A Meeting of the
University Faculty Senate
Wednesday, November 12, 2014

1. CALL TO ORDER

Speaker, Professor Bruce Lewenstein: "Good afternoon. I would like to call the meeting of the University Faculty Senate to order. We are doing so on time, so that we can try to keep the principle of following time.

"I'm Bruce Lewenstein, the speaker. I want to begin by reminding you there are no photographs or tape recordings, except for the official tape recording of the meeting. I ask everyone to please turn off your cell phones and e-mail notifications and tablets and computers that make noises and all those other things.

"I will remind you again to please identify yourself, once the microphone has come to you, at such time as you speak, so we can identify you in the minutes. It is important not just for the people in the room, but when we are compiling the minutes as well.

"As in previous meetings, we'll be using a method of asking you to limit any comments or remarks to two minutes. And Parliamentarian Sam Nelson is down here with his iPad big timer that he will stand up when you get close to your time.

"No one requested time during Good and Welfare, so we will use that time; we'll let the other aspects of the agenda slip a little bit to use that time. You have received the agenda in advance, including a couple of items that were requested for unanimous consent, so let me begin with those.

"Are there any corrections to the minutes of the past meeting, previous meeting? Without objection, we'll take those as approved.

"There were two different sets of recommendations for changes to the faculty handbook, one set approved by the EPC. Any objections to those items? Without objection, those will stand as approved.

"The proposal to change the name of the Local Advisory Committee to the Research Advisory Committee, any objections to that? Without objection, that will also be approved.

"Next, I invite Joe Burns, university dean, dean of the faculty."

2.   DEAN FACULTY REPORT – FACULTY MATTERS

Dean of the University Faculty, Joe Burns: "Thank you, Bruce. I would like to welcome you all to the November meeting of this faculty senate. We have only less than three weeks of classes remaining in the semester, remarkable as that seems.

"We have, as normal, brought you some goodies from a place on campus. Once again, we have gone back to the Cornell orchard for Jonagold apples and Empire apples. Both of these were developed at the Geneva Agricultural Station and are quite popular elsewhere in Ithaca and were developed during the time when some of us were here at Cornell.

"Please, in our usual way, if you see anyone in your vicinity who you don't know, please introduce yourselves and do hugs or whatever else is necessary.

"Enough fun. I wanted to remind you -- probably you don't need reminding, but in two weeks, we have the Thanksgiving holiday coming up. There was, as you may know -- and if you don't, you should know -- there's a foul-up in the calendar. The Dean of Students office thought that the new calendar was not in force, so they published that classes end at 1:00 on Wednesday, incorrectly.

"And if you look at your official calendar on your wall, the thing that you got in the campus store, it says classes end on Wednesday at 1:00. Officially, they end on Tuesday afternoon, but if you want to come on Wednesday, you know, it's okay. Probably won't have any students, but do tell your colleagues that classes end on Tuesday, less than two weeks from now, for Thanksgiving.

"And I want to also give you the usual admonition; namely, you should not be assigning and your colleagues should not be assigning any extra work. This holiday is supposed to be for relaxation of the faculty and the students, so please do not assign additional work.

"I thought I would spend a little bit of my time this afternoon talking a bit about how I believe faculty governance should work in this electronic era and ask for your help a little bit here. As you saw, at the beginning of the meeting, we had some consent items, three items we put on the call to the meeting that said here's

how faculty positions are going to change. Faculty members, please let us know if you don't agree with these approved actions of the UFC and the Educational Policy Committee. Yet, we heard from no one.

"We don't want to overly encourage you to comment; but if you have anything, please send them in, so that we can then respond to those and go back to the various committees that put forward these motions. So for items that are on the agenda, please read them and ponder them and, if there are any issues, get back to us.

"Earlier in the last year, we had faculty committees that came out with, very detailed reports. The idea there is we published them, and then we had called for discussion online. Online discussion following, say, the fossil fuel divestment report was very effective. We had 40 or 50 people commenting back and forth. That was terrific.

"The other attempts we have had have been enormous failures. So if anyone knows how to improve communication or computer science, please tell me how we should be doing that better to get more online involvement from the faculty.

"And finally, the Dean's office also has been trying to utilize the electronic methods where we call for online comment on faculty matters. There's a comment period, for example – regarding a proposal from the College for Human Ecology about a Professor of the Practice they wish to implement very shortly. That calls for a 60-day comment period, where people can read the document and then comment on whether or not this professorship is appropriate.

"The chairman of CAPP has come to me and said nobody is commenting; he wonders whether senators are going back to their departments and telling their departments that this practice is moving forward. And I said I've got to believe them; they are good people. I know they will be doing that, but maybe not. So please do, in these things, take them seriously and make use of the electronic media that are available to us.

"The last thing I wanted to talk very briefly about was the transition in the leadership. As you know, we are soon to lose President Skorton to the Smithsonian, even sooner to lose Provost Fuchs to the University of Florida and Susan Murphy to happiness. And this is a time where, I think, the faculty really must assert themselves and talk about faculty governance, talk about how we

will interact, how we will carry the institution forward during a period of enormous change amongst the leadership.

"We've got with us today, as one of our speakers, Harry Katz, who, within a few days, will become the interim provost. And he's known to have collaborated extraordinarily effectively with the ILR faculty, and we look forward to working with him in the next few months.

