordination needed across units would be significantly greater without super-departments, making this much more difficult.

## **Possible Advantages and Challenges Around Doctoral Teaching**

### Advantages:

- Could prompt innovative new programs following a “discipline plus” training model already used by aspirational peers like Princeton and Harvard

### Challenges:

- Would need to secure new funding for any new programs and ensure they do not detract from existing disciplinary programs

### Unresolved Issues:

- There are some unresolved issues around doctoral training in a School of Public Policy. For example, a Field structure governing these programs would have to be created. Ultimately, we see these issues as relatively minor and relatively easy to resolve over time.

## **6. Extension & Outreach**

Extension and outreach would be an important part of any policy entity at Cornell. In addition to the broader extension and outreach programs currently run through CHE (and other contract colleges), which we do not discuss in detail here and about which we hope to hear additional feedback from the wider community, there are two relevant entities for policy already in existence: the Cornell Institute of Politics and Global Affairs (hereafter “IPGA”), which sits in the Provost’s Office, and the Bronfenbrenner Center for Translational Research (hereafter “BCTR”), which sits in CHE. It was clear to the committee that the IPGA potentially could fit within the School and would provide a key point of contact for the School in New York City. It was less clear how BCTR would engage with the policy entity. Some committee members thought the entire BCTR would engage with the School; others thought only some of the BCTR would engage with a School (i.e., the non-Human Development parts). The policy-related projects that identify more closely with other fields, such as Human Development, may not be interested in working under the umbrella of a policy school. There would have to be additional discussion about potential affiliations and engagement between the School and other centers on campus as well, such as the Atkinson Center for Sustainability and the Mario Einaudi Center for International Studies.

## **Possible Advantages and Challenges Around Outreach**

### Advantages:

- Extension and outreach mission, BCTR, and IPGA would lead to a uniquely community-engaged policy School for an elite university
- School could facilitate additional programming at all levels of training
- Potential for coordinating extension aspects of CHE (e.g., BCTR) with new School and coordination between School and other outreach and extension programs on campus

#### Challenges:

- Possible dilution of core missions of these centers, which could be seen as doing work both in and outside of policy (i.e., BCTR)
- Unclear how the School would engage with extension units in other Colleges/Schools that do not have extension mandate
- Aligning of expectations for Policy-focused faculty rostered in CAS, in which extension is non-existent and outreach may be understood in radically different ways

#### Unresolved Issues:

- Core unresolved issues around extension and outreach involve how decisions around existing centers and programs would be made, as well as what the natural home might be for those programs.

### **7. Implications for CHE**

A strong cross-college School would have implications for CHE, potentially some positive and some negative. There would have to be careful consideration by university and college leadership of these potential implications. These considerations are especially important because the committee felt that a “weaker” School, in which the Dean of the School had less autonomy, would not allow Cornell to fulfill its ambitions around public policy.

#### **Possible Advantages and Challenges Around Implications for CHE**

##### Advantages:

- The CHE dean potentially could create a vibrant vision that includes the School as a new strength of the college, integrating it with existing CHE units (or, the CHE dean potentially could create a vibrant narrative around the remaining 4 departments in CHE, thus strengthening non-policy components)
- Policy is strongly aligned with the current CHE and land-grant missions for interdisciplinary, basic research and translational scholarship geared toward addressing real-world problems

##### Challenges:

- If 1/3 of the faculty in CHE become mostly involved in the School, it could mean that CHE is left with fewer faculty and resources to carry on the work of the college.
- If the School is treated as a strong component of CHE, there could be competition between the two deans for resources.

##### Unresolved Issues:

- There are unresolved issues around the implications of a strong School for CHE. We look forward to hearing input from the university community, and especially members of CHE, on these issues. As we have mentioned elsewhere in this document, both of these policy models have important implications for the future of CHE.

### **8. Implications for CAS**

A strong cross-college School would also have implications for CAS. These too would obviously need serious consideration from university leadership as they make decisions.

### **Possible Advantages and Challenges Around Implications for CAS**

Advantages:

- Gives CAS a direct stake as a college in public policy teaching and research
- Provide an opportunity to build out additional strengths in the core social science disciplines (political science, economics, and sociology) within CAS
- Encourages cross-college collaboration between CAS social scientists and their policy-focused counterparts elsewhere at Cornell
- Prevents potential balkanization of political science faculty across multiple colleges, because (presumably) all political scientists hired by the school will have appointments (full, partial, or zero-time) with Government.

