Report from the Committee on Organizational Structures in the Social Sciences

February 28, 2018

Contents

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Charge to the Committee

<u>Charge</u>: Develop concrete models of potential organizational structures for the social sciences that might be put in place at Cornell. The committee is encouraged to be expansive, to think at a high level, to consider academic units (colleges, schools, departments, graduate fields) and centers/institutes, to investigate unconventional structures, and should not be constrained by obstacles that may be apparent currently. The goal is to identify organizational structures that would best position Cornell for excellence in 10-15 years by addressing the fundamental concern that Cornell's social sciences are less than the sum of the parts and identifying ways to better connect faculty, to better provide faculty with the support that they need, and to improve our external visibility and recruiting power.

<u>Guidance:</u>
1. Proposed changes in organization should not require significant net expansion of the number of faculty in the social sciences. Any recommendation should, in implementation, be zero sum, i.e. if new structures are proposed, each would need to derive largely from existing units or be generated by redistribution of resources.
2. Feasibility is a secondary rather than a primary consideration for the group. In other words, the committee is encouraged to think big and try not to get tripped up with implementation details.
3. The committee should consider the broad impacts of different organizational structures, including, for instance, how different organizational structures position us for success in recruiting faculty and students, external funding, and international scholarship.
4. Graduate education in the social sciences was a topic of interest in both reports. While the committee should feel welcome to consider the overall structure of graduate fields within the social sciences, other concerns about graduate education will be addressed separately.

<u>Membership</u>: The committee will be comprised of faculty members who are comfortable thinking creatively and who won't feel attached to or constrained by current organizational structures or by current relationships among units. Membership will include primarily mid-career faculty, or faculty who are relatively new to Cornell, together with those experienced with centers/institutes that support research and scholarship. Nominations will be solicited from the social science deans. Co-Chairs: Ted O'Donoghue and Judy Appleton

<u>Timeline:</u> Begin work in September 2017. Provide a report to the Provost in January 2018 that details several concrete models. During the spring semester, the Provost will facilitate discussion of options with the faculty.

Preamble

Given the nature of the work of this committee, it is appropriate to provide a sense of the perspective of the membership, how they approached their task, and the notion of consensus.

Although the committee members understood that some of the ideas raised would be controversial, we felt compelled by our charge not to avoid them and to generate a variety of ideas and to engage in a discussion of the advantages and limitations of each idea. In summarizing our work, we present a list of all ideas with which the committee seriously engaged. Each idea represents a change from an existing structure of Cornell. The committee discussed each idea in a process that listed strengths and weaknesses, while considering each idea in the context of what the committee identified as indicators of success and excellence. The committee aimed to analyze a menu of ideas that would advance excellence in different ways. It will be obvious that the whole menu of ideas cannot be implemented; in fact, some are mutually exclusive.

Committee members naturally brought their departmental cultures and disciplinary priorities into the process; however, together, all members of the committee aimed to engage as representatives of the social sciences and the university more broadly. The process was challenging at times because the committee charge required engaging with ideas that are disruptive to our current and often long-standing organization of social sciences at Cornell. The group aimed to be respectful of these considerations and continually circled back to the focus of the charge that directed us to evaluate structures that would position the social sciences at Cornell for greater excellence in 10-15 years.

The reader will see that every idea on our list has both advantages and limitations. Individual members of the committee assigned different weights to the strengths and weaknesses and it is important to note that while the committee as a group agreed to include their evaluation of an idea in the report, ***there was not unanimous support for any of the ideas reported here.***

That said, there was some consensus on the committee that certain ideas seemed more promising than other ideas, and our report provides an indication of our assessment of the level of perceived promise for each idea. Given our broad charge and the large number of ideas that we considered, we did not delve further into the implementation details of any specific idea, and we did not obtain broader feedback on any specific idea. The next phase of the process as described by the Provost will include discussion with the broader Cornell community and further detailed study.

We also emphasize that we did our best to respect our charge. It is important to comment on two instructions in particular: (1) to adhere to a zero-sum constraint and (2) to ignore the challenges or feasibility of implementation. On the former, we note that many individuals on the committee felt that, in conflict with this constraint, an influx of resources is critical to meet the charge to best position Cornell social sciences for excellence in 10-15 years. Nevertheless, when analyzing specific ideas, we stuck to this constraint, and it is important to note that this constraint did influence our evaluation of some ideas. Regarding the instruction to ignore feasibility, the reader may observe that not all advantages and disadvantages are listed for each idea and, indeed, our

treatment of some ideas may appear superficial. This reflects our limited consideration of feasibility and also the instruction to the committee to stay at a very high level.

The work of this committee built upon reports of the Internal and External Review Committees that were submitted in 2017. Those reports provide evidence and background for the ideas described here. Although we reference that evidence in places, the reader is encouraged to refer to those reports in order to fully understand the lengthy process and extensive investigation that preceded the production of the current report. Those reports are available at:
http://provost.cornell.edu/academic-initiatives/provosts-review-social-sciences/

Finally, we note that the committee steered away from considering areas of faculty scholarship that are opportunities for research innovation and cross-campus collaboration. That task was assigned to the Committee on Idea Panels, as a means to generate recommendations for the Provost's Radical Collaborations initiative. In addition, our work stayed at a high level and did not address specific logistical and operational challenges for the social sciences that exist on campus. This is the task of another committee, to be charged later in 2018.

