MINTUES OF A FACULTY SENATE MEETING

February 9, 2000

Speaker Howard Howland: "I'd like to remind you that no photos or tape recordings are allowed during the meeting. I'd like to call now on Dean Cooke for remarks."

1. REMARKS BY THE DEAN

J. Robert Cooke, Dean of the University Faculty: "Once again we have a full schedule so I will go through my comments rather quickly. Regarding the Trustee Scholarship Campaign, the University Faculty Committee, on your behalf, after the December meeting produced a resolution of commendation for the Trustees who chaired the scholarship campaign. I don't know what counts as real money; a million here and a million there eventually counts as real money, but $220 million is big in my opinion. We sent the letter and I will send you a copy of their responses.

"The Trustees endorsed the Statement on Diversity that you approved in December and that was approved by four other campus-wide governance groups. The Trustees, of their own initiative, chose to endorse it also.

"We have an online forum. We have a history of producing additional resource materials and faculty commentaries on the issues of faculty forums. We have decided to expand that effort and to allow that conversation to occur on other topics even though we may not hold a university-wide meeting to discuss them. Once we started down that path, we realized that there were some issues of operation that we needed some advice on, so I called for a committee chaired by Don Schwartz, Professor Emeritus of Communications. You have a copy of their report (Appendix A, attached) and in the interest of saving time, I will allow you to ask questions of Don if there is anything you want to ask in front of the group. If not, I would ask that you save the questions until after the meeting. Don is here, in the back, for that.

"We have a faculty forum in mid-March, I think it's the third Wednesday, that will deal with teaching and learning. It has one historic dimension, the Dean of the Faculty and the Dean of the Students decided to do something together. (Laughter). We'll give you the details in writing.

"The video, Dale Corson: Cornell's Good Fortune, was shown a few minutes ago. If you wish to have a copy of it to show to college or departmental faculty, send a note to the Dean of Faculty's Office and we can loan you a copy. It's 18 minutes in duration.

"Finally, it's conflict of interest time again. The University Conflicts Committee has now met and approved the statement. It will be the same as the one used last year, the same questions and wording. The only changes we're proposing is to collect the first part of the form by way of the network and it will be optional, so if you wish to do it with paper, you're free to do so also. However, we have over 4,000 highly confidential forms that need to be guarded and shreded and it seems more natural to do Part 1 electronically. Part 2, for the 10% or roughly 400 people who have to complete a more detailed statement, will be done on paper. The deadline, so that you can plan ahead and check your records, was intentionally made to coincide with the dreaded April 15 date. That's the extent of my comments, thank you."

Speaker Howland: "Thank you very much Dean Cooke. I'd like now to call on Provost Randel for a brief question and answer period. Before I call him up, however, I'm sure I echo the sentiments of the House in congratulating him on the Presidency of the University of Chicago." (Applause).

2. QUESTION AND ANSWER SESSION WITH THE PROVOST
Don Randel, Provost: "Since relatively little time has been allocated for this, you may proceed to take off the gloves. I should say that the Corson video was inspiring. Combined with the obituary of Bob Wilson, it makes one think there was a time when giants walked upon the earth and we should sit up straighter in our chairs and try to live up to that. I see there is a question in the back."

Professor William Lesser, Agriculture, Resource, and Managerial Economics: "First let me add my personal congratulations to you. My question goes back to November 12, 1997 when I asked you some questions about the cost and funding of the North Campus Housing Initiative. As part of your response to that question, you said the following, 'It has to be said that alumni have expressed considerable interest in this [referring, of course, to the North Campus Housing Initiative] and we may see some gifts as a result. But there will be no fundraising efforts to support this.' That's an issue now because quite a bit more recently, there was a generous gift of 100 thousand. . ."

Provost Randel: "100 million." (Laughter).

Professor Lesser: "I'm sorry, I'm an economist, we don't worry too much about the decimal. This gift was to support substantial costs in that area. In the newspaper, the donor was identified as an anonymous donor but the word around the campus is that the donor is the anonymous donor, the most generous of Cornell's alums and supporters. I just wanted to ask if you could assure us if those funds from the anonymous donor were not sought specifically for this purpose and that if, to the best of your knowledge, this was a spontaneous donation on the part of the anonymous donor? Thank you."

Provost Randel: "First of all, we have to distinguish between the North Campus and the West Campus because the gift to which you refer is what may be used for what will be undertaken on the West Campus. What I said to you was about the North Campus, and it remains to be the case that it will be financed within the envelop of Campus Life. We will, very shortly, float the bond issue that makes possible that construction above Lake Source Cooling. So, to my knowledge, there has not been a single gift in support of the North Campus Initiative. West Campus is still being talked about and the plans of what might be done there are far from clear. The objective there will be to create something that will be attractive to upperclassmen. If all freshmen will be living on North Campus, West Campus will need some attention in order to make it attractive to sophomores and above and to make it an intellectually stimulating environment. The goal there will be to try to cause the life of students outside of the curriculum to have more to do with life inside the curriculum. The detailed plans for that have not been drawn up. What will have inspired the named anonymous donor to make this gift? I do not know, and cannot say."

3. APPROVAL OF THE MINUTES

Speaker Howland: "Thank you. If there are no additional questions, we'll move on. I'd like to call now for the approval of the minutes of December 8. I ask for unanimous consent. Good, thank you. I'd now like to call on Associate Dean of the Faculty Kathleen Rasmussen, for a Nominations and Elections Committee Report."

4. NOMINATIONS AND ELECTIONS COMMITTEE REPORT

Professor Kathleen Rasmussen, Nutritional Sciences, and Associate Dean and Secretary of the University Faculty: "The names that you see here (Appendix 8, attached) are those actions of the Nominations and Elections Committee since I last reported to you. All of these individuals are replacements for folks who have resigned their appointments or are on leave.

"I call to your attention a letter I sent to you and your colleagues asking for nominations for Faculty Trustee and our two elected committees: the Nominations and Elections Committee, and the University Faculty Committee, the executive committee of this body. You have until the 15th of February to send me or Judy
Bower your ideas. We would love to hear them. You also will be receiving a canvass asking for your ideas for people who can serve for all of our appointed committees. It is a very long list but we desperately need your help. If you have ideas for people who could serve, please tell us. If you'd like to volunteer yourself, we'd like that too. Thank you very much."

Speaker Howland: "Thank you. I'd like to call on Vice Provost Garza and Provost Randel for a Report on Computing and Information Sciences. Professor Garza?"

Dean Cooke: "You skipped something."

Speaker Howland: "I beg your pardon? I missed something?"

Professor Rasmussen: "I'm also presenting a resolution."

Speaker Howland: "That's why we're ahead of schedule. Professor Garza, accept my apologies. Professor Rasmussen?"