Challenges:

- Additional demands on faculty of core departments like Government
- Uncertainty in reporting (around governance; leadership) for policy faculty in CAS
- Added administrative complexity with faculty in new super-departments.

### **9. Implications for the University**

A strong cross-college School would also have major implications for the university. These too would obviously need serious consideration from university leadership as they make decisions.

### **Possible Advantages and Challenges Around Implications for the University**

Advantages:

- Other units on campus might more easily adjust to the idea that the new entity is truly university-wide and be more interested in developing affiliations (although both models would encourage these affiliations)
- Branding and messaging and development efforts around a School focused on public policy could be easier than a multifaceted College, and would align more closely with that of our peers
- School might be a way to start “smaller” and build out as opportunities and challenges become clearer

Challenges:

- Adding a complicated structure that sits across two colleges might introduce organizational difficulties (e.g., curriculum coordination, competition for resources, and faculty obligations)
- If the physical footprint of the school is in CHE (or CAS), might be seen as insular to CHE (or CAS). Not likely to be housed elsewhere.
- School might not be seen internally as a structure that is as visible as a college; could downplay the internally perceived importance/visibility of policy at Cornell

- School is dependent on viability, longevity, and resources of the two other colleges unless it is very independent (i.e., an admitting unit)

#### Unresolved Issues:

- There are many unresolved issues around the implications of a School of Public Policy for the university. Many of these issues might be resolved by choosing specific combinations of possibilities (i.e., an admitting unit with 100 majors per year initially and 40 initial lines).

### **Conclusion**

A strong School of Public Policy that sits between CAS and CHE and has a dean who is able to function with a high degree of autonomy represents a promising avenue for public policy at Cornell. There are a number of core benefits of this model, though it also has key limitations.

### **COLLEGE OF PUBLIC POLICY MODEL**

Refocusing CHE into CPP could take numerous forms. This transition could involve anything from an abrupt transition to a narrowly focused policy college (that approximates what we summarized in the School Model) to a mere relabeling of CHE into CPP (or even a College of Human Ecology and Public Policy or a College of Public Policy and Human Ecology) with virtually no changes in focus, curricular activities, or faculty.

Because we do not see either of these extreme options as viable or consistent with our charge, we have instead opted to outline a middle path. We see this decision as creating a CPP that is both a logical evolution of CHE that honors its legacy and that is immediately recognizable as a policy entity. This model would involve a refocusing of CHE into CPP in line with the Committee's draft of a [policy entity vision](#), but in a way that (a) directly acknowledges the core ways in which nutrition, design, and the life-course interact with policy and (b) highlights the key role that basic science as well as translational research play in policy design and implementation.

Although a full articulation of this vision is beyond the scope of our committee at this stage, we believe that a CPP at Cornell could be aligned with our policy vision but also provide opportunities for building on the rich traditions of CHE. This broad policy space could combine policy scholars and basic scientists (in the social and life sciences) whose work has implications for policy-making and policy implementation, including those who do translational research (broadly defined), those whose work focuses on development over the life-course, those who focus on nutrition, and those who study how design is shaped by--and shapes--policy.

An example that illuminates CHE's rich traditions may be in order here. As a scholar of child development, Urie Bronfenbrenner was a focused basic scientist who deeply understood how our environment (including our schools, homes, neighborhoods, families, and a range of other policy-driven factors) shapes us over the life-course. Yet he applied his contributions not just within his field as a basic scientist, but also to the broader policy community by spearheading Head Start, a nationally recognized policy intervention that has shaped the lives of hundreds of millions of children. Because much of CHE fits under this broad umbrella of work that is not



directly public policy but either directly informs public policy or its implementation (and, hence, is directly policy-relevant), there is much to be said for this middle ground model.

Although we see this broad vision for a CPP as encompassing much of what CHE currently does, we understand that some individuals may not feel aligned with this vision and may feel that their scholarship and teaching could not thrive in this environment. Although our hope is that this feeling is rare with the broad vision of policy we have articulated here, the possibility that some units or faculty might want to move out of the college could be discussed with the respective faculty, college, and university leadership. As noted at the outset of this report, it is beyond this committee's mandate to resolve these important considerations.