Activities of the Committee

The committee had its first meeting on September 26, 2017, and met almost every week through mid-February, 2018, with some longer meetings during the first half of January. As background information, the committee read the recent reports of both the Internal Committee and the External Committee, as well as previous reports on the social sciences and the report on the possibility of a policy school. Although our charge differs from the charges guiding those reports, the committee found them extremely informative and relied on them when appropriate.

At our first meeting, we conducted a brainstorming activity that immediately put some interesting ideas on the table. Given the success of this brainstorming activity, over the next few weeks many committee members facilitated the same brainstorming activity in their departments and schools, thus generating additional ideas and also providing an opportunity for input from a large number of social science departments.

The committee then embarked on an extended period of trying to better understand the problem. During this period, the committee developed a shared sense of what success and excellence in the social sciences would look like, and we also recognized a number of issues that the social sciences face that need to be addressed.

Eventually, the committee developed a set of specific ideas to assess. We initially divided ideas into two categories and approached them in sequence:

> The first category includes ideas for how to structure social science centers and institutes at Cornell. This discussion revolved around the need to better support social science research at Cornell (to make it "easier" to do research here) and the need to connect and promote collaboration between researchers throughout the university, so that this is place where important discoveries are made. As part of this exploration, we benchmarked

structures at two other universities by interviewing the directors of research centers at Michigan and Berkeley.

The second category includes ideas for how to structure academic units at Cornell (colleges, schools, departments, graduate fields). This discussion revolved around ways to facilitate more coordination and collaboration among academic units with similar foci, ways to reduce the duplication or overlap of efforts, ways to expand educational opportunities, and ways to promote a more intentional decision making for the allocation of resources in the social sciences.

Finally, after delineating the advantages and limitations of each idea, and our assessment of the level of promise of each idea, the committee assembled this report to describe our conclusions.

What Success Looks Like

Before analyzing specific ideas for organizational structures, the committee first developed a shared sense of what success would look like—the idea was to develop this list as a tool that we would use when assessing specific ideas. The list was not meant to be exhaustive, but rather to offer some guiding principles based on the Provost's charge and the committee's discussions. Here is what we concluded success would look like:

Cornell is:

a place where major discoveries are made
- Outstanding research reputation
    - Strong disciplines (e.g., as indicated by rankings and other evidence)
    - Diverse, extensive base of external funding
    - Intellectual tradition attached to university and not just individuals
- Research covers full range between fundamental research and practical implementation
    - Research strength across this spectrum
    - Research intimately and seamlessly connected across this spectrum
- Strength in both qualitative and quantitative research
- Research and collaboration are enabled and easy
    - Supportive academic units and centers

known for outstanding educational programs
- Commitment to liberal education

able to recruit and retain top scholars
- Top faculty, graduate students, and undergraduate students want to be at Cornell

home to a diverse faculty, staff, and graduate and undergraduate student bodies

a place where members of the community are satisfied
- Faculty, students and staff are happy and positive about living and working at Cornell

Issues to address

In addition to focusing on achieving success, we also identified a number of issues that came up both in committee discussions and in discussions with departments. Some of the advantages and limitations of the various ideas we engaged revolve around how they help achieve the goals below:

Increase coordination of faculty within disciplines that cross academic units

> For some disciplines, there are large contingents of faculty in multiple academic units. This is especially true for faculty with PhDs in economics (with large contingents in ECON, PAM, AEM, JGSM), psychology (with large contingents in PSYC, HD, JGSM, and ILR), and sociology (with large contingents in SOC, PAM, DSOC, and ILR). Although there is some coordination of activity among academic units with faculty from the same discipline (e.g. undergraduate teaching, graduate education, faculty hiring, research), it is not as extensive as it could be.

Improve internal information flow

> Cornell is a large, dispersed, and complicated institution, and there is a need to develop structures that help scholars find others with similar interests, and that make scholars aware of all the resources available to them. This condition is not limited to social sciences but applies to other scientific fields, as well as fields that represent various forms of design.

Reduce restrictions on social science options available for undergraduate students

> Cornell's undergraduate structure—in particular the attachment of students to colleges with a requirement that one must major in one's college and fulfill disparate college curricula—can put significant limitations on the options available to undergraduate students. The proliferation of minors may reflect a diversity of efforts to overcome this limitation. An unintended consequence is that the availability of minors may negatively impact enrollment in majors.

Facilitate more intentional decision making about the allocation of resources across social science units

> Given the decentralized nature of Cornell, and the fact that social science units are distributed across a large number of colleges, there is very little coordinated thinking about the allocation of resources across the social sciences at Cornell—e.g., the relative sizes of different units is determined by a series of decentralized and unrelated decisions by the deans of different colleges. It would be good to create organization that facilitates more intentional decision making that takes a broad perspective.

Reduce duplication/overlap of efforts (increase efficiency)

>A feature of Cornell's social science units is that there are a large number of smaller units, with some overlap in research foci, administrative positions (chair, DGS, DUS), undergraduate courses, support services, and so forth.

Diversity

Before describing specific ideas for organizational structures, we highlight the need for diversity among faculty, staff, and graduate and undergraduate student bodies. We raise this issue here because it does not appear often in our presentation of specific ideas. This lack of discussion does not imply a lack of interest in this important topic on the part of the committee. Rather, it reflects our conclusion that different structures did not have easily differentiable impacts on diversity.