3.   A CONVERSATION WITH INTERIM PROVOST HARRY KATZ

"Among the challenges that the university faces, one of the largest in the next few months will be the loss of Kent Fuchs to University of Florida. Kent has been with us for more than twelve years. He has worked tirelessly to strengthen Cornell. He's calmly taken our university through some extraordinarily difficult financial circumstances and begun to wrestle the very complex organizational beast into submission.

"It's not quite over; tasks to be done by future leaders. He's broadened the university's landscape by encouraging Cornell Tech and making it happen, and by a thoughtful excursion into distance learning. All of this has been done with enormous integrity, good cheer, remarkable good cheer under the circumstances; and he's greatly improved the involvement of the faculty over this period, over the previous administrations.

"So we owe you a debt larger than -- very large. Big. Watch out, guys. I'm Irish. I could burst into tears at any moment at things like this. So please join me in thanking Kent Fuchs for the service and all he's accomplished.

(APPLAUSE)

"Kent has asked if he might speak to the faculty senate."

Provost Kent Fuchs: "Thank you all. I just wanted to say good-bye. Tomorrow is my last day as provost. And I'm so fortunate, you all are so fortunate that Dean Katz will be leading the institution, probably through June, as interim. It depends on how long it takes to get the next provost; but as you saw on that unexpected picture, which is still up there -- could you get rid of that?

(LAUGHTER)

"I have been here twelve and a half years. And in terms of the senate, I think I have a record for attendance, because I try to come to every meeting here and sit in the back and watch you all talk about the provost. It's just been a lot of fun, but it really is a joy to serve at Cornell.

"Even though my last day as provost is tomorrow, I actually resigned from Cornell -- excuse me. I retire from Cornell in December, become emeritus, I get an emeritus ID, and I will be back in ten years and probably sitting here, harassing the provost. So thank you all. You are in great hands. Cornell's a marvelous place to be a faculty member, but also a dean and a provost, so thank you all. Thanks, Joe."

(APPLAUSE)

Speaker Lewenstein: "And with that, our next speaker is a conversation with our interim provost, Harry Katz, incoming."

Dean of the ILR School and soon-to-be Interim Provost Harry Katz: "I actually officially become the interim this Friday morning, which I look forward to, and I appreciate this opportunity to meet with you. I was asked by Joe to participate in a conversation, and I mostly wanted it to be that, so I'm not going to start out by saying much in my opening remarks other than the following: I see, as my central task, to provide stability and continuity to the central administration during this period of transition. And to do that, I'm going to draw heavily on what I have learned in my 29 years here at Cornell.

"I came to Cornell after teaching at MIT for eight years. I got my Ph.D. before that at Berkeley in economics. I came in part as a result of a dual career move. My wife also is on the faculty here at Cornell. We've been absorbed by the Borg and think of ourselves as Cornelians deeply and profoundly, and I'm deeply honored to be asked to play this role.

"There are many things going on at Cornell, and I think in the months that I'll serve, I'm going to try and just continue the deep traditions that we have for excellence, excellence in research and teaching and in outreach, and there's so many initiatives going on. I thought about mentioning some of them, but I think I'll hold back, both because I really welcome the opportunity to interact with you and because I think I'd just only slight the ones I don't have a chance to mention.

"And of course, the last point is, as a faculty member, as a dean, and I assume as a provost, I recognize that the work of this university is done not only by you all, the faculty, but also by the staff. And I've spent part of my effort as a dean to give appropriate recognition to the role often underappreciated and somewhat unobserved of the staff. And I'm going to continue to try and do that, where I can, as a provost.

"So let me then just welcome any comments, suggestions and, of course, questions you may have. I'm happy to say what I can."

Professor Kenneth Birman, Computing and Information Science: "I want to repeat a suggestion that I made to Joe and Kent, but that was shortly before realizing that Kent wouldn't be here to act on it and it might fall on the time period you will be interim provost.

"The relationship between the faculty and C Tech or CC Tech has been very strained with the departure of Allan Paau and us hiring a replacement. I believe there's a search underway. Seems like a wonderful opportunity to try to provide for some form of faculty input into the annual performance reviews of the person who will take that job, and so I simply want to urge you to work with Joe to put a structure in place that would ensure that C Tech would be responsive to the faculty and not only to a balance sheet."

Interim Provost Katz: "I think that's a welcome suggestion."

Dean Burns: "For the record, I wondered, Harry, you have a very special perspective on the new budget model, having been a dean and worked under -- I wondered if you could say a few remarks about how you think it's working and what direction it might change over the next six, eight months."

Interim Provost Katz: "A good, fair question. So I think the introduction of this budget model was a good idea. I think there were unnecessary complications and kind of poor incentives created by the fact that we had three somewhat different budget models prior to the introduction of this. So this model, I think, is good in part because it just adds better coordination across the different units.

"I also think, having lived under the statutory model before this model, that there's something to be said for the kind of transparency and kind of responsibility that you get with what I'll call a revenue and cost-based model,

where you can see what revenues are, what costs are, and then make decisions from that.

"I'm not one of those who thinks -- I'm not sure I ever really find anyone around this institution who fits this caricature. I'm not one of those who thinks our primary task is to think of things exclusively in revenues and costs. I mean, we have deep academic values, and those values should guide our decisions. At the same time, I would like to know what the revenues and costs are and consider that as an element in my decision-making, that still will be fundamentally guided by academic values.

"So now, with regard to the adoption of the model, I think there's something to be said for us to operate in a stretch where we let the model run, rather than sort of quickly modify parameters as we have been doing, as we are going. I think Kent did a great job in the deliberations that surrounded the initial formation of the model.