5. RESOLUTION TO CHANGE THE COMPOSITION OF THE PROFESSORS-AT-LARGE SELECTION COMMITTEE

Professor Rasmussen: "What I present to you today is an item from the agenda of the last meeting that we were not able to handle. This is in the category of a housekeeping item, but it's important for the Senate to act on this. We have a committee that selects the Andrew D. White Professors-At-Large and this committee at present does not include the Dean of Students or an explicit representation for the undergraduates. The selection committee asked us to add the Dean of Students, ex officio. The Nominations and Elections Committee is happy to endorse this idea, but it requires approval by this body to do so. So, I'm proposing this resolution to make it happen."

WHEREAS, the presence of the Andrew D. White Professors-at-Large should be of interest to faculty, graduate students, and undergraduates, and

WHEREAS, the Dean of Students is a member of the University Faculty and is not currently an ex officio member of the Selection Committee,

THEREFORE BE IT RESOLVED that the Dean of Students be added to the Selection Committee for Andrew D. White Professors-at-Large as an ex officio member.

Speaker Howland: "Is there a second? Discussion?"

(An unidentified Senator called the question)

Speaker Howland: "The question has been called. All in favor of the motion, say aye. All those opposed, say nay. It passes unanimously. Thank you. Now, Professor Garza."

6. REPORT ON COMPUTING AND INFORMATION SCIENCES

A. Report

Vice Provost Cutberto Garza: "I wanted to give a thank you to Bob for giving me the opportunity to address you today. I mean that sincerely, proof that just because you move to Day Hall, it doesn't mean you lose your sense of humor. I also want to publicly congratulate Don on his move to Chicago. It goes to prove that he's already learned one important lesson that as President he will continue to do the difficult and continue to contract out the impossible. (Laughter)."
"The objective for today is to provide an update of discussions that Mary Sansalone and I have been having with committees, college deans, the Dean of the Faculty, and the Dean of the Students related to the Task Force Report and Recommendations regarding this important area. I will be discussing the report in light of there being a draft, as opposed to a definitive document, and would very much like to hear discussion from you and your points of view as we have up to this point. We've attempted not to try to provide something that everyone will agree to because that would require sinking to the lowest common denominator, but rather something that at this point is the best, most timely idea. I thought we would start by reviewing the assumptions that you walked in with in terms of trying to formulate the recommendation to the Provost and the President.

"The first assumption is that we do have a dean of Computing and Information Sciences and that this position is transitional. What I mean by transitional is that we expect this office to be one that we would want to maintain for 30 or perhaps 50 years but we don't see it as being as permanent as those along the lines of the Dean of Arts and Sciences, which we tend to think of in terms of centuries rather than decades.

"The second assumption is that the creation of this position supports the idea that Computing and Information Sciences will enable teaching, research, and outreach efforts throughout the University. This idea is not new, in fact it has gone through informal and formal examination and began with a task force chaired by Norm Scott and John Hopcroft that identified three enabling areas in Genomics, Material Sciences, and Computing and Information Sciences.

"The third assumption was that resource constraints heightened competition and accelerating change in this and other fields requires structural adjustments that allows greater nimbleness in responding to change and more intense collaboration across the University. These outcomes, however, are not usually complimentary; the greater your collaborative network, the more discussion that you have to hold, therefore the less nimble you are. Given the fact that they're not complimentary, means often that these solutions are not straightforward.

"The goal then, with those assumptions in mind, was how to build stronger departments and colleges or rather to build stronger departments and colleges with the principle strategies. The first was to develop and implement a vision through institutionally supported University-wide collaboration and to vent this collaborative effort with the necessary resources, responsibilities, and authority to ensure a meaningful measure of accountability. So, we looked at the two Task Force Reports, looked carefully and intently at the discussion that occurred in this body, and are thinking with this draft document of the creation of three additional positions or units.

"We have a Dean of Computing and Information Sciences -- the position was created to move the University's efforts in this area forward in a timely and organized way. The document (Appendix C, attached) that you were sent over the Internet proposes the creation of a faculty of computing and information sciences. This body is used to designate a defined University Faculty body that is responsible for advising the University regarding the enhancement of teaching, research, and outreach related to this important area, and ensure a cohesive development of this area across the University. Thus, this proposed body is expected to take a key role in enhancing the quality and breadth of the faculty and assisting in avoiding the inappropriate duplication of faculty positions. Now that doesn't mean that we should avoid all duplication. Obviously at times that's a very necessary need.

"We also propose the creation of an Executive Board. Among the Executive Board's principle roles will be to advise the Dean of CIS on policies that will govern the operations of the Office of Computing and Information Sciences and assist this dean in meeting the goals that are set forth in the document that you were sent and that may be recommended by the Faculty Senate. We also have suggested the creation of the Office of
Computing and Information Sciences. This is intended to serve as the administrative unit for the FCIS and the Dean of CIS. This office would report directly to the dean and through the dean to the Office of the Provost.

"I'd like to go through each of these and describe briefly their responsibilities. The responsibilities of the dean of CIS have been summarized into six. (1) Lead the campus discussion in development of the area of computing and information science. (2) Administer and manage the Office of Computing and Information Science. (3) Develop this area of scholarship within relevant University units. These responsibilities will include the development of CIS faculty by providing bridging or longer term funds that would enable hiring throughout the University and support the current faculty for development and enrichment of CIS in departments throughout the University's colleges. (4) Direct this office and the FCIS subject to the policy guidance of the Executive Board. (5) Carry out the goal activities, to be able to increase resources as they become available to his office. (6) Expand external relations with industry in partnership with the University colleges, programs, and centers.

"The responsibilities of the proposed FCIS are: (1) Identify key areas for faculty recruitment in a timely fashion. (2) Advise the colleges and central administration on issues that relate to faculty promotion and retention. (3) Anticipate facilities and other resources as are needed to maintain the University in the forefront of this important field. (4) Promote collaboration and attain objectives that are related to the University's teaching, research, and outreach missions.

"Degree-granting privileges and the ability to make primary appointments, that is tenure, tenure-track, or professorial appointments, are reserved for the University colleges. Nonetheless, the FCIS would be expected to have University-wide membership of the type of adjunct appointments. Their initial charge would be the development of a five-year academic plan for the University-wide enhancement of our three principle missions of teaching, research, and outreach as they relate to this important area. Also, they are to help assure that the quality and breadth of faculty appointments in support of these recommendations are carried out. A very important piece of the Senate's discussion has been the location of the Department of Computer Science. It's location in existing colleges has not been determined and we don't make a recommendation as to where it should be placed because we feel strongly that it will follow strongly from the five-year academic plan, once it's put together by the FCIS.

"The Executive Board would be appointed by the Provost with the advice of all of the Ithaca-based college deans and the Faculty Senate in a manner that is similar to that which is followed by the university-wide committees. Among this board's role would be to advise the dean on policies that would govern the operations of his office and assist him or her in meeting the goals related to CIS and that may be recommended by the Faculty Senate in the future. The Board's membership would be representative of all of the University's Ithaca-based colleges and it would be chaired by the Dean of CIS. The roles and responsibilities of this board would be reviewed after three years of its initial appointment.