At the same time, we believe that many of the specific ideas could have positive impacts on diversity at Cornell. Although further study would be needed to understand more specifically how particular structures may impact the diversity of faculty and students, a number of our ideas rely on a "massing" function—bringing a greater number of social science faculty together under common governance and with increased intellectual ties. Common governance and increased communication across units can facilitate flexible hiring practices that may increase the diversity of our faculty. For example, female faculty are more likely than male faculty to have an academic spouse. As such, successful dual-career hiring policies have a significant impact on a university's efforts to recruit and retain top female scholars, and common governance and coordination across units can increase the likelihood of successful dual-career hiring. Moreover, having more social science lines under a common dean can permit a more aggressive combination of hiring (including cluster hires) and retention options to increase racial, ethnic, and gender diversity among the faculty. Structural changes that create a more diverse faculty would in turn have positive consequences for the diversity of our student body.

Ideas for Organizational Structures (rated * to *****)

In this section, we describe a number of ideas that the committee considered for ways to reorganize social science units (i.e., institutes and centers, colleges, schools, departments, and graduate fields). In each case, there is a description of the idea, a list of the advantages and the limitations that the committee saw for that idea, and some additional comments.

An important tension in our committee's discussions (and also in prior social science reports) revolved around the relative merits of building strength in the disciplines versus maintaining breadth and promoting interdisciplinary work. Some academic departments have already moved towards interdisciplinarity. The issue is referenced in different ways in the ideas that follow.

Although the committee saw some compelling limitations to some of these ideas, we felt it important to document the full set of ideas that the committee seriously engaged, along with the advantages and limitations that we saw.

We emphasize that committee members differed in their support for the ideas reported here. That said, when the committee weighed strengths and limitations, some ideas seemed more promising than others. In this section, we organize the ideas in order of promise from five stars (most positive) to one star (least positive).

Create a Cornell Center for Social Sciences that serves to link and support research in the social sciences at Cornell (*****)

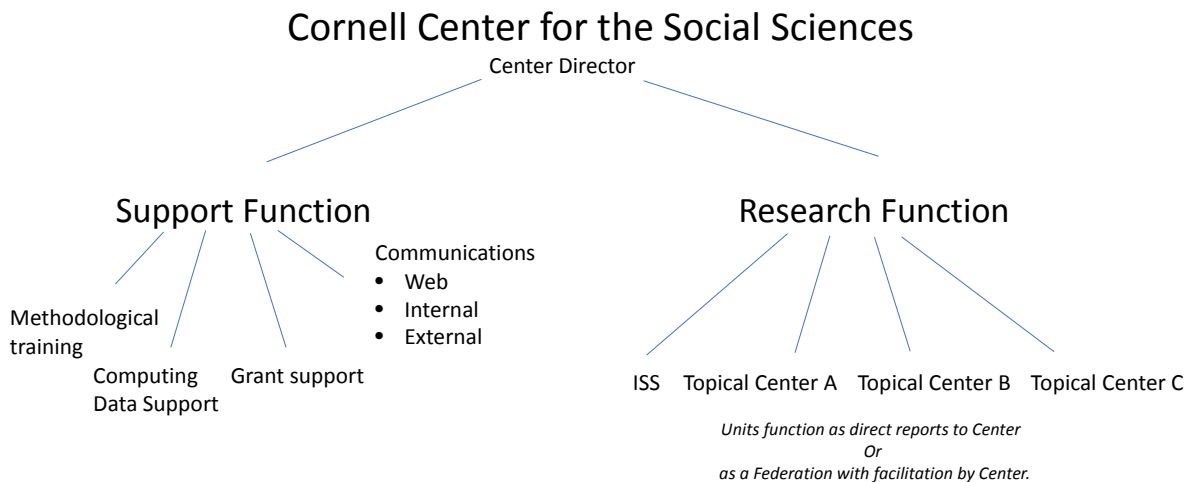The current configuration of centers/institutes in the social sciences includes:

- The Institute for Social Sciences (ISS) operates without any formal connections to colleges or to other social science centers at Cornell. It primarily serves as a research incubator, though it also helps promote informational flow across the social sciences at Cornell. ISS is wholly supported via OVPR with university funds via the allocated cost mechanism.

- There are several prominent topical centers in the social sciences: the Center for the Study of Inequality (CSI), the Cornell Population Center (CPC), and the Bronfenbrenner Center for Translational Research (BCTR). The support for these units varies, including direct college subsidy, gift funding, and grant and contract support. These centers are placed and managed within colleges.

- There are two centers focused on functional support for computing in the social sciences (training in methodologies, data storage, and computing support): Cornell Institute for Social and Economic Research (CISER) and Cornell Statistical Consulting Unit (CSCU). CISER is supported by a combination of university funds via OVPR and contributions from colleges in the form of member fees and usage fees. CSCU is supported by contributions from colleges that are roughly based on usage. In addition, there are two units that provide computing support to many units on campus, including the social sciences: Cornell Advanced Computing (CAC) and Cornell Informational Technology (CIT).

- There are two prominent topical centers which operate largely outside the Cornell budget: the Survey Research Institute (SRI) and the Roper Center (which is formally outside Cornell).

- There are numerous small centers in the social sciences—see Table 11 of the Internal Report (Appended).