"I will say, I didn't personally agree with every single particular decision that was made. I was both influenced by the interests I saw of ILR, my own sort of judgments about particular parameters; but I, like the other deans, think what is nice is we collegially discussed, with input from faculty in various forms, and we ended up with a model that we agreed to. And then Kent, once it got started, felt, I think appropriately, the need for some adjustment to some of the core parameters; in particular, the parameter about how we account for in- and out-of-college teaching.

"And there were some other parameter changes made. I think it's now a good time to let the model run and then observe its effects, and then think about whether we need to then make changes, whether minor or major, to it. So again, at this moment, I think we need some stability.

"At the same time, as you know -- and I think the word has spread across campus. I don't think this is a surprise to anyone -- that while the university's overall budget is in balance, the provost's budget is not in balance.

"And it's not in balance because with the pressures of the financial crisis, Kent was, with the approval agreement of the deans -- it was his prerogative, but Kent was cushioning the effects of the financial crisis and not forcing us to make an even deeper set of cuts than we were making in 2008-2009 and all. And I think it's a good time for us to try and move towards a balanced provost budget.

"I'm not exactly certain how we should do that. I'm listening and I'm engaged in conversations with other administrators and other faculty committees, and it's not just going to be my decision in the end anyway over the next several months, but I do think we should try and move towards a balanced provost budget, rather than accumulate an even larger deficit in the provost reserve accounts.

"And we're working hard to try and do that. And that may well entail, you know, somewhat tougher economic times on the colleges and the administrative units than we would have if we just continued to accumulate even larger deficits, but I think it's time for us to balance a budget and then move forward.

"And it's complicated. As part of moving forward, we'll need to work ever harder for more revenue enhancement that's, again, consistent with our academic values and academic mission. And I think we're making great progress in trying to do all of that, to live with, adjust to, respond to the new budget model, as well as try and come to a balanced overall provost budget.

"Again, the good news -- and it is really good news -- is as we've had a balanced university budget, again, to Kent's credit and the credit of all of us that have contributed to this, and also we have a very healthy outlook, lots of opportunities to do the kinds of things we want to do, because they are part of our academic mission, but things that can help us generate future revenues and also a very successful and robust company effort that's going on.

"Again, as a dean over the last nine years, what I found easy to do, easier than I thought going in, was to talk about what we're doing and to talk to donors about what we're doing, because we're doing marvelous things. I didn't find that I had to make things up. I didn't find that I had to stretch things. What I did, as a dean -- I'll do probably less of that as an interim provost, but it's to explain to people what we're doing and, because of the incredible excellence around here, there's a strong interest in supporting what we're doing. And I'm quite optimistic that that's going to help us make it through this somewhat tighter period and move on shortly to a more expansionary growth period. And I look forward to that.

(Off Microphone)
Professor Michael Fontaine, Associate Dean of the Faculty, (here asked Interim Provost Katz how best the faculty as a whole can communicate its views to him about the possibility of revisiting Cornell's financial aid policy of requiring zero

loan dollars of undergraduate students. Fontaine stated that he had learned in committee meetings about university financial policy was that the subsidization of undergraduate tuition and living expenses was the single biggest lever the university could pull in meeting deficits.)

Interim Provost Katz: "I communicate through your college, and that issue gets discussed and deliberated actively at the deans/provost level. I, personally, and I think every one of the deans is committed to maintaining need-blind admission. And it's really a question of sort of adjusting at the margin, as we've done in the last few years.

"And there's great debate about that. There isn't a single obvious solution to how we continue to expand not just upon the principle of need-blind admission, but particular matters about the amount of loan versus outright grant.

"I think the sense among us at the deans/provost level at this point is we're not looking to changes in the financial aid policy and practices as a core part of how we will move to balance the provost's budget. We did make an adjustment over the last couple of years, after a lot of study and a lot of faculty input, into revising some of the parameters and the mix between grant and loan, while maintaining need-blind admission.

"I think, again, we are kind of set in a healthy way for a while on that. And I think the adjustments that are going to occur in the budget process are going to have more to do with other kinds of expenses and revenues, and not be targeted on adjustments and financial aid.

"Longer-term, we'll have to keep looking at it, and as a group decide exactly, you know, how we can sustain need-blind admission as we go forward, but I don't think that principle is going to be under question. Not under question in the slightest, to be honest.

Speaker Lewenstein: "Any further questions?"

Professor N'Dri Assie-Lumumba, Africana Studies: "In President Skorton's white paper on engaging the global world and in many discussions around campus, there is a sense that Cornell is falling behind in terms of other languages, in terms of foreign engagement of students; but one issue or challenge that has been faced by those who want pursue greater or renewed engagement with the global world is financing.

A student who goes abroad, for example, has to pay tuition that they cannot afford. So the realities that are there, what do you think can be done in this critical transitional period to really put together the goals and the needed resources to make it happen?"

Interim Provost Katz: "I think that's a really important issue. I firmly believe we should do nearly everything articulated in that white paper. I believe Cornell should further internationalize student experience and also continue internationalizing ever-more our research and outreach.

"At ILR, we've done a lot. A lot of that came from the initiative of the faculty and staff. I was, as a dean, really more of a facilitator. We reached the point at ILR where, this year, 50% of our students have had significant international experience, study abroad, a serious research project that took them abroad, an internship that took them abroad. As you know, President Skorton articulated a goal for the campus as a whole to reach 50% in several years, and we were quite aggressive in doing so.