"There are other working assumptions and terms of the proposals that I'd like to review very briefly. The first, as we may expect, is sharing responsibility for all CIS-related proposals that are forwarded to the Office of Sponsored Programs by members of the FCIS. The reason for this is that this office is going to have resources and we would expect them to participate in matches or other types of resource requirements as we go forward with sponsored programs. Academic appointments of the faculty, FCIS appointments, are anticipated to involve the endowed as well as the statutory units however, the authority to make primary professorial appointments will be reserved to the dean of the University's colleges. The Dean of CIS would participate in the appointment, search, promotion, and tenure committees jointly with the Dean of the candidate's own college for all proposed or current members of the FCIS. Appointment, tenure, and promotion recommendations would be made according to the University's policies that apply to the candidate's home department and college. We would hope that the FCIS would also play a role in undergraduate curriculum..."
and affairs. The existing CS major -- that is the undergraduate Computer Science major -- would be maintained in the Colleges of Arts and Sciences and Engineering. However, we hope that new undergraduate majors and concentrations would be explored and their creation explored by this body. The dean would be expected to consult widely with the computational and information scientists science community at the University to determine the goals and aspirations of proposed concentrations and majors and will develop plans for their implementation through mechanisms to be determined by the FCIS and, importantly, the sponsoring colleges and departments. Lastly, regarding the relationship with the Graduate School, we don't see any changes proposed there. The relationship between members of the FCIS and the Graduate School would be similar to that which now exists. Thus, Ph.D. and M.S. programs would operate entirely as they do now by the structure that we would put in place. I will now take questions or suggestions."

Speaker Howland: "Peter?"

Professor Peter Bruns, Molecular Biology and Genetics: "I have a question, and I noticed that there's a difference in what you showed there and what we got. One important sentence that I think is critical to understand -- and I can't tell if you are drafting an idea or was it just left out for brevity -- 'Thus professorial appointments to the FCIS will be secondary or adjunct to primary appointments in departments within any of the University's colleges.' That is, there will be no faculty appointment primarily within this unit and that they will always be in some other unit first?"

Vice Provost Garza: "That's what I meant here by saying that primary appointments would be restricted to the University colleges. All appointments to the FCIS would be secondary or adjunct."

Professor Bruns: "So, you're not adding new faculty, you're going to be using existing faculty in a position for something different. For instance, if you create a new major outside of the existing departments, you will anticipate that the departments will use one of their positions to help staff that?"

Vice Provost Garza: "Yes. Now, those positions can be funded through the FCIS and there may be bridging money that may be available to those departments or, in fact, faculty time could be 'purchased' or 'facilitated' by resources that OCIS might have. For a major that would cross multiple departments, the example we use in the text is Information Management, it would still have to reside or be sponsored by at least one department in an existing college."

Professor Bruns: "But you see this as a permanent budget for CIS rather than a temporary bridge?"

Vice Provost Garza: "With the transient definition we have. So it's permanent but not in the sense of centuries." (Laughter).

Associate Professor Alan McAdams, Johnson Graduate School of Management: "I don't want to jump the gun, but I see an awful lot of overlap and potential conflict between what you've just described and e-Cornell, except that this organization operates on a not-for-profit basis and the other operates on a for-profit basis, I just wondered how this is all going to mesh."

Vice Provost Garza: "When you hear Mary's presentation, you will see that they are totally disparate organizations with very little overlap other than programs that FCIS would be interested in that might benefit from e-Cornell. If that doesn't prove to be the case after Mary's presentation, I will come back and address your question, but I think you'll see they're quite separate."

Speaker Howland: "Professor Stein?"

Professor Peter Stein, Physics: "At various times in the same way that the 20th century was the century of
physics and chemistry, one hears every week in the Sunday 'Week in Review' section of the New York Times that the 21st century is the century of Information Science and Biology. I'm sitting here missing something because it seems to me that the structure that's being proposed bears a remarkable similarity to the Division of Biological Sciences, (Laughter) in that you will have to coordinate the different sciences all over the University and it's very important that there be close interaction between them and one will gain from the other, and if you take out 'Biological' and put in 'Computing' you can make a good argument that they're the same. As you know, we went one way in one of the 21st century's seminal issues and we're going the other way in this one &mdash; is that sort of hedging our bets in case one of them fails? (Laughter). Why did you decide to go this way with Computing Sciences and go with a more traditional structure in Biological Sciences?"

Vice Provost Garza: "Well, Peter, remember that there were some of us that, in fact, are being consistent in making decisions. I'm afraid that I can't speak for the President. We will be forwarding this recommendation to him but he could very easily take the more traditional approach. This is what we will be recommending to him and the Provost."

Provost Randel: "Let me add to that. Clearly, the analogy goes a certain distance, but no analogy is perfect. I would say for a start, one would have to add a chronological dimension to the comparison and to say that the situation with computing and information Sciences is at a very different stage in its development from the stage that the biological sciences are on this campus. So one could perfectly well imagine and might agree that the division was the right thing to have done thirty years ago, but that it had outlived its usefulness by now, but that computer science, being what it is, calls for precisely that structure and that thirty years from now we might make better of it as well."

Speaker Howland: "Sorry I have to interrupt the discussion, but we have a motion that's going to be presented by Professor Fine."

B. Resolution

Professor Terence Fine, Electrical Engineering: "I'd like to withdraw the motion on behalf of CAPP. It's a little difficult, procedurally, because we just got this written version of the motion midday yesterday. The motion basically reiterated something that we already supported by a vote of 49 to 3 much earlier. At this point, I think it's redundant. I've surveyed the CAPP Committee and we'd like to withdraw the motion and give a little more time to discussion."

Speaker Howland: "So, you're asking for unanimous consent to withdraw the motion?"

Professor Fine: "Yes."

Speaker Howland: "Are there any objections? Hearing none we have more time for discussion. Yes?"

Professor Philip Nicholson, Astronomy: "I just wondered if you could clarify the role that this new faculty would play in tenure reviews and appointments of existing faculty. It sounds like an extreme case of what you were saying is that an existing assistant professor in the Astronomy Department who had an interest in computation would, whether he liked it or not, be part of this FCIS and then therefore the FCIS would be involved in a tenure decision of the Astronomy Department."

Vice Provost Garza: "No, what we were saying is that if they were members of the FCIS, they would want to join that faculty, and that for it's membership, it would be a voice along with his or her home department or college in helping make that decision. We hope to bring a measure of cohesive development that in fact this body would be involved in that decision process along with home departments and colleges."
Professor Nicholson: "This would be a voluntary matter of associating for existing faculty members?"