**We would like to reiterate that this model would have many implications beyond strengthening public policy at Cornell. This model therefore requires additional conversations and decisions beyond this committee among the trustees, president, provost, and CHE college leadership and stakeholders concerning the future of CHE.**

## **1. Governance**

A College of Public Policy would have its own dean, and that Dean would have to enthusiastically advocate for the college in the policy arena (given the college's transformation into a new policy entity and also according to the unique CHE-aligned components of policy). All policy-relevant faculty would have some form of full or joint appointments with the College. Collectively, that group of faculty would be responsible for decision-making around policy scholarship, hiring, teaching, training, and outreach. The exact nature of the governance model in this version of a College model would have to be carefully considered.

### **Possible Advantages and Challenges Around Governance**

Advantages:

- Dean could have a prominent and visible platform from which to advocate for policy at Cornell
- Dean would have significant autonomy and resources to focus the college around policy
- Could foster a distinctive and strong policy brand, which could set Cornell apart from other policy schools
- Faculty would need to provide service only to their college and a super-department (similar to existing super-departments)

Challenges:

- Dean would need to lead and govern a diverse college with a combination of faculty who work directly and indirectly in policy into a more policy-aligned college
- Would have to negotiate with CAS dean (and other units) for shared lines and hiring (e.g., joint appointments)
- Would have to show the rest of the university that it is not just an insular college entity or rebranding of CHE but a university-wide policy entity

- Would need to formalize systems to integrate the research and teaching of faculty whose work is more indirectly related to policy, while also focusing the mission of the college more centrally around policy
- Pool of potential deans who could represent such a unique policy school may be small

Unresolved issues:

- The largest unresolved issue that our committee discussed at length was how to gradually move the college toward a more policy-focused entity, given that there are some units or individuals who may not see their work as core to the policy mission.
- The exact nature of the policy governance structure in the College still needs to be carefully considered and articulated.

## **2. Resources**

The dean of the college would have a budget commensurate with the number of faculty, staff, and students currently in the college. The total number of lines in the College of Public Policy (~100 now plus additional FTEs shared with Government, plus other relevant units across campus such as ILR and Law), in addition to new hiring, could make the College one of the largest policy entities in the country. (These additional FTEs outside of CHE would still be needed under the College model, as the faculty expertise to teach a number of the core courses required for accredited public policy degrees are currently located outside of CHE.) Although this designation would depend on the total number of College FTEs, some number of these FTEs would be only indirectly related to policy.

### **Possible Advantages and Challenges Around Resources**

Advantages:

- The college already has a budget for ~100 faculty plus staff and infrastructure. Because of this, much of the additional hiring and undergraduate curricula would be relatively simple in terms of adding or sharing lines (i.e., adding more political scientists and in other disciplines as needed to fulfill the mission) and adding majors
- No need to share the majority of lines across two other independent units, as would be the case in the School model
- College would be seen externally as having a large number of FTEs (second largest policy entity in the country)

Challenges:

- Would have to figure out how to fairly spread resources across areas directly and indirectly engaged with policy
- Although number of FTEs likely would make it very large policy entity externally, not all FTEs are directly related to policy and this could undermine branding and external and internal comprehensibility

Unresolved issues:

- The largest unresolved issue with this model of the College of Public Policy is that there is a tension around resources needing to be distributed in line with the policy vision but also in a way that supports all faculty.

### **3. Undergraduate Training**

The existing PAM major would be refocused as a major in public policy, and could possibly transition into a cross-college major with CAS. Given the high concentration of health and health policy faculty in CHE, the existing CHE Health Care Policy major will be a key part of the undergraduate curricula. In line with the areas of innovation proposed in the vision statement, we imagine additional concentrations in Data Science and Public Policy, and Sustainability and Public Policy. Additional concentrations in policy, such as business, technology, or human development, could be added based on the interest of affiliated faculty. There is currently a policy minor that exists in PAM and also one in Government and in this College model these two minors may be able to come together and reduce redundancies across the two degrees on campus.

Other than the PAM major, all majors currently offered in CHE could remain within the college, provided the faculty in those units were willing to embrace the new vision for the college. Faculty could initially expect to continue teaching their undergraduate and graduate courses. Faculty who want to create new courses that would align with policy would be welcome to do so. Over the next 10-15 years, there would have to be discussions among College leadership and faculty about how to manage evolving undergraduate demands, faculty expertise and interests, and curricular offerings in the new policy structure.