"Now, a key part of the way we did it relates very much to your question, which was spending money assisting in the development of programs and, in particular, spending money providing financial support, especially to students who didn't come from wealthy families, who didn't have resources from other devices to deal with the fact that international activity does cost more.

"Many of those students didn't have a passport, hadn't traveled abroad, and so we relied in part on the resources generated from the campaign, from alumni donations. And I directed a nontrivial amount of those donations towards the support of international activity and, in particular, to the support for students.

"And I think the university has to work hard to develop somewhat similar, on a grander scale, resources to do that, because you're right: It takes resources. Program development takes resources and, in particular, getting students to have meaningful experience, truly meaningful experience and making sure it's all our students who are able to have those experience requires additional resources. And we are kidding ourselves if we think that can occur without additional resources, so I agree with you."

Speaker Lewenstein: "Professor Lieberwitz."

Professor Risa Lieberwitz, ILR: "I realize, of course, you are still our dean in ILR, and you are just entering into this position –"

Interim Provost Katz: "Twenty-four more hours."

Professor Lieberwitz: "Right. And so I wonder if there are some issues that at this point you see on the horizon, some sort of substantive issues, in addition to the ones that have been raised already, and during the period over the next semester or so, where you might see the role the faculty senate and UFC in working with you and the central administration on those issues."

Interim Provost Katz: "Well, let me mention the issues which I've thought about. I'd have to think harder and have to learn more about whether there's a specific role for the faculty senate or just a wide and deep role for the faculty in these. One is Engage Cornell. We received a wonderful gift from the Einhorn Trust, through the hard work of many people, Rebecca Stoltzfus, Laura Brown and Judy Appleton included.

"And over the next nine months, we've really got to get that going. There's going to be an RFP issued, and the colleges will have to decide and activate efforts and programs to more fully engage our students in community and other public service engagement. The faculty's going to have to play a very, very central role in that, including creating more courses, because the thrust of that financial support and our proposal is to envelope community engagement around analytic academic work.

"We have wonderful things already going on in terms of engagement, but where we felt we were lacking and needed more support to further develop was to develop coursework. And that's going to require faculty. And the faculty senate gets involved periodically in reviewing proposals, I know, that involve more than one college.

"There may well be proposals. That's again, part of the purpose of this initiative, to get more cross-college initiative. We have been involved, at ILR, we have a lot of interesting service learning, community engagement. Human ecology has great things. We often talk to them, but we don't have joint, coordinated efforts as much as we could and should.

"I know the faculty senate, that's part of what you do. You get involved when we have multi-college initiative. I don't know exactly what form all those

initiatives are going to take, but I think some, maybe many of them, are going to have to come under your purview, when they involve more than one college.

"Another issue that's clearly there is New York Tech campus, having it further blossom. And I'm still learning about what the New York Tech campus really involves. As a social scientist, I haven't been heavily involved in the New York Tech campus, other than what I read in "The Cornell Chronicle," but there's certainly potential questions that will come up from the further development of that campus that relate to matters that need to come before the senate potentially.

"New degree programs already have specialty programs that involve more than one college. I don't know the full timing of all the new offerings that are coming from New York Tech, but I would assume some of them are going to come before you.

"So those are two that sort of strike me, where you'll be involved, and there are certainly matters we are going to be all hearing about, and many of us working on over the next six and nine months."

Professor Charles van Loan, Computer Science: "There's going to be a new president, and there will be a transition to the new administration. Just wondering what role you might play in that."

Interim Provost Katz: "I see part of my role is helping Elizabeth Garrett get introduced to Cornell. I had discussions with her before I took on this role, and it was clear both that she's a remarkable person, with incredible energy, but also a person that doesn't know much about Cornell. She didn't go here, she didn't teach here for a while.

"We're a complicated place, in part because of the statutory endowed nature, in part because the key role that colleges play in our somewhat decentralized structure. So I see part of my role in that transition is, as a Cornell regular that's been here now for 29 years, to help us help her understand the campus.

"She's going to need more than my help, because there's big parts of the campus I'm not especially expert in. And lots of other people, even in the areas where I am more familiar, are going to be able to add to her education and introduction, but I'm sure she's going to be a fast learner.

"I already now talk to her almost every other day, because she works 24 hours a day and is very curious about what's happening and looking forward to being more fully engaged. And that's part of what I see as my role. That's part of what I meant where I'm there to assist in the transition by providing continuity and stability. And part of it is helping her be what I'm sure she'll be: An effective new president."

Speaker Lewenstein: "Thank you."

Interim Provost Katz: "Thanks a lot."

(APPLAUSE)

Speaker Lewenstein: "Next Item on the agenda is a report on the graduate school from vice provost and dean of the graduate school, Barbara Knuth."

4. A REPORT ON GRADUATE STUDENTS & GRADUATE SCHOOL – BARBARA KNUTH,   VICE PROVOST AND DEAN OF THE GRADUATE SCHOOL

Vice Provost and Dean Barbara Knuth: "I'm delighted to have this opportunity to talk with you about graduate education. When Joe and I were first discussing what might be on the agenda, we also talked about talking about including undergraduate admissions and financial aid.

"So now the agenda is out, it's focused on graduate education, and I won't cover the few slides that I had included about undergraduate admissions and financial aid, because of time issues; but Joe, if you would like to invite me back to do a more thorough discussion of that, and particularly with regard to Mike's question and others, I would be happy to do that. I will focus today on graduate education.

"What I'd like to do with you today is to share some thoughts, share with you an overview of enrollment, what's happening in graduate enrollment. And again, this focuses on the graduate school, so this doesn't include the professional school enrollments.