Vice Provost Garza: "Exactly."

Dean Cooke: "And it would be advisory to the home department?"

Vice Provost Garza: "Yes, it would be advisory to the home department. Now, it's secondary role would be that the dean or those members of the FCIS would be in charge of appointing committees in terms of being advisory or through some other mechanism of that whole process to be agreed upon by the FCIS."

Speaker Howland: "Professor Fine?"

Professor Fine: "First, I'd like to thank Vice Provost Garza for his patience and sustained efforts in resolving this. I'm aware that he worked on many versions of this and that he's trying to reconcile strong positions that are in conflict with each other. As he said at the outset, no one will be completely happy with what he has to say. I think that part of the key to the reconciliation has been kind of latitude to the development of the plan. It depends on who's going to be helped here and how this is going to turn out. The plan defines it's own outcomes at this point, and maybe that's acceptable. If we trust the people in charge, the Dean of CIS and the Provost, then we can hope for a good outcome. So that's one issue. For example, I think it's perfectly reasonable that the FCIS examines where it will locate the CS department, in which college, as part of the five-year plan. I certainly hope that it doesn't take five years to do so. (Laughter). It's not clear to me, however, that it couldn't take five years to come up with that resolution. I like the part that emphasizes that it must go back into a college. I take it that is correct, however, it doesn't say when that will happen. And although Vice Provost Garza believes that the thirty to fifty years is a transitory period, I know I won't be here in fifty years. (Laughter).

"The other issue is very critical and we have soldiered on about this, but the Senate must be consulted on this issue. This is part of the response to that. I'm concerned that we won't have a chance to be heard beyond the few seconds remaining today. I think we should think about how our opinion will be communicated in the remaining few minutes. One possibility is to e-mail the Vice Provost directly with comments on the document. Another possibility is to e-mail the CAPP Committee and they will attempt to meet within the next week or so and make its own recommendation, not from the Senate, but from the CAPP Committee. I think that we need some sort of mechanism for responding beyond the remaining seconds."

Vice Provost Garza: "Two mechanisms you might want to think about are: to use the time that the Provost will be here at every meeting and to hold him or her accountable for how this develops over time; and the second would be that there will be an Executive Board and nominations to that board will be coming from the Senate and that provides yet another mechanism to ensure that the Senate's voice is heard as we begin to implement this or some other plan."

Speaker Howland: "Thank you very much. I'm afraid our time on this is done. I'd like to call on the Dean of the Graduate School, Walter Cohen, for a brief summary of the Social Science Forum. Walter?"

7. SUMMARY OF THE SOCIAL SCIENCES FORUM

Walter Cohen, Dean of the Graduate School: "About 45 faculty met on Monday to discuss the report of the Social Sciences Task Force. A number of those attending either had served on the task force or had helped develop one of the interdisciplinary proposals recommended in the report, but the majority had not. The co-chairs of the task force, Phyllis Moen and David Easley, briefly discussed the report and findings of the task force. I then summarized the preliminary, favorable administrative response: an upgraded commitment to CISER (already a reality); a small grants program through the Research Office to encourage pursuit of external
funding (which we will also go forward on); a social sciences coordinating committee; and support for the three interdisciplinary areas presented in the report -- social adaptation and decision research; wealth, poverty, and international development; and life course transitions and social policy. We took no position as administrators on promoting collaboration across units, though this is surely something we will support. For purely financial reasons, we gave a more reserved, though not blankly hostile, response to proposals for funding a considerable number of research scientists, postdocs, internal fellowships, endowed chairs, and research centers. All of them desirable, I might add.

"Discussion focused on the three targeted interdisciplinary areas. Though some faculty argued that these areas adequately captured the range of the social sciences, a number of speakers, without denying the interest or value of these proposals, argued that each would benefit from intellectual broadening; that it was important to find a way to encourage work in other, equally important areas that remained unrepresented; and that a focus on a limited number of topics might lead to underfunding of many other critical sectors of the social sciences. Collaborative work is especially difficult in some of these areas, which may partly explain the absence of submissions to the task force. An intellectually appealing, if pragmatically daunting proposal, was for each interdisciplinary area to have built into it fundamental challenges to its assumptions and methods, without, however, allowing those challenges to prevent work in the area from going forward.

"There was interested, if somewhat skeptical discussion, of a social sciences coordinating committee. The idea of a regular link to the Provost's office was attractive, but there were various concerns about criteria for membership, about the selection process, perhaps about the role of the committee in identifying promising research areas, and certainly about the ability of the committee to improve faculty quality through involvement in hiring and promotion.

"There was considerable interest in a society for the social sciences, on the model for the Society for the Humanities. In response to this suggestion as well as other potentially expensive proposals, I replied that we were not yet prepared to come down one way or the other.

"Overall though, it would be hard to describe a consensus viewpoint, the suggestion that we go forward but slowly enough to address the concerns that were raised probably comes as close as any to grasping the general tenor of the meeting.

"My intent now is to discuss these responses (including the big-ticket funding proposals) with the Provost's staff, to urge the authors of the three interdisciplinary proposals to broaden their disciplinary and methodological range, and to solicit more general suggestions on how we might create a social sciences coordinating committee that would promote the visibility and stature of the social sciences, and that would accordingly be welcomed by most social scientists at Cornell. I strongly encourage any suggestions you may have. My hope is that we will have some firm decisions by the end of the semester.

"Do I have one minute left or is that it? Are there any questions? Okay."

Speaker Howland: "Thank you Walter. I'd like now to call on Vice Provost Mary Sansalone for a presentation on distance learning."

**8. PRESENTATION ON DISTANCE LEARNING BY VICE PROVOST MARY SANSAZONE**

Vice Provost Mary Sansalone: "Okay, what I'd like to talk about is the organization of Cornell's distance learning activities and a proposal for the formation of a for-profit entity called e-Cornell (Appendices D and E, attached). Polley McClure, Vice President of Information Technologies, is here with me and I've been working with her on these ideas. She's here to help answer any questions."
"Let me briefly start with a little bit of background leading into where we think this is going in terms of formulating our plans. I'll talk about the motivation for our plan, the approach we're using, some strategy and content for for-profit entity, and some of the key policy issues we're facing as we move forward. Several University reports addressed distance learning and promoted development. From 1996 we at the David Lipsky university-wide committee on distance learning and from just this past year, we looked at Bob Cooke's on strategy for thinking about conceptual issues and the opportunities in distance learning. So, we picked up on a lot of good ideas in these reports as we started thinking about our plans. We also faced a current situation where faculty in colleges were beginning to contract with third parties forming distance learning plans. A lot of contracts were being considered and some signed away a lot of rights that we don't particularly want to sign away as Cornell University. Also, we aren't particularly good at negotiating with corporate partners, and the corporate partners were getting the lion's share of the revenue of a lot of the contracts that were being considered. So we wanted to address that issue. Also, we were getting a lot of pressure from our Board of Trustees to create an organized plan and an approach to business learning. Last year, FABIT recommended to the Provost that we deal with the issue that was developing on campus between two competing organizations -- the Office of Distance Learning and CIT's Academic Technology Support Group -- that were getting into overlapping areas with regard to instructional support. So that was the situation we faced when we started working on this. So the goals we had in creating our plans was to create a mechanism to realize all of the good ideas that had been put forward in the Cooke and Lipsky reports and other proposals, address the recommendations that FABIT had made to the Provost, protect the Cornell name, and make sure that Cornell's faculty and colleges were getting the greatest return on their distance learning programs.