- The following operational/support activities are dispersed across various centers and departments (with some duplication):
  - External funding support (pre-award and post-award support, as well as information about external funding opportunities).
  - Computing and data support
  - Communications support (website support, outreach, external PR)
  - Methodological training

Proposed Structure:

We propose the creation of an umbrella organization that, for the purposes of this document, we call the Cornell Center for Social Sciences (hereafter referred to as the Center). The Center would serve both supportive and collaborative roles that would advance research in the social sciences. In its supportive role, the Center would provide the operational/support activities described above to all social scientists at Cornell. The collaborative research function would bring together researchers and resources by promoting collaboration across the existing topical centers (listed above), including an updated ISS which would advance broad-based intellectual activities.

There are two configurations that might be considered for the collaborative research function. One configuration brings the topical centers into the Center, where they would report to a director who would have oversight of revenues and expenses. This position could perhaps be held by an Associate Vice Provost, reporting to the Vice Provost for Research. In the second configuration, direct oversight of the topical centers would remain unchanged, but they would be formally linked into a federation of centers. Under this configuration, the role of the Center director would be one of coordination and facilitation.

Cornell Center for the Social Sciences

Center Director

Support Function

Methodological training

Computing Data Support

Grant support

Communications
- Web
- Internal
- External

Research Function

ISS Topical Center A Topical Center B Topical Center C

Units function as direct reports to Center
Or
as a Federation with facilitation by Center.

<u>Advantages:</u>

Consolidates operational/support activities into a single entity so as to minimize duplication of efforts, as well as to promote development of a group of experts to provide a superior level of function.

- These support activities should be made available to the entire social science and social science related community at Cornell—the goal is to provide support to the Cornell social sciences writ large, and for everyone to know exactly where to go for this support.

- It may be valuable to appoint a person with authority and experience to manage the operational support activities as a full-time position.

Brings together and facilitates interaction among existing or new research centers that choose to affiliate with the Center.

Advantages to Cornell of linking the topical centers to the Center:

- *External visibility*: The Center would likely garner more attention externally. In part, this would derive from the fact that the Center would be broader than any one topical center, and thus would become discussed/known in a broader set of circles. Moreover, in terms of external visibility, there is an advantage of packaging together the activities in all the topical centers—e.g., rather than have five centers with, say, 2-3 post-docs each, we could have a Center with 10-15 post-docs, and the latter might be more likely to gain recognition beyond Cornell (even if all the decisions are still made within each topical center).

- *Efficiency*: The topical centers would be more connected, with the director of the Center doing more to encourage (and perhaps to incentivize) collaborations, partnerships, and reduction in overlaps. Being part of the Center might also help to connect each topical unit directly with the operational/support activities unit.

- *Internal visibility*: It might be helpful if there were a Center and a person on campus that could play a clear leadership role in the social sciences (analogous to the Society for the Humanities and its director or the associate vice provost for life sciences).

- *Best practices*: The Center could serve as a home to develop and implement best practices with regard to the formation, administration, and sun-setting of topical centers and other research institutes and units within the social sciences.

Advantages to the topical centers from linking to the Center:

- *Greater collaborative potential*. By coming together under a common umbrella, the topical centers could coordinate their efforts more effectively to create new projects and develop new ideas (new synergies are likely to emerge). Moreover,

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frequent interaction among centers could allow each center to streamline its operations and focus its vision. This advantage is especially pronounced if the centers that come under the umbrella are moved to a common (and central) location.

- *Increased potential for external funding*. For example, a training grant application would be more persuasive from the Center than from the individual centers, as it would represent and draw upon a broader, deeper roster of faculty members and their expertise. Similarly, proposals for center grants would leverage greater personnel and economic resources.

- *Duplication could be reduced*. To some extent, the individual centers do similar things—e.g., both the CPC and the BCTR have traditionally had grant mentoring programs that could be consolidated. One particular advantage could emerge from combining pilot study grant programs to permit larger, perhaps more impactful pilot research grants. In addition, coordinating the many colloquium and speaker series offered by the various units could increase coverage, relevance, and attendance.

- *Reduction in administrative burden for the topical center directors*. The Center would have the potential to provide support and relief for topical center directors around administrative activities, such as administrative support, budgeting, communications, and website development. At present, most or all of the centers have their own administrative assistant, communications staff, and grant assistance personnel. Consolidating the available resources could reduce the supervisory burden of center directors. Such relief could allow the individual center directors additional time to focus on strategic activities.

- *More direct access to other parts of the Center*. The topical centers could have more direct access to the operational/support activities, especially if they are co-located with this unit. In addition, they might have a more direct role in the broad intellectual activities—e.g., perhaps the director of an affiliated center is automatically on the advisory board for the Center.

For the collaborative research function, there is a need for an entity that provides broad intellectual leadership (especially in areas not represented by the affiliated topical centers), and serves as a research incubator, catalyzing exciting new research in the social sciences. This activity would be facilitated by a unit labeled ISS in the diagram above.

A Cornell Center for Social Sciences could serve as a natural nexus to connect the social sciences to other large units with diverse missions but also have strong social science components—e.g., the Einaudi Center for International Studies (Einaudi), the Atkinson Center for a Sustainable Future (ACSF), and Weill Cornell Medicine (Weill).

<u>Limitations:</u>

A possible disadvantage of the Center playing the umbrella role would be that the topical centers might lose some of their autonomy.

- One approach is to provide topical units the choice to opt-in to affiliating with the Center, where obtaining the advantages above are the incentive to affiliate. There could also be different levels of affiliation—though the extent to which the advantages above are realized would depend on the extent to which the topical centers are truly part of the Center.

A second possible disadvantage is that the topical centers might lose some of their identity. In particular, centers have individual constituencies who are invested in the mission, and these constituencies might lose their motivation for engagement if the topical center is moved within something larger.