"I'll talk a bit about some of the indicators that, particularly in national discussions of higher education, are very central to some of the analyses of how

graduate education is faring, including time to degree, the student experience, doctoral degree completion.

"I'll share a few thoughts about some of the funding streams and types of funding that we have available for graduate students through the graduate school, talk a little bit about where we are with Cornell Tech, and then conclude with some thoughts and observations about what we're doing with regard to program assessment in graduate education.

"When we look at graduate enrollment, there's a number of trends that are, I think, useful to consider. So what you have here, the red -- this goes from 1993 up until 2013. These are numbers of enrolled students. So these are enrollment in each of these years. The red bars are doctoral degrees, doctoral enrollment.

"These kind of cream-colored bars are professional master's enrollment, and then the research master's. You can see that overall, if you added up all these bars, we'd have an increase in graduate school enrollment of about 16% over this time period.

"Most of that growth, though, has been in professional master's degrees, where professional master's enrollment has increased 88% over that time period. Doctoral education has had a little bit of variation, but for the most part, has stayed fairly steady.

"When we look at degrees awarded, though, and this is where particularly people who attend graduation have commented oh, my gosh; there's so many professional students that we have, that when you come to commencement, particularly when you come to the December commencement event, it feels a lot different; because when we see degrees awarded, remember that doctoral students are here for five, six, seven years, and that's what that enrollment represents, but for professional students, here for a year, sometimes two.

"So when we look at degrees awarded, again, the red bars are doctoral degrees that are awarded each year. And this is '94 to 2014. The brown bars are the research master's degrees, and then these are professional master's degrees. So overall, we see a 37% increase in degrees awarded annually at this time period, and 82% increase in professional master's degrees awarded.

"So that's what you're seeing when you come to graduation. When you came back in 1994, you saw very few professional master's degrees, but now you are

seeing half or so of those individuals are professional master's degrees at commencement time.

"Looking at doctoral degrees awarded over the disciplines, in the graduate school, we tend to group things, for a number of purposes, into life sciences, humanities, physical sciences and social sciences. So this top line is the degrees awarded in physical sciences and engineering.

"And you'll note there was a dip here in the early 2000s, late 1990s, started to go down, dipped a bit in the early 2000s. Now it's back up to about what it was in 1994. This red line that you see are the life sciences. A bit of a drop, but not huge. Social sciences have had a bit of a decline, mostly in this early part, and then somewhat steady. And then the humanities have been somewhat steady over that time in degrees awarded, with a bit of a dip.

"Looking at professional master's degrees, you can tell that there's quite a difference in disciplines, in the participation in different disciplinary groups, broad disciplines, in whether they engage in professional master's education. So this top line, which has had significant growth, is in the physical sciences and engineering. The second line is social sciences, and then at the bottom are life sciences and humanities.

"When we look at the programs, the graduate fields that have professional degree programs of some size, those with more than 100 students enrolled are these: Architecture, biomedical engineering, computer science, Electrical and Computer Engineering, industrial labor relations, operations research, information engineering and systems engineering -- and a mistake that I made on this, also PA should be up here, public affairs -- all of those.

"And again, there's a mix of social science and physical science, engineering disciplines. Then the moderate-sized professional degree programs, city and regional planning, civil and environmental engineering, hotel administration, landscape architecture and mechanical engineering.

"So that gives you some sense of at least where the enrollment is. And then there's certainly a number of programs that aren't listed here that are below that 60 enrollment level; but nonetheless, you can see where some of those degree programs are.

"When we look at what's happening -- there's always questions about the quality of students that we're recruiting. Very difficult, as you know, to have succinct indicators, quantitative indicators, particularly of doctoral student quality, but as a proxy, we do monitor GRE scores.

"And I will note that these are GRE scores for graduate enrollment as a whole. So this is not broken down by discipline. And the reason I point that out, one is the trends overall -- red is doctoral. So doctoral GRE scores are slightly increasing. Professional master scores are slightly increasing. And again, these are the quantitative scores.

"And research master's degrees, a little bit of variability, but increasing; but what's really striking in this to me, these comparative bars, professional master's and doctoral and professional master's and doctoral -- and this is not broken down by discipline, so my theory on this, and we haven't looked at these data in detail, but when you think about professional master's degree and the prominence in physical sciences and engineering, one would expect that professional degree students would have high quantitative GRE scores, and it's interesting that in some cases, as high as our doctoral students.

"When we look at verbal GRE scores, we see a bit more difference; again, though, doctoral students, trending upwards. Professional master's students, staying somewhat steady, but certainly not decreasing; and then research master's degrees, not decreasing, with some variability. And here you see the difference, I think, again because we have different disciplines, where doctoral degree median scores on the whole are higher than professional master's degrees.

"Looking at some of the other indicators of what's happening in doctoral education, we have the ability to compare Cornell and how Cornell is performing with peer group data that's available through the AAU data exchange process. And so what this means is that AAU universities can voluntarily participate by sharing our data on certain statistics with the AAU group, and then we get access to the data that have been submitted.

"So not all AAU universities participate in this. So the data that are available are limited, but we now submit and compare data on doctoral experience surveys, the completion rate, doctoral completion rate, doctoral time degree and also doctoral student funding. So as we go forward, we'll be able to compare how Cornell is doing with peers.

"So as far as doctoral completion rate nationally, you may follow that there's a lot of conversation about relatively low numbers of doctoral students completing their degree. And indeed, the national statistics, from the most recently reported robust national data, is 57% completion rate. This is over all disciplines.