"So as background, let me just mention the three key motivating factors for the plans we are proposing. The first is to create new educational programs. I like this quote from John Chambers that says, 'The next big killer application for the Internet is going to be education . . . what will drive it will be the demands on companies in an intensely global economy to keep increasing production.' Second are the economic challenges created by technology. We know this from our own experience on campus that the cost of producing, maintaining, and delivering the high-quality coursework that we'd like to have is essentially greater than face-to-face instruction and, it's not only a one-time cost, but a recurring cost. I think that it's nice to think about it as Mike Goldstein says in his quote, 'like a West End play' in that it requires a lot of capital to actually create the kind of courseware we would like to produce. Finally, the last one is to generate revenue to help support our on-campus activities, improve faculty compensation, create new academic programs, and do all sorts of other things we'd like to do on campus.

"So, let me now talk about the approach. We're proposing to create a Cornell University-controlled, for-profit corporation called e-Cornell that is focused on the development, marketing, distribution, and maintenance of distance learning programs. We've also proposed to privatize the Office of Distance Learning and put those production skills into this new company to address the conflict between the Office of Distance Learning and CIT. We're also proposing to negotiate all third-party, for-profit partnerships through this company, and this is where the Cornell name is used, in forming these partnerships. I mention CIT's role on campus because CIT is located on campus and this for-profit entity will be located off campus, and CIT's role will be responsible for the technology-based instructional support. There is a very nice opportunity to create a nice synergy between the company and CIT and on-campus instructional support in that CIT could benefit from a lot of the advances made by the company, which will have a lot more capital to produce the innovative approaches to developing courseware. So templates for web-based instruction can be brought back to campus to be used for courses on campus. Also, CIT could play a role of incubator for interesting ideas for e-Cornell. CIT will be responsible for classroom design, operation and maintenance; there is a growing need for distance learning-type classrooms and campus infrastructure.

"So, I made a little chart and I'll follow it with a slide that Polly McClure made to illustrate where e-Cornell is
framed. If you think about the whole spectrum of courses from instructional support types of activities that cost us money to produce to what people are calling ‘million-dollar courses,’ e-Cornell is playing closer to the million-dollar courses. Here’s the slide that Polly developed that shows the spectrum of learning, where the profit potential is and the role of on-campus residential instruction. E-Cornell is playing in the end of remote learning with high profit potential. This is only one small part of the Cornell world that is technology-mediated.

"One other aspect of the approach is to have off-setting services between Cornell and this for-profit entity. For example, Cornell will provide e-Cornell with access to distance-learning classrooms, help when they need it for developing their programs, and possibly other services such as Human Resources activities. E-Cornell will provide Cornell with special activities and services such as production. There will be a nice off-setting of services in taking advantages of the strengths of both groups. Here's the schematic that represents the approach we're talking about: Cornell colleges and other various entities such as the libraries, the Plantations, etc., could propose ideas to e-Cornell, which would then be produced and sold commercially. Partnerships will be negotiated through e-Cornell with the approval of University Counsel. The interaction between e-Cornell and the programs on campus will be facilitated by the Vice Provost working with Academic Programs. Also, no degree programs are proposed but, thinking about the future, we want to develop a process for heightened scrutiny of approval of on-line degree because we don't want to undermine the value of our on-campus experience or the value of our degrees. That's something that will be developed.

"With that in mind as an approach, let me talk about the initial strategy for e-Cornell and you'll see a number of academic programs that have been proposed. I want to emphasize that this is an initial list and ideas are being added daily as we talk to different groups on campus. The initial strategy is to lead with Continuing Education programs from Cornell's top professional schools. We have a variety of top-ranked professional schools that can offer many different programs and you'll see a number of these listed as I go through these slides. We'd also like to couple the library and museum digitization effort with our on-line programs. Capitalizing on Cornell's strengths in birds, gardens, and oceans, the Lab of Ornithology, Shoals Marine Lab, and the Plantations offer a full range of kinds of programs that are perhaps more popular in their nature, but still educational in K-12 up to the university level. Then we'd like to seek partnerships for name recognition in the marketplace and venture capital needed to launch these programs.

"Let me give some examples of these approaches. Some proposed professional school projects include: a Certificate in Hospitality Management from the Hotel School aimed at middle-level managers in large hotel chains; a Certificate in International Human Resource Management and one in Alternative Dispute Resolution Training from ILR. The Vet School has proposed a number of programs in continuing education such as Advanced Practice Management and programs for improving and maintaining veterinary skills in surgical rounds. Engineering is considering a Certificate in Systems Engineering, which is a new program in the college. CALS has proposed Education for Entrepreneurs, a program being developed by Deborah Street in ARME. The Medical School also wants to be a big player in e-Cornell and although they already have a program running through the Office of Distance Learning with regard to continuing education they are proposing a host of international programs. Pending market analysis and more discussion with faculty, the Law School is thinking of a niche market in Legal Ethics, an area where they already have a well-known name and, potentially down the road, they are thinking of an L.L.M in International Comparative Law, which is in very high demand by students from around the world. The library offers an interesting aspect to this, not only developing programs in areas of expertise that they have in archiving and information retrieval, but in electronic image and document support for e-Cornell types of programs. For example, the Hotel Management Program might digitize part of the Hospitality collection that might support that program. The Veterinary School Programs might like to digitize the collection of slides that they have. So, there are all kinds of interesting aspects for imaging unique collections to support on-line programs. Then the big dream is the digital library for distance learners. If we really moved ahead quickly with the digitization efforts in the library
and had a substantial collection of digitized texts and images it could be a great asset for e-Cornell and would allow us to partner with other universities in providing that kind of resources. The Johnson Art Museum is also going through a digitization process for all of its collections and would like to partner with courses and provide programs as part of this as well. The Lab of Ornithology has been thinking about this for a while and had developed an extensive list of ideas from a website on birds coupled with the National Audubon Society, combining the two biggest names in Ornithology by providing databases for science and conservation, and a whole range of educational and 'Citizen Science' programs. The Plantations has a similar set of projects and, in addition, they'd like to offer a Certificate Program in Public Horticulture, which is in big demand. The Shoals Marine Lab has just started thinking about this and is proposing a variety of educational programs in partnership with other marine laboratories that would allow linkages with marine laboratories in different kinds of climates.