- Our idea describes affiliated topical centers retaining their own space and identity even under the configuration where they are fully brought into the Center. The intent is not to eliminate the topical centers, but rather to bring them into a structure where they can access stronger support activities and more easily collaborate with other topical centers.

Competition for or sharing of resources among affiliated centers could present challenges.

Moving topical centers out of the colleges may create more financial burden at the university level (i.e. Provost, OVPR).

<u>Other comments:</u>

The committee viewed it as extremely important that a common space be found to house the key components of the Center, including having the affiliated centers in close physical proximity. A "commons" type space attached to the Center could contribute to the identity of the Center and become a gathering place for social science faculty.

The Center might play a role in outreach, dissemination, and translational activities. If BCTR affiliates with the Center, it could naturally play that role, and the closer connections to other affiliated centers might expand its scope.

It might be good for the Center to establish something analogous to the Humanities Council, and perhaps also an external advisory board.

Adhering to our zero-sum constraint, funding for the support functions would need to come from somewhere. One suggestion is that the current budget for ISS could be shifted to the operational/support unit for the Center; however, this would leave a very lean budget for the broad-based intellectual activities of ISS (a condition similar to that of the Berkeley Matrix

model[1]), eliminating the primary current source of support for social science research on campus. Alternatively, there might be some savings in the relevant colleges if departments or college-supported centers no longer need to provide these operational/support activities, and/or the existing centers pool resources to better leverage their programmatic work.

Funding for the Center could be an allocated cost (as for ISS), or it could come from an arrangement among colleges, or it could come from returning IDCs to the Center. All three options should be explored as the details of a Center are worked out.

Large social science centers sometimes have an outward-looking identity—e.g., ISR at Michigan is known for its survey research and related data, IQSS at Harvard is known as a center providing statistical tools. As the Cornell Center is developed, there is an opportunity to develop a specific outward-looking identity that would be distinctive to Cornell.

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[1] In the course of our efforts, we investigated some research support structures at peer institutions, and further study along these lines might be useful. Some specific examples:

- Institute for Social Research (ISR) at Michigan: http://home.isr.umich.edu/

    We spoke to David Lam, the current Director of ISR. The ISR serves as an umbrella for five component centers. Each of the five centers seems to have significant autonomy, and there seems to be less consolidation of shared activities (especially of operational/support activities) than one might like. The funding model is based entirely off external grants and contracts (it's an "eat what you kill" kind of place). The survey institute is by far the largest source of revenue, but is less of an academic research center and more of an outward facing service organization.

- Social Science Matrix at UC Berkeley: https://matrix.berkeley.edu/

    We spoke to Bill Hanks, the current Director of the Social Science Matrix. It is a fairly lean operation that focuses on two activities: grant support and research incubator. In terms of the latter, it engages in activities similar to the current activities of the ISS although on a much leaner scale. There is also a sister institute at UC Berkeley that supports data and computing in the social sciences ("data science for the social sciences"). Both units are positioned in the Division of Social Sciences within the College of Arts and Letters.

- Institute for Quantitative Social Science at Harvard: https://www.iq.harvard.edu/

- The University of Chicago is opening a similar center at a common location, see: https://socialsciences.uchicago.edu/announcement/announcing-social-sciences-research-center-ssrc

- Stanford Institute for Research in the Social Sciences: https://iriss.stanford.edu

Combine CHE and ILR into a single college (****)

CHE and ILR are two of the smaller undergraduate faculties at Cornell, both have a majority of social scientists, both provide majors in the social sciences, both have a public mission, and both incorporate themes of work, health and social policy. One might consider combining these two units into a single college. In addition, there might be an opportunity for CALS social science departments (COMM and DSOC) to join as well. Both would synergize with units in ILR and CHE.

Advantages

- Brings together in one college a significant percentage of the social scientists on campus. This would create a third college that would be home to a social science faculty similar in size to that of SCJCB and CAS.

- Potential to boost interdisciplinary teaching and research. Departments in CHE and the ILR School have embraced interdisciplinarity.

- Combines units that embrace missions of using social science to improve lives (social science with a public mission).

- Combines units that have important and significant commitments to outreach and extension that could be leveraged in ways that fuel innovation.

- Consolidates effort in NYC. ILR and CHE have long established programs in NYC and currently are moving to shared space. Joining them would facilitate their work in NYC and promote collaboration with WCM, Cornell Tech, and NYC more generally.

- Promotes more intentional decision making, uniting more than 100 social scientists under one dean for common oversight and perhaps strategic and economic benefit.

- Potential to promote new collaborations, synergies, and cutting-edge research.

- Creates opportunity to change unit identities over time as collaborations emerge (forward looking)

- Promotes external visibility.

- Expands opportunities for undergraduate students in the two colleges (e.g., ILR/PAM or ILR/HD combinations).

- Potential to increase overall interest in degree programs and strengthen admissions.

- Reduces the number of points of undergraduate entry to Cornell, reducing complexity of admissions and enabling some consolidation of resources.

- Facilitates recruitment of graduate students (though depends on any changes with graduate fields).

- Reduces the number of colleges with social sciences, perhaps thereby permitting better coordination/collaboration across colleges.

- Potential to serve as a stepping stone to a program in public policy and/or a program in health (see below).

Limitations

- Potential to reinforce the separation between social science departments in CAS and in CHE/ILR (though perhaps could remedy such a separation via the graduate fields).