Given the new combinations of proposed faculty in the College, it is likely that new majors would develop within it over time, and this should evolve based on decision-making among key faculty members in the College. We think a smaller initial number of majors (roughly 75-100 per class) is a reasonable and realistic starting point but this number might increase considerably over the next 10-15 years. This expectation is based on current numbers of students across campus currently taking policy courses (even absent a coordinated public policy entity), the number of undergraduate majors at peer policy institutions, and planned enrollment growth.

### **Possible Advantages and Challenges Around Undergraduate Training**

Advantages:

- College already has infrastructure and staff to handle undergraduate teaching and curricular changes and additions, so startup could be faster
- At least four coherent majors (or tracks) in policy that could have a common point of entry via the College and be advertised and administered easily (new tracks could be added in other emergent strengths)
  1. Public Policy
  2. Health and Public Policy (with pre-med option)

3. Data Science and Public Policy
  4. Sustainability and Public Policy
- Reframing of PAM major as a Public Policy major (with significant contributions from Government) would strengthen the major and better reflect the research of the PAM faculty (who do very little management research)
  - Additional (currently existing CHE) majors are still available and allow flexibility and breadth for students in College (not all students would need a strong policy component)
  - Classes in data science and public policy, sustainability policy, and health policy could be cross-listed or outsourced to interested affiliate faculty in outside units as new tracks are launched.

Challenges:

- Complications and questions around where the new majors would come from despite projected growth of undergraduates at Cornell
- Would have to discuss policy requirements for students in college, and how those align with the teaching and scholarship of faculty who are not in policy
- Hiring in data science and public policy and sustainability policy would need to happen relatively quickly to launch new tracks
- Need to distinguish new Public Policy major from Government major, and determine possibilities of double-majoring in two related majors
- A cross-college major and minor in public policy may be more difficult to realize under the College model than in the Shared school model because it would not be immediately clear how students from other colleges could major and minor in the College model relative to the School model.
- Admission numbers would need to be negotiated/fixed to prevent competition with other units

#### **4. Masters Training**

Masters training is essential to virtually all policy entities. CHE currently houses two professional masters programs related to policy: a Masters of Health Administration (currently housed within PAM), a Masters of Public Administration (currently housed within CHE). We also envision a new Masters of Public Policy (which would need to be approved by the state but would be core to this endeavor). The curricula and accreditation of MPA and MPP programs are distinct, as MPA programs focus primarily on the management of public organizations, while MPP programs focus primarily on creating and analyzing public policies and programs. Additional programs may develop over time (including, but not limited to, masters programs around data science and public policy and sustainability policy), and synergies between the current programs are likely (i.e., around admissions, recruitment, and methodological courses).

#### **Possible Advantages and Challenges Around Masters Training**

Advantages:

- Existing infrastructure in college to support masters' programs
- An MPP program would strengthen ties to policy-making in the state, nation, and world

- Masters programs do not have the zero-sum issues inherent in undergraduate programs
- Having a College of Public Policy would allow for more direct involvement of tenure-track faculty in professional masters training than currently occurs
- The unique mission and faculty under the College model would set Cornell apart from public policy entities at other institutions

#### Challenges:

- Difficulties inherent in getting state approval for new programs (especially the MPP, which would be core to any School or College)
- Need new faculty and staff to support a new masters program
- New and current faculty would have to balance/coordinate teaching at the undergrad and masters levels
- Possibility that the attraction of students to these new masters programs could be undermined by a college that does not resemble most other policy entities
- May be more challenging to attract faculty from across the university to teach in professional masters programs offered in another college (relative to a shared school)

#### Unresolved Issues:

- A core unresolved issue is that a new MPP would need to be approved by the state. Although there is not currently a competing program— University at Albany, State University of New York has a Masters of Public Administration, an MPA differs significantly from a Masters of Public Policy in many key ways— state approval of new degree programs can be a complex, lengthy, and sometimes unpredictable process.
- A second important unresolved issue is how many MPP students we could expect to attract in the beginning. Programs at peer institutions, some of which started MPP programs relatively recently, could provide good projections for enrollment. It is less clear how the masters training programs' enrollment could be projected.
- A third issue arises around governance of these professional degree programs. Typically, professional masters programs are governed by the school or college offering them. That model could be adopted for these professional masters programs. Whatever the governance structure of these programs is, consideration should be given to how best support the excellence of the policy entity and serve the interests of the students of these programs, including how to allow the programs to adapt to changing environments and connect students with tenure-track and instructional faculty with proven policy expertise.