"One of the off-setting service projects that is being proposed is being developed by the Department of Continuing Education and Summer Session, and that's the Cornell Cyber Tower. The goal here is to highlight what's unique about living and learning at Cornell. We don't anticipate this to generate a lot of revenue but it's a big public relations project. We'd like to use it in recruiting of prospective undergraduates, as a resource tool for high school teachers, which will help link the Cornell name to high schools, and also a program for our alumni. The project is already under production and you can see some of the programs that are underway. The Office of Distance Learning is working with Glenn Altschuler in terms of this program.

"So some examples of potential partnerships are: corporate partners for the Johnson School, as there is a lot of interest in providing business programs tailored to corporate partners such as certificate programs, perhaps an MBA in Business Skills, and an Executive Training Module tailored for corporate partners. Another partnership that is being discussed is a consortium of top universities and colleges including the Ivy League and schools like MIT and others. The idea has been to get together to provide undergraduate courses. There is a big potential there and it's under discussion now.

"So if you look at the array of activities proposed, you can see e-Cornell at the center providing the production services, the marketing, and the development, and partnerships with corporations, programs that can be developed directly for them, and then other kinds of activities that they could link up with the Lab of Ornithology. It's an interesting variety of programs and every time that Polley and I talk with groups on campus new projects are being added. People get interested and see the potential in what we are doing.

"Let me just talk briefly about the key policy issues and documents that the faculty are concerned with. The idea of prescribing the relationship between the University and e-Cornell will be well thought-out and spelled-out, and we're working to clarify the existing conflicts policy that govern Internet teaching. Our existing policy does not need to be changed, it just needs to be clarified with more examples to show what is acceptable, what needs disclosure to a dean, and what is prohibited. There is a faculty group with Bob Cooke working with Jim Mingle to develop scenarios and once they have a proposal, it will be discussed with the Conflicts Committee. Then we'll also be working on a distribution of revenues for revenues that come into the University from e-Cornell for its various projects including how much goes to the University, how much goes to the College or unit, and how much goes to the faculty member because one of the key motivating factors is improving faculty compensation and opportunities.

"There will be an overarching agreement between Cornell University and e-Cornell with very clear guidelines about the use of the University's names and project identification, selection, and management, clearly spelling out the University oversight and approval for all of the academic programs that are produced. Things that we all worry about like the academic integrity of programs, admissions standards, and all of those things will be in the hands of the faculty for the production of various programs. We will clearly lay out the exchange of services between Cornell and e-Cornell, this is the off-setting service idea. Also, a very attractive idea is the
concept that the University will retain the rights to use all of the content of programs produced by e-Cornell for on campus instruction, which gains a big plus in terms of developing courseware and interactive simulations and all those kinds of things that would be nice in on campus instruction.

"So I conclude by telling you that I found out, with some help from the librarian, that Ezra Cornell used to sign all of his letters to family and friends, 'Yours Affectionately, E. Cornell' and all of his professional letters, 'Yours Respectfully, E. Cornell.' So, e-Cornell has really been in existence for a long time. We see this as educational programs in an Age of Information. It's a bold experiment, but you'll see it has great potential. So with that I'd like to conclude and Polley and I would be glad to answer your questions."

Speaker Howland: "Thank you very much. So this report is open for discussion."

Professor McAdams: "I would like to know the status of this proposal in relation to the Trustees. My understanding is that there was a vote of the Trustees at the last Trustee meeting. What was the import of that vote? I also have two other questions."

Vice Provost Sansalone: "They voted to allow us to continue to develop the plans. They didn't authorize spending any money on the plans. We're supposed to report back in March."

Professor McAdams: "But it did approve the plan. Is that right, Don?"

Provost Randel: "It approved the development of the plan and the drawing up of the requisite documents to create a corporation, but they did not approve the creation of the corporation, and they certainly did not approve putting any money into it."

Professor McAdams: "I happened to run into a Trustee just by accident today. I've read what was in the report and it said that they approved the plan and authorized the creation of documents to implement the plan. Now that's different from what you said. Is this something that has been approved in principle by the Trustees?"

Provost Randel: "It has been approved in principle. But the thing has not been created."

Professor McAdams: "Were these diagrams presented to the Trustees?"

Provost Randel: "The one you're holding up certainly was."

Professor McAdams: "How about the second one?"

Vice Provost Sansalone: "The talk that I just gave was very similar to the one I gave to the Trustees."

Professor McAdams: "And both of these were shown?"

Speaker Howland: "I'm sorry, but the audience can't see what you're holding up."

Vice Provost Sansalone: "Those were the two schematics that I used today, and they were both shown to the Trustees."

Professor S. Kay Obendorf, Textiles and Apparel, and Faculty Trustee: "As one of the Faculty Trustees, I would say that the presentation is very similar with the same content."

Professor William Fry, Plant Pathology, and Faculty Trustee: "As the other Faculty Trustee, I would have to agree."
Professor McAdams: "I have also had the opportunity to speak with my dean and I wanted to know if I would be contradicting anything that he has said, and he said that he hasn't said anything and that I'm on my own, which is the place I want to be. When I look at the second diagram of e-Cornell, it seems to me an administrative nightmare."

Vice Provost Sansalone: "This is a schematic that I'm using to illustrate the kinds of activities. It has absolutely nothing to do with an organizational structure. It just says that we're going to have partnerships. I don't know where the Lab of Ornithology will play into that or the relationships that different colleges will have with e-Cornell. It has nothing to do with an organizational structure."

Professor McAdams: "Except that you say in your presentation that developments on campus would go through e-Cornell and e-Cornell would negotiate agreements with partners and, if we put this together with your prior diagram, that also says that Cornell University Counsel or designee would have to approve things in between e-Cornell and the partner."

Vice Provost Sansalone: "Well, actually, partnerships like this are already approved by Cornell Counsel, this isn't really any different. It's to protect the Cornell name and to make sure that rights that we don't want signed away are not. It's a way for the University to have oversight of this partnership."

Professor McAdams: "It's also a veto point. And what I see is that there are multiple veto points and that suggests significant difficulty."

Provost Randel: "It's understood that the partners here refer to external partners, people like the Financial Times. What this means to say is that no individual at the University is at liberty to sign an agreement with an external partner that makes use of the Cornell name without the approval of University Counsel and the central administration."

Professor McAdams: "But I thought that e-Cornell was to be responsible for those negotiations and therefore they would be subject to veto. If you go back to the next diagram I see the Business School working with partners and having to go up through . . ."

Vice Provost Sansalone: "Again, this is just a schematic and the Business School is likely to play all over. You keep changing around where you want to be. This is literally a schematic to show the idea. I'm not showing an organizational chart; it's a concept."