- Resulting college might not be a good fit for all units. Some might need to move elsewhere.

- Potential to harm the unique external identities of both units.

- Both units have loyal alumni that may not support a new college.

Other comments:

Some on the committee felt that it was not evident what problems exist with the existing structure that this is meant to cure. Nonetheless, most could see something exciting and new emerging here that would have strong, transformative potential in the 10-15 year target window.

As we discussed this structure, we did so with a perspective that a School of ILR would still exist within this new college.

It is important to choose a name for the new college that creates a strong identity.

It is unclear what the impact would be on undergraduate applications. In principle, the expanded options and potential for new programs could be a draw. At the same time, losing the current "brands" could have a negative, however temporary, impact.

As part of this restructuring, it might be natural to create a public health/health sciences program within the new college.

By Cornell administrative standards, joining these units is relatively straightforward: both are contract colleges and receive support from the state, have resident and non-resident tuition rates, provide state benefits for faculty and staff. COMM and DSOC are also in a contract college.

Create a structure to organize and promote health-related scholarship (***)

In many units at Cornell, there is an interest in various aspects of health—including population health, public health, and health policy. In terms of educational programs, CVM has recently introduced an MPH program, DNS offers a major in Global and Public Health Sciences, there is an MHA program in CHE, a Center for Healthy Futures between CHE and SHA, and the Center for Health Equity is developing between the Ithaca and WCM campuses. In addition, there are pockets of faculty strength in health in CHE, ILR, COMM, DSOC, AEM, SHA, CVM, STS, ANTHRO, Cornell Tech, and WCM. It seems natural to create some sort of structure to connect all this activity.

In our discussions we considered a cross-college educational program in health, a center or institute in health, and a school of public health. The committee did not converge on a specific structure; however, at the end of our discussion, there was strong enthusiasm for taking some preliminary steps now (perhaps by creating a center within the proposed Cornell Center for Social Sciences) that would catalyze a path to defining Cornell Health, perhaps starting with a five-year pilot.

Advantages

- There is a great deal of faculty and student interest, and we could find new and innovative ways to serve that interest.

- Cornell may have unique strength in rural health, and a health-related structure could better harness and project that strength.

- The new MPH program could be expanded towards the social sciences and health policy.

- A health-related center or institute could create a strong link to WCM, especially if there is student traffic between the two campuses.

- Bringing together the various health initiatives on campus has great potential to increase external research funding and visibility.

- Re-grouping the various health-related education programs could create a more visible and organized set of opportunities for undergraduates that could serve as feeder programs for health-related master's degrees (including the MPH program). We are in an era when undergraduates are looking to roll right into master's programs, and professional master's programs are revenue generating.

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- If the long-term goal is to build out a school of public health, this would require significant hiring to gain accreditation, violating our zero-sum constraint. A broad graduate or undergraduate program in health might also require some hiring. Hence, it is perhaps easier to think of a catalytic center or institute.

- Health-related disciplines at Cornell are found in a complex mix of faculty units.

- It would be difficult to compete with established schools of public health.

Other comments:

In general, there seems to be a lot of strength and interest in health-related scholarship at Cornell, but it is quite dispersed. We need some sort of enabling structures to facilitate collaboration. If CHE and ILR were joined, this might serve as a home for a health-related initiative.

Create a college of social sciences (**)

This concept would bring a large number of social science units together in one college under one dean. In principle, this could include all the social science units from Table 2 in the Internal Report (Appendix).

Advantages

- Promotes more intentional decision making, uniting large number of social science units under one dean for common oversight.

- Preserves the existing breadth of units, while enabling the dean to create incentives for units to work together and to more clearly delineate their individual missions.

- Increases the visibility of Cornell's social sciences.

- Supports faculty recruitment by enabling more focused collaboration within the college.

- Facilitates social science chairs, DGSs, DUSs coming together regularly in college meetings in ways that would promote collaboration.

- Having all units under one dean could facilitate governance of social science graduate fields and undergraduate majors.

- Provides an opportunity for rationalization of departments and graduate fields.

- Creates tighter connections between social science units within the same discipline.

- Potential to increase teaching collaboration.

- Potential to serve as a stepping stone to a program in public policy within college of social sciences.

- Potential to facilitate connections of social sciences to WCM.

- Potential to house social science related institutes and centers in one academic unit, and/or to house the proposed Cornell Center for Social Sciences.

- Consolidates social scientists on campus within this new college and the college of business.

Limitations

- Involves a high level of complexity and disruption. Where are tenure homes? What happens to the remaining parts of CAS, CALS, CHE, and ILR?

- An important question to resolve is whether this college would admit its own students or have some sort of agreement with CAS and CALS to serve their students (i.e., a Faculty of Social Sciences, after the model of CIS). This complexity is one of the major limitations.

- Defining a compelling and contemporary mission for a college is critical and the solution for this particular college is not obvious.

- Disrupts connections to non-social-science departments that have evolved/been promoted in current academic units, and could present challenges for departments at the boundaries between the social sciences and the sciences or the humanities.

- "College of social sciences" might not be an attraction for prospective undergraduates and prospective faculty.

- Potential to reduce options for undergraduates, depending on how it is structured.

- Potential to decrease visibility of professional and pre-professional programs.

- Risk that "removing" social sciences from CAS would compromise its identity as a fully configured liberal arts college.

Other comments:

While this idea has potential administrative benefit in terms of organizing and managing social science faculties, there is a real concern that it would create more complexity and would be (perhaps) the most disruptive idea to implement. It would create challenges for messaging to the world why Cornell has the colleges that it does.