### **5. Doctoral Teaching**

There is an existing PhD program in Policy Analysis and Management that, if expanded significantly to a Public Policy program that better represented the breadth of policy at Cornell, could collaborate with other doctoral programs in the policy college to reflect its unique mission. If there are super-departments of Economics, Psychology, and Sociology, it might be possible to offer joint programs of Economics and Public Policy, Government and Public Policy, Psychology and Public Policy, and Sociology and Public Policy. The target size for this program would depend on the number of policy-affiliated faculty in these super-departments and graduate

school (and CHE and CAS) resources, as well as whether any other current areas (e.g., Data Science) wanted to consider adding a Public Policy component to an existing field.

### **Possible Advantages and Challenges Around Doctoral Teaching**

Advantages:

- Could prompt innovative new programs following a “discipline plus” training model already used by aspirational peers like Princeton and Harvard

Challenges:

- Would need to secure new funding for any new programs and ensure they do not detract from existing disciplinary programs

### **6. Extension & Outreach**

Extension and outreach would be an important part of any policy entity at Cornell. The broader extension and outreach programs currently run through CHE could be immediately positioned to support the new College entity in Public Policy. There would have to be additional discussion about potential affiliations and engagement between the College and other centers on campus as well, such as the Cornell Institute of Politics and Global Affairs, the Atkinson Center for Sustainability, and the Mario Einaudi Center for International Studies.

### **Possible Advantages and Challenges Around Outreach**

Advantages:

- Extension is already a vibrant part of CHE’s mission, and leadership in the college could use the new policy focus to leverage even greater extension and outreach activities
- BCTR already inside college, with the potential to connect faculty to extension and outreach

Challenges:

- Non-policy extension and outreach could be complicated by attachment to policy college
- It may be harder to attract faculty from around the university to affiliate with policy outreach efforts if they are located in a different college rather than a shared school.

### **7. Implications for CHE**

Obviously, the College model would have implications for CHE, as it would change the focus, vision, mission, scholarship, and teaching of the college. A discussion of the possible advantages and challenges of this model for all CHE units is beyond the capability of this committee, and will lie with university and college leadership and stakeholders.

## **Possible Advantages and Challenges Around Implications for CHE**

### Advantages:

- The policy mission could be distinctive to Cornell and broader than peers because it includes existing faculty whose work is policy-relevant but not always externally recognized as policy
- Policy is strongly aligned with current CHE and land-grant mission for interdisciplinary, basic research, and translational scholarship geared toward addressing real-world problems

### Challenges:

- Serious questions around how existing faculty and majors would fit within a policy college (faculty hiring and support, space, resources, undergraduate majors and training)
- Would need to consider how undergraduate and graduate students, and faculty, interested in areas not always considered policy would be recruited and attracted to policy college
- Current Human Ecology mission would be changed, with possible implications for its legacy with potential alumni and development consequences (though this may be mitigated by focusing on how the ecological model is tied to the new policy college)

## **8. Implications for CAS**

A college model would have implications for CAS. These would need serious consideration from university and college leadership.

## **Possible Advantages and Challenges Around Implications for CAS**

### Advantages:

- Little competition with CAS for resources and low organizational difficulty due to the policy entity being its own college/entity with its own governance and resources

### Challenges:

- It is possible CAS might have a more limited role and influence in the new policy entity

## **9. Implications for University**

A college model would have implications for the university. These too would need serious consideration from university and college leadership.

## **Possible Advantages and Challenges Around Implications for the University**

### Advantages:

- High external and internal visibility of a major new policy structure
- Branding and messaging (and development efforts) around a college could be easier
- Physical footprint becomes easy with this model

Challenges:

- Policy mission might be undermined by an entity with heavy presence of faculty and teaching whose work is policy-relevant but who would not usually fit under a policy umbrella at many peer institutions
- College is dependent on viability, longevity, and resources of a policy structure with major components that are indirectly related to policy
- Risk of balkanizing political scientists at Cornell, with two major units now hiring political scientists and raising questions of how best to avoid downstream problems analogous to those that the super-department discussion is trying to solve in other social science disciplines.

**Conclusion**

A College of Public Policy represents a promising avenue for public policy at Cornell. There are a number of core benefits of this model, though it also has key limitations and major unresolved issues.