"When we look at Cornell, the completion rate is about 72% of doctoral students, with the five-year average completion rate, and our peer group in the AAU is about 71%. So we're on par with our peers and clearly better than what you are hearing in national discussions.

"Some of the things, even so, given the good statistics that we have, we like to keep doctoral degree completion high. And we know that graduate fields are doing a lot in this regard, but we ask, what can the graduate school do? So at the graduate school level, we have instituted a number of programs towards the academic and professional development of students.

"We are doing many different kinds of support of the writing abilities of students through boot camps focused on proposal writing, on thesis writing, on dissertation writing. We have an English language support office now that supports the academic English needs of international students.

"We have a productive writer LISTSERV that actually has over 200 institutions that are part of that LISTSERV as well, as part of our outreach, and we have various other writing supports.

"We also do what we call milestone reminders. So we work with the DGSs, in cooperation with them, to send reminders to students when upcoming deadlines in terms of what's required in the graduate school code of legislation, about forming a special committee, about taking the exam, completing the exam, so students now are reminded in advance about what some of these milestones are. And we're hearing generally from DGSs that this is helpful towards completion and trying to work out the communications of that.

"We can also look at some of the demographic differences that have been occurring with doctoral degree completion. So this is the cohort that enrolled at Cornell in doctoral programs in '02 and '03, and this is the cohort that started a few years later. This is years since they began their graduate work, and this is the percent completing the degree.

"The three lines that you see, the gray is for international students, the orange is for underrepresented minority students, and the blue is for U.S. citizen, not underrepresented minority. And you can see there were some disparities where international students were completing faster, and underrepresented minority students were completing their degrees slower and, to some degree, at lower levels.

"By this cohort, the graduate school has put into place some robust support structures for academic success. And by this time, we are seeing some of that disparity disappear, without losing some of the good completion rate and time to degree. So we're continuing to monitor this and continuing to think how we can best support our diverse graduate student population.

"We also focus on median time to degree for doctoral students; and again, here what we are doing is to break it into disciplines: Humanities, life sciences, physical sciences and social sciences. Cornell is the red bar, Ivy Plus is this dark gray, AAU comparative are the light gray, and then the dark bar is the national data from the survey of earned doctorates.

"And for the most part, we're doing pretty well, compared to our Ivy Plus peers and to our AAU peers, and certainly much better in median time to degree than national data suggest. Again, many strategies that we're implementing, so many of the things that apply to time to completion also apply to time to degree.

"When we think about doctoral student experience, so where we asked students what they think of their experience as doctoral students -- and again, what we have here is Cornell in red, and the peer group, the AAU peer group -- again, we are only able to compare against five universities who are reporting these same data to the central database. We're hoping that more universities will participate.

"What we find is academic experience, very highly rated. So this is students who are saying their academic experience is good to excellent, around 92%, both in AAU and at Cornell. Student life experience, a little lower at Cornell, rated a little bit lower than at peer institutions. And so again, we are trying to understand why that might be and what we might be able to do to help improve that sense of experience.

"Looking at academic program quality -- and again, this is self-rated by students, how they're rating different elements of the academic program, advising, collaborating across disciplines, and teaching by faculty and curriculum -- the

main difference here is looking at collaboration across disciplines. Again, this is ratings of good to excellent.

"We pride ourselves in the graduate field system, of the graduate field system as a structure enabling students to work across disciplines, work across fields, engage with multiple faculty across the university. So to some degree, that seems to be playing out that students perceive that, compared to peers, as being successful in meeting that goal of collaborating across disciplines. Also teaching by faculty rated slightly higher, so congratulations to all of you.

"Thinking about what students self-report as being obstacles to success, or the way that this question is worded -- and again, remember, that to participate in this, we have to have a common instrument, so it's kind of group think in preparing the instrument.

"The question is actually asked about what do you not consider to be obstacles to academic success, so it seems a little bit non-intuitive, but what our students are reporting is more so, slightly more so than some of our peers, they don't perceive peer competition to be a barrier to success, so that's positive. Our students appear to be more collaborative or benefiting from more collaboration.

"Program structure and requirements, availability of faculty, we're slightly better than peers. Where all schools seem to be low is on time management and self-confidence of students; also, to some degree, academic or social isolation. So again, elements of the student experience that indicates we could be thinking about how to better support graduate students in those ways.

"We also looked at several different components of the doctoral program, so this is financial support. This is the RA experience was helpful to professional development, the TA experience was helpful, and students are treated with respect by faculty. Again, not a lot of difference, compared to our peers. This is the peer group median. This is Cornell University, and that's the overall median when you put all the schools together. So again, slightly better rated on TA experience and RA experience being helpful.

"I'll say, Joe and I had talked about some of the topics that might be of interest to you and identify, that you might have an interest in some funding-related issues, so I'll touch on a couple of aspects; the stipend rates and how we are comparatively with peers and also what the sources of funding, particularly with

regard to the new budget model are for the kinds of financial support that we have available through the graduate school for graduate students.

"So we look at our comparative group that we actually exchange information on about what our past year stipend rates have been. We aren't allowed to exchange information on what our prospective rates would be, because that would be an antitrust violation, but we do at least exchange information with our Ivy Plus peers and stipend rates. And where we aim to be is in about the middle of the pack with the Ivy Plus schools.

"One thing that you'll note is that the range of what those stipend rates are has grown considerably. So back in 2001, it was pretty tight. Now there's a much wider range between the lowest and the highest. So being in the middle of the pack has changed what that means in relationship to the median, which is this solid gray bar, and the average, which is the dotted gray bar.