This idea has potential for high risk and also high return.

More generally, there were some misgivings that this idea organizes around traditional definitions of social sciences vs. humanities or sciences, and would not facilitate innovative, cross-disciplinary scholarship.

Create three divisions—including a division of social sciences—within CAS (**)

This concept would restructure CAS to contain three divisions or schools (social sciences, arts and humanities, and sciences and mathematics), each headed by a senior associate dean/director/dean (title TBD) with her/his own budget. There would still be a college dean overseeing the entire college, who would allocate budgets to the three divisions/schools. In essence, this would build out the current administrative structure in CAS by adding more authority (including budget authority) to the existing senior associate dean positions.

Advantages

- The head of the CAS social science division could play a lead role in promoting strategic thinking in the social sciences within CAS and across Cornell.

- Brings leadership closer to the departments and faculty.

- Enables focused strategic planning in the social sciences in CAS.

- Potential to increase visibility of the social sciences in CAS and at Cornell.

- The head of the CAS social science division might be in a stronger position to negotiate with other divisions in CAS, and also with other colleges on university-level strategy for the social sciences.

Limitations

- Potential to reinforce broad disciplinary boundaries and may undermine cross-disciplinary work.

- Potential to create challenges for departments at the boundaries between the proposed divisions.

- This is a step that is narrowly focused on CAS.

<u>Other comments:</u>

The current organization of the three senior associate deans mirrors this proposed structure and the impact of the change would depend on how much real authority is afforded to the leaders of the divisions.

Restructure Social Science Graduate Fields (**)

Effective graduate programs are an essential part of being a leading research university. Cornell's graduate programs are organized using a "field" structure in which a graduate field is often comprised of faculty from different departments—including from different colleges—who come together around a shared intellectual interest. Graduate students are admitted into a graduate field and not into a department, and they are free to work with any faculty member of that field.

Most graduate fields are associated (for administrative purposes) with a home department with the same name, but also include faculty from other departments. Ideally, graduate fields are designed to transcend departments and include all field members as equal partners in the field— as equal partners in admissions, who have equal access to students and other field resources, and who participate equally in field decision making. Unfortunately, *de facto*, some graduate fields in the social sciences currently do not operate fully in this manner.

Given this background, the committee identified two ideas for further consideration. First, we discussed introducing structures into the field system that institutionalize ways in which graduate fields transcend departments—i.e., to push the reality closer to the ideal. Second, we considered reorganizing overlapping social science graduate fields—including clearly articulating the differences between graduate fields and evaluating whether and where some consolidation might make sense.

<u>Advantages:</u>

- Both in our committee meetings and in the meetings with committee members' departments and schools, graduate fields were frequently held up as an institutional structure that can connect and promote collaboration within a discipline among faculty who do not share the same home department. Restructuring the disciplinary social science graduate fields to push them closer to the ideal—that is, closer to transcending departments and including all field members as equal partners in the field—would permit them to better achieve this goal.

Indeed, an important tension in our committee discussions (and also in prior social science reports) revolved around the relative merits of (1) grouping faculty within a discipline together into a common academic unit focusing on common goals and (2) protecting interdisciplinary departments as spaces that promote focused interdisciplinary connections that advance a departmental mission. Having truly shared disciplinary graduate fields represents a potential way to accomplish the former while still maintaining interdisciplinary departments.

- Reduces the outsized role (and burden) that the home department sometimes plays in controlling the core tasks of the field, and thereby permitting all faculty members of a graduate field to fully participate in the field.

    The outsized role of the home department can create two problems. First, home department faculty feel an ownership of the field, which can take the form of limiting membership in the field or trying to admit graduate students based on whether they are likely to work with home department faculty. Second, there is an expectation among faculty not in the home department that the home department should be providing the majority of resources for the field including, but not limited to, providing a DGS and staffing the core classes.

- Presents clearly articulated, distinct graduate fields to prospective graduate students, and ensures that students enter into the appropriate fields.

    Any reorganization of overlapping social science graduate fields should start with an articulation of exactly what the missions are of the different fields, to make any distinctions clear. In cases where there does not seem to be a clear distinction, some consolidation could be considered.

- Clarifies the presentation of the social sciences to the outside world. Indeed, the committee acknowledged that Cornell has a very large number of graduate fields in general and specifically in the social sciences, and the external presentation of the social sciences—to prospective graduate students and to scholars at other institutions—can be confusing.

- Consolidation of graduate fields would reduce duplication of effort and time among faculty (e.g., there would be fewer DGSs, admissions committees, and placement committees).

Limitations:

- There is some risk that eliminating the outsized role of the home department could in fact undermine the smooth functioning of some fields.

- It might be difficult to ensure that a graduate field is truly shared, especially in a graduate field that has large contingents from multiple departments as it is possible that faculty from one department might capture the field.

For a graduate field with large contingents from multiple departments, it might be helpful to explicitly formalize the graduate field as a joint venture between those departments, with clear expectations for the contribution of resources to the field and for the responsibilities that faculty will have in the field (graduate training, committee work, and so forth), and possibly with a field executive board that has appropriate representation from the participating departments.

Further, it might be beneficial to have graduate resources controlled by the field and not by participating departments—for instance, colleges/departments could contribute TA resources to the field, specifying which courses need to be covered using those resources, but at the same time leaving the allocation of those TA positions to specific graduate students to be controlled by the field.