Professor McAdams: "My basic language is English and I listened to your presentation and I'm trying to respond to your presentation that says that e-Cornell will negotiate on behalf of the Johnson School with the partners, and that negotiation will be subject to review and veto by the Cornell Counsel's Office. Then there is the question of revenues. Will they go to e-Cornell and then be split?"

Vice Provost Sansalone: "We don't know how this is all going to work out. Your dean has actually asked Jim Mingle for help with negotiating his partnership contracts. I don't know quite where the problem is coming in. As for revenue distribution and partnership arrangements, all of those have to be negotiated and they're all individual. But Bob Swieringa is working very closely with Jim on this exact issue."

Professor McAdams: "He did say that he thought this was a value-added that might come from this. My original point when I arose last time was to say that I see significant conflict with the FCIS and I do."

Vice Provost Sansalone: "How so?"

Professor McAdams: "The FCIS is charged with improving teaching, research, and outreach. E-Cornell is now
picking up probably the most significant form of outreach with the emerging e-community with a lot of programs that look like outreach programs."

Speaker Howland: "Why don't you respond to that and then we'll go on."

Vice Provost Garza: "I don't see those responsibilities any different from any other department. Every other department at Cornell is charged with research, teaching, and outreach. So, in that sense, if there is a conflict, it is a conflict that runs throughout the University not just in the FCIS."

Vice Provost Sansalone: "I was talking to the Theory Center the other day and they plan to offer programs, so it's a mechanism for offering programs, and I don't see the faculty of Computer Science in the business of distance learning for the rest of the University."

Speaker Howland: "I'd like to recognize Professor Walcott."

Professor Charles Walcott, Neurobiology and Behavior: "Mary, I've had a certain amount of experience over the years in dealing with public broadcast and so on, and it leads me to ask the following kind of question: How is the academic side of the University going to control and be responsible for the substance of what is presented by e-Cornell? One of the great difficulties that I have experienced is when one is driven by an organization that has a substantial amount of money and professional producers but there tends to be a certain influence of the tail wagging the dog. I think it is critical for Cornell to put in place a substantial way to ensure the academic integrity of the programs. That suggests that there ought to be a board or syndicates or some such thing, as there is with the Cornell Press, that examines the academic integrity of all of the various programs."

Vice Provost Sansalone: "The way that we envision this is that a lot of the things will be taken care of under the over-arching agreement between Cornell and e-Cornell. The expert counsel that we're working with has told us that the ideal distance learning company is transparent to the University. So, certificate programs are approved, degree programs are approved, the academic content is created by the faculty. All of the faculty oversight in terms of admission standards and the integrity of the programs is absolutely no different than you have for on-campus programs. You're right that there's a tension between a for-profit entity and a desire to generate profit and the general on-campus approach to things, but there will be a Board of Directors for e-Cornell. It will be Cornell controlled. The majority of the Board will be Cornell members, but all of this is set up in the overarching agreement that has yet to be framed. We are working on it very carefully, thinking through these issues. You can think of this as e-Cornell is the technology mechanism for realizing the kinds of things that programs and colleges come to propose to do anyway. The company will not have control over the academic content or the admissions standards of various programs. Each college or entity will set those as they normally do on campus."

Speaker Howland: "Professor Stein?"

Professor Stein: "There's something I'm missing. (Laughter). No, I'm serious. (Laughter). Why is a for-profit corporation instead of a not-for-profit corporation? Let me expand on that. I whispered to my neighbor, 'Why is it a for-profit corporation?' and he said, 'Well, because it's supposed to make money.' (Laughter). But I can think of examples in the not-for-profit sector of this country where there is a lot of profit making. For instance, the YMCA today offers fitness clubs that are much like for-profit fitness clubs but they're within the framework of the YMCA because the basic purpose of the YMCA is to provide physical fitness for the people in the community -- not to make money. So, those fitness clubs are within the not-for-profit sector. I don't understand why one couldn't do the same thing here. For instance, I imagine that the Campus Store makes money but from some fancy accountant's pen, it doesn't show as a profit; it shows someplace else in some fund. It's a little scary to have a for-profit organization. Are there going to be venture capitalists? Are there
going to be IPO's? Can I get in on it?" (Laughter).

Vice Provost Sansalone: "No." (Laughter).

Professor Stein: "The companies that I know of that are famous, like e-Bay and Amazon, don't make any money at all. (Laughter). Their goals are very different, such as to expand market share and so on. The analogy of the old widows having AT&T stock, which gave them a steady stream of earnings, is not 21st century business. I really don't get the point of why it has to be for-profit."

Vice Provost Sansalone: "The kind of capital that we're talking about to generate and create the programs that were shown on that list, excluding the library, are in the range of 25 million dollars. If you add the library we're talking about 50 million dollars. The numbers keep going up. By creating a for-profit entity, we can attract private capital, and that's one of the key motivators. We expect to have something like 80% equity interest in the company like this and that capital investment is going to increase over time. The agility to deal in a complex and dynamic marketplace is changing very quickly. We can't go into this thinking that we're going to operate in typical University fashion. We've got to be able to move quickly and adjust to a very rapidly changing world. There's absolutely no way to get the kinds of talent and people we need to do this unless there's equity interest in a for-profit company. So, those are the reasons. I also brought an article by the expert counsel that we're using, who is also the expert counsel for NYU's for-profit entity, that talks about how the lines between non-profit Universities and for-profit businesses are blurring because of the economic challenges created by technology. It's a very interesting article that gets to your question."

Professor Stein: "But how will the overarching public interest motivation that governs everything we do at Cornell be guaranteed under a situation where people are investing money and expecting to be paid money on it?"

Vice Provost Sansalone: "We hope to gather capital from firms where we have Cornell partners in the firm. We want Cornell-friendly money where we will have control over the Board of Directors. You should see the kind of detail we have worked through in terms of laying all of this out."

Speaker Howland: "Thank you. In the back, in the red?"

Associate Professor Risa Lieberwitz, ILR: "I'm really happy to follow the last couple of speakers because I had some of the same concerns, and I wanted to emphasize some things that might be useful for discussion. One thing that was raised earlier that I think is really disconcerting is that this is basically a done deal. Through the Trustees, this is now being presented to us as an agreed-upon plan that is approved by the Trustees with the details to be created. I think that's an issue that we should discuss as a faculty, that this is being identified as a for-profit venture as to distinguish it from an educational matter, which is really within the purview of the faculty. It seems to me that this is an educational venture that is being dubbed 'for-profit,' which in fact if we're going to do it, it should be our decision to do it as a faculty and we should be initially consulted not as was done here.