"One thing that some of you may remember is that towards the beginning of the 2000s, Cornell had fallen to the bottom of the pack with TA stipend rates, and there were three years of increasing the stipend rates at 10% per year, which put a lot of pressure, not in the case of TAs, but in the case of RAs, put a lot of pressure on PI grant budgets, and on college budgets in the case of the TA stipend rates.

"With the RA rates, similarly, again, there was a bit wider range here than perhaps with the TA rates; but again, the tightness here has expanded into a larger range, and you can see, again, this trend that Cornell corrected. And again, we are somewhere in the middle of the pack.

"One of the issues with the RA rates -- again, what these are referred to are the board of trustees-mandated minimum nine-month rate. So there are many departments, many PIs that pay above these rates on RA and GRA rate stipends, but this is the minimum that's required.

"And one of the questions that always comes up when we talk about these rates with directors of graduate studies is what the appropriate peer group is; that for many fields, who the competitor schools are, are not necessarily in the Ivy Plus group. They may be the state flagship universities.

"And when we do student surveys, we do not hear from the students who are admitted to Cornell, but choose not to come, that the financial offer is the reason

why they are choosing not to come. So thus far, we have a lot of evidence that our stipend rates are very competitive, both for TAs and fellowships and for the RA and GRA rates.

"And even looking at some of the AAU peer group data that we have, the schools that are in this particular peer comparison; again, where the gray bar is the peer comparison, are Brown, Illinois, Michigan, MIT, Northwestern, Rutgers, Stanford and Wisconsin. So those schools are down here.

"So when we look at the five-year average stipend, Cornell comes out very well in the top three among that group. When we look at the most recent year, one of these schools didn't report for this year, but Cornell is towards the top. And again, this represents more of that group of both state schools, as well as private schools.

"So then talking just briefly about the kinds of support or the sources of support that are available for graduate funding, particularly for doctoral students, we have three streams of funding really; one are endowed funds that are held for the benefit and by the graduate school.

"The other, second one is called the allocated cost pool, which is something in the new budget model. There's different kinds of allocated costs. These are essentially bills that are given to the colleges to pay out of their tuition and other revenue.

"One of those types of allocated cost is based on the number of doctoral students that are enrolled, associated with a particular college. The other kind of allocated cost that supports graduate education is based on the research direct cost expenditures that are happening, associated with a particular college.

"And then we have the university support pool, which you can think of as a tax on the tuition dollars that come into colleges. That tax goes back to the provost, and the provost can use that for university priorities. And so some of what we do is funded through that university support pool.

"So the types of funding, then, that we have available through the graduate school to support doctoral students are recruitment fellowships. Cornell fellowships are one-year fellowships. Sage fellowships, which are primarily in the humanities and humanistic social sciences, provide the recruitment year, they provide a second year, the dissertation writing year and they provide four

summers of support, of stipend support for students. So Cornell fellowships and sage fellowships.

"The new process that has been facilitated by the university budget model is that we now -- and we are engaged in this right now -- we have a much more robust process for gathering input about how or how many doctoral recruitment fellowships should be allocated to graduate fields.

"So there's been a very involved process of the graduate school providing a variety of data to college deans about what's happening in each of the graduate fields, applications, yield, matriculations, total enrollment, enrollment trends, faculty numbers from every college that are participating in different fields, sharing doctoral experience, survey results.

"The colleges, in turn, have shared information with us about their hiring plans, their strategic goals, what areas they're trying to build. And through this mutual conversation -- oh, and we also solicited comments from all of the directors of graduate studies of the graduate fields and shared that information with the college deans, and then the deans and the graduate school leadership -- so the graduate school leadership met individually with each of the college deans and their leadership teams to talk about where we're aiming with doctoral education, to develop mutually agreeable decisions about how doctoral recruitment fellowships will be allocated to graduate fields. So we're working on that right now.

"We also, as part of the new budget model, adopted this standardized approach to topping off external fellowships, so if a fellowship that a graduate student secures meets certain criteria, basically that it provides at least 50% of the stipend in health insurance, the graduate school, through the funding sources you saw before, will top that off.

"The whole idea is to top it off, then to provide the full nine-month support of stipend and health insurance to encourage students to be pursuing external funding. And then we also provide research and conference travel grants.

"Just briefly about Cornell Tech, where we stand; there's a number of degree programs that have been approved for Cornell Tech. Not all of those are admitting students yet. And part of the decision to hold off on admitting students is related to the faculty hiring plans of Cornell Tech.

"And so the ones that have been approved and are admitting students are the master of engineering in computer science and an MS in information systems; that's offered by two fields, computer science and information science, with a concentration in connective media.

"And then you'll see that anticipated, there are proposals underway to add two more concentrations in healthier life and built environment. There's a couple degree programs approved, but not yet admitting. Aside from the graduate, just to let you know and remind you that Johnson offers an MBA through Cornell Tech, and law is in a stage of proposal, almost approved, I believe, to offer an LLM in technology at the Cornell Tech campus.

"And then finally, what I'd like to do is just touch briefly on how the graduate school is involved in graduate degree program assessment. We participate actively in the external program reviews, where external teams of faculty come to your departments. And included in that is graduate education.

"We also have worked with each of the graduate fields so that the faculty have developed learning outcomes associated with every graduate degree program. We ask that the DGS share with us every two years reflections on how, to what extent students are meeting at least one of those learning outcomes, is the focus every two years, so that DGSs share with us some evidence of what's going on, reflections by the graduate faculty of any improvements that are needed, or different directions perhaps that they might take.