- Faculty from different departments that share a graduate field might have different expectations of graduate students. Creating a more truly shared graduate field can work only if the participating faculty can develop a set of shared expectations.

- There is some risk that consolidating graduate fields might reduce opportunities for interdisciplinary research among graduate students, although consolidated fields could still offer formal interdisciplinary concentrations.

Other Comments:

Although specific recommendations are beyond the scope of this committee, several issues were raised for potential consideration. Specifically, it was noted that the field of PAM overlaps with both the fields of Economics and Sociology. The relationship between these overlapping graduate fields could be examined to determine if a different structure would be more effective. A similar situation may exist among the overlapping fields of Psychology, Human Development, and Neurobiology and Behavior. A third area where some reorganization of fields might be considered is the various fields related to management. In particular, there are four schools where each has its own graduate field (the fields of Management, AEM, Hotel Administration, and ILR), and there is some overlap across these fields.

Consolidation of related social science departments (*)

The committee discussed opportunities to consolidate specific departments within the social sciences, focusing on those that draw faculty from related disciplines. Acknowledging the zero-sum constraint, this would mean that some existing departments would be eliminated. In each case, we saw a similar set of advantages and disadvantages, and thus we list this as one idea.

Advantages:

- Brings faculty from similar disciplines together into one department to promote increased collaboration within the disciplines.

- Creates fewer and larger departments, which can create a benefit in terms of reducing duplication and overlap of effort.

- Promotes more coordinated hiring within a discipline, especially for scholars who would be good for Cornell but fall "in between" the areas covered by existing departments.

- Potential to increase Cornell's reputation in the disciplines.

Limitations:

- Undermines goal of breadth and interdisciplinarity, especially if break up the interdisciplinary departments.

- Potential to undermine goal of maintaining the public mission of the contract colleges.

- In many cases, the consolidation would cross multiple colleges, and there are complications associated with departments that report to multiple colleges (especially more than two colleges).

- Brings together faculty from units with different missions and cultures.

- Some existing faculty in the units being consolidated might not fit the new department and thus would need to be placed elsewhere.

Other Comments:

The committee discussed some specific examples, in particular consolidation among PSYC/HD/NBB and consolidation among PAM/ECON/SOC.

It is unclear what the impact would be on undergraduate education. On the one hand, it would reduce options for undergrads in terms of number of majors. On the other hand, each major might provide for a greater flexibility and scope in course offerings and research opportunities.

If any such consolidation is considered, it is important to articulate a sense that a "new" department is being formed, and to avoid a feeling that some faculty are merely being absorbed into an existing department.

More generally, a more forward-looking approach would be to carefully conceive of what a new department is meant to accomplish, and then strategically populate it with faculty.

Create a school of public policy (not ranked)

Cornell has existing strength in public policy, but the expertise is dispersed among various units. A school of public policy could consolidate strength in the policy area.

The committee acknowledged the 2012 Report of the Provost's Committee on a Cornell School of Public Policy, which presented a compelling vision for what a school of public policy might look like at Cornell. However, that vision required a large investment in additional faculty ("at least 15 new lines"), administration, and infrastructure. That approach is inconsistent with our zero-sum constraint, and we were forced to focus more narrowly on developing a school of public policy via a reorganization of existing resources. Our general sense is that, if the university cannot prioritize the required investment, it would not be prudent to create a school of public policy. If, however, the university is willing to make a big investment, the 2012 Report could be revisited. Thus, our decision not to rank this suggestion does not reflect a lack of support for the 2012 recommendation. Rather, it indicates that the committee felt that an assessment of the 2012 report was beyond the scope of the current charge.

The group discussed whether to create a stand-alone school of public policy, favoring a focus on the "public policy" space, as it more closely aligns with our programs. In contrast, Cornell's programs are less well aligned with the "public administration" space and an emphasis there would place us in direct competition with a highly regarded program at nearby Syracuse University.

Advantages

- Builds synergies and promotes collaboration across faculty doing research, teaching, and outreach in the area of public policy.

- Provides faculty with more opportunities to connect with policy makers and to make their work relevant to important policy issues.

- Potential to facilitate development of new interdisciplinary initiatives.

- Permits development of range of new master's programs, which could have financial benefit.

- Potential to enhance Cornell's reputation and build a loyal and powerful alumni base.

- Facilitates greater collaboration between Government and other groups of social scientists (especially those in PAM).

Limitations

- Potential to create a loss of faculty from "home" departments to the school of public policy, creating a conflict of commitment (if joint appointments are used) or depletion of faculty numbers.

- Creates a need to hire to fill gaps among current Cornell faculty in order to configure a typical public policy school.

- Does not generate undergraduate student tuition, unless introduce joint undergraduate degrees (e.g., soc/policy, econ/policy).

- Sourcing the faculty: would the majority of faculty have their primary line in the school of public policy, or would most faculty in the school of public policy have joint appointments with a department? If the latter, would that mean that we would keep all our current colleges and schools and add a school?

- Might such a school be incorporated into our long-term planning for Cornell in NYC?

Other comments:

One possibility, mentioned in the External Report, is to create a center of public policy as a first step or pilot that would bring relevant faculty together that might eventually lead to a school of public policy. As discussed above, a combined CHE/ILR college might also create a natural space for a program in public policy to develop.

Appendix: Some Relevant Tables

Appended are tables from the Internal Report that we referenced most frequently in our committee discussions. Some of these tables are explicitly mentioned in this report.