"I think that that's a very serious issue and it relates to the question that was raised earlier about both the mission of the University and the issues of academic freedom and faculty control. The mission of the University is one that, as Peter said, is for the public interest. The AAUP, in talking about this decades ago in 1940, said in the Statement of Principles on Academic Freedom, that 'institutions of higher education are conducted for the common good and to further the interests of either the teacher or the institution as whole.' So, if that's our mission, and if combined with that mission is the notion of academic freedom and faculty autonomy over educational matters, then I think that we have to ask whether this current for-profit corporation, as a proposal, raises serious problems. Obviously, I think it does raise those problems and that as
constructed, it's really inimical to the notion of an institution in the public interest for the common good, with faculty control over academic matters.

"I think that this goes deeper and I just wanted to say a couple of comments on that to flesh out why. I think that there is a bias to what is actually going to be improved through this for-profit corporation. There's been discussion about faculty autonomy and faculty control over the integrity and quality of the material, but there's been no discussion of who's going to approve certain projects for this e-Cornell profit-making venture. My understanding of it is that the approval of what will be marketed through this for-profit corporation is that it will be approved by non-academics and that the motivator for what is approved will be whether it will make money. What will make money? Well, what will make money is where there is an audience. Who is that audience? It's corporations. This is a bias away from the notion of education for the public interest where we offer education without the notion of revenue driving what we do. I think that's a huge problem. It's a bias in favor of corporate interest in the educational structural pool. Then we get a bias on campus because explicitly stated in this is the idea that e-Cornell will feed back into the University. Clearly, there is a bias built in. One might say that even in ILR there is an Extension Program where we do Executive Education, and you're right, we do and it's a problem. In keeping that balance in extension programs, one must be concerned that the revenue generating program does not overwhelm and dominate programs in the public interest. We have that problem and the solution seems not to be to create less balance through a corporate entity but to keep it within the not-for-profit division of the University, as Peter was saying, and to ask whether we want to go through these processes as a faculty, not as corporate CEOs deciding what's going to be marketed."

Vice Provost Sansalone: "That's a long statement and I'd like to remind you of the situation that we have now. We can decide to do nothing, but that doesn't mean that nothing is going to happen because our faculty in our colleges are already going out to contract with third parties, and so one of our motivating goals in terms of thinking about this and doing this is to make sure that Cornell's colleges get the greatest returns from their programs. We can decide to do nothing but that doesn't mean that nothing is going to happen and the Cornell name will be used in different ways and lots of rights will be signed away. This is all going to happen anyway. If you think about the ILR situation, all of the programs that are being proposed are transferring Executive Education programs to the Internet. The Hotel School is doing exactly that, putting established executive education programs onto the Internet. So we're already doing all of this, this is just a different mechanism for delivering the problems. I don't see a lot of change in what we're doing because all of these programs are proposed by faculty. You're right that e-Cornell will decide which programs it's going to produce, but CIT is developing the capability to produce other kinds of programs. Remember that it's not e-Cornell or nothing. E-Cornell only has one small piece of a much bigger set of activity that will be available."

Speaker Howland: "We have about seven minutes left and we must reserve three minutes for Good and Welfare."

Professor Danuta Shanzer, Classics: "This may be a really ignorant question from a sort of bottom-of-the-ladder faculty member, but I'm curious about who owns me and who owns my teaching. For example, you're on a nine-month salary and you'd like to offer a course, and suppose that some other university is offering some astronomical sum to teach Latin on the Internet. (Laughter). Do I have the possibility of offering such a course without my title? I understand that my title has the word 'Cornell' in it but suppose I say I'm doing this from home, perhaps Harvard will provide me with a computer to do this from home. I have my own telephone line. Do I have that option or is my title inextricably linked to me in some way that my teaching such a course for another institution that might offer me a more profitable deal is then not possible? Could you clarify that issue?"

Vice Provost Sansalone: "It's a very good question. I don't know how many of you saw the articles on Arthur Miller at Harvard Law School and his foray into the Internet to teach for a different entity. It's exactly why
we're starting to clarify the conflicts policy with examples of exactly that sort of thing. What is permissible? What do you need your Dean's approval to do? What is absolutely not permissible? What can you do under the Cornell name? All of those questions need to be answered because we're moving into a new era. You could be here in residence and teaching courses at a number of other universities and being compensated for those using technology. It's a very good question and we don't have answers for them yet; we're just entering the phase of clarifying what's permissible."

Professor Shanzer: "I just wanted to say that I think it really should be an issue that is presented to the faculty ahead of time in writing so that we know what kind of deal is going to be negotiated before we suddenly find ourselves cattle that can be sold or not sold."

Vice Provost Sansalone: "No, no. The Conflicts Policy has a faculty advisory group, Bob Cooke is on it, and they're working with Jim Mingle to create the kinds of scenarios that you're talking about and to put them in categories. All of this has to be discussed and worked through, but it won't be sprung on you."

Dean Cooke: "Well, I think that the question is will this body have a chance to discuss it before it's over."

Professor Shanzer: "Yes, and will we have a chance to negotiate? The other question is will there be individual negotiations about profit and revenue? Your proposal seems to lay open the possibility of that too."

Vice Provost Sansalone: "You mean the faculty within Cornell? No, it's going to go through your dean. (Laughter). It's going to be a revenue distribution scheme that's not going to be analogous to the CRS policy, but a distribution policy will be set."

Speaker Howland: "I'm sorry we have to conclude this discussion. I'm sure we'll have additional opportunities to discuss this. I now turn to Good and Welfare and recognize Professor Joseph Ballantyne."

9. GOOD AND WELFARE

Professor Joseph Ballantyne, Electrical Engineering: "I speak to place on record concerns expressed by colleagues and shared by me, related to the procedure used in selecting the new Provost. While it is evident that the President has the right to use whatever process he wishes in selecting senior members of his administration, in previous administrations the process of selecting those for high-level appointments involved the appointment of an advisory committee representative of the diversity of constituencies affected by the appointment to give advice to the President on potential candidates for the office. This practice was an assurance to the various constituencies that their input was received and considered in the final decision.

"The apparent lack of such an advisory committee in the recent selection of a new Provost leaves some members of the faculty feeling that their inputs may not have been received or considered. Furthermore, the press releases on the subject imply that the nominee is known to, and enjoys broad based and widespread support across the University Faculty. This has resulted in making substantial groups of faculty, who are unacquainted with or casually acquainted with the nominee, uneasy because of the implication that the nominee has their knowledgeable support. It has left them without the possibility of allaying any concerns they might have by discussing them with a colleague on the advisory committee. I recommend to the President that in future high level appointments, such representative advisory committees be selected to assist in the process.

"I believe it may be timely for this faculty to consider implementing procedures for providing faculty input on future appointments and reappointments of senior academic administrators, such as Deans, the Provost, and the President. Thank you." (Applause).
Speaker Howland: "Do I hear a motion to adjourn? Meeting adjourned."

The meeting was adjourned at 6:00 P.M.

Respectfully Submitted,

Kathleen Rasmussen, Associate Dean and Secretary of the University Faculty