"We also have, on our graduate school web site, a variety of data, some of which you have seen here, that's available to the fields. And then I alluded to some of the surveys we are doing now.

"We do an admitted, not attending student or applicant survey, new student survey, Ph.D. student experience every two years, an exit survey of all graduates every graduation period, and we've just started doing an alumni career outcome survey, multiple years; so over a three-year time frame, we'll have surveyed all alumni from the past 20 years, and then we'll cut back on the numbers of years that we're surveying.

"And then finally, just what comes out of that program assessment information is a robust set of discussions and actions that we take in the graduate school and are being taken in the graduate fields. So some of those discussions have focused

on support structures for time to degree to help students finish and finish successfully.

"The timing of exams, some fields have engaged in discussions about when their Q exam happens or the content or timing of the A exam. Some have focused on revising their curriculum or revising the way that they conduct their introductory seminars with regard to recognizing that what they have been doing hasn't really been supporting the learning outcomes that they've self-identified as being important.

"There are some discussions about advising quality and how we can help graduate fields in DGSs help their students with career planning. In the graduate school, we've developed a goal of having programming, different kind of professional development programming in a number of areas: Communication skills, leadership skills, career development, responsible conduct of research, personal development in teaching.

"And we don't necessarily do all of these, but we try to facilitate discussions and collaborations with partners across campus, career services being one of them. We also try to have conversations with the directors of graduate studies, where DGSs can share best practices with other DGSs, so that we can have a learning community learning from one another about what's successful and what's not.

"The resource allocation decisions, I talked about a bit with the recruitment fellowships, and also we were pursuing external funding, particularly for these kinds of programs. So currently, we have external funding from National Science Foundation, Great Lakes Higher Education Foundation and the Council of Graduate Schools, which enables us to do some of this programming.

"So I'll end there. And I think maybe we can have the lights back up, and we can have a discussion about graduate education. "

Speaker Lewenstein: "Questions? Comments? Everybody's happy with graduate education?"

Vice Provost and Dean Knuth: "I hope so."

Professor Chris Schaffer, Biomedical Engineering: "Barbara, could you talk quickly about the top-off policy, not just for fellowships awarded to graduate

students, but also institutional training grants and how that's going to be handled going forward?

Vice Provost and Dean Knuth: "Sure. So the top-off process for training grants applies to training grants for first-year students. And what we do with that is to top off for the equivalent GRA rate. So basically means a student on the training grant will have the resources in the field, will have the resources available to fully fund them with health insurance and stipend, and the tuition is covered. I don't know if there's anything more, but it's focused on the first-year students for training grants.

Professor Simone Pinet, Romance Studies: "I wanted to ask you if there was any recurring revision of the graduate fields and how they're constituted. We've seen in the Humanities the emergence of new and important fields that we don't have as a field here at Cornell -- thinking of digital humanities, for example -- and waning of other fields of study that are still here. Is there any revision of how these are constituted, how they can be reframed to address changes in fields in general?"

Vice Provost and Dean Knuth: "The question about how fields come to be and how they come to be reorganized or end is a really important one. And one of the most important statements, I think, in the code of legislation of the graduate faculty is that graduate fields are collections of faculty, and so they are driven by faculty efforts.

"So yes, we are having conversations, particularly in the life sciences. And I won't go into detail, because it's still in process, but there are some fields who are having a very focused planning process on coming together and merging several fields into one, to represent both a larger body of intellectual attention, and as well be more successful in supporting and recruiting, attracting strong graduate students.

"We have had a couple fields that have ended, and part of that is a little more difficult. We basically have to prompt that conversation to occur, because when fields are languishing, it's usually because there's no faculty interest; but technically, we need to have faculty involvement to vote it out of existence. So that has happened, actually.

"In those cases, we need to make sure that the students or students who are on leave are taking care of all of that. So if you have an interest, let me know how I

can be helpful in bringing faculty together, to have conversations about what might be appropriate new or in different field structures.

"And that's our role, is try to facilitate, bring the right people together; but it really needs, I believe, and I think the code emphasizes this, is that it really ought to be a faculty-led discussion.

"In practical terms, it's faculty, it's the general committee of the graduate school that would be active, but also, we would need to make sure that the deans of the colleges that might have faculty who would touch on that area would be involved in that conversation as well, because ultimately, the deans, as I tried to explain a bit, have most of the resources in terms of the tuition and other revenue that's coming in to them; but absolutely. If you are interested in having a conversation, please, let's follow up about what those suggestions might be.

Professor Ted Clark, Microbiology and Immunology: "Barbara, it didn't look like there was a particularly big drop off in degrees awarded in the sciences, at least. I'm just wondering whether you are aware of a decrease in acceptances or admissions in the last couple years. And the reason I ask is because, at least in life sciences and probably in physical sciences, there's almost a crisis in grant support now for students, and that really impacts admissions, but I was kind of surprised that there wasn't a bigger drop off in degrees."

Vice Provost and Dean Knuth: "That's a good question about degrees awarded, and also we could think about enrollment and the beginning part of that, which is applications and admissions, which I really didn't focus on the admissions piece. The data were mostly degrees awarded and enrollment.

"I think what we're seeing, to some degree, with degrees awarded and enrollment, we are still seeing students who were admitted and funded through the -- what was that set of funding through the federal government? Stimulus funding, yeah. Stimulus funding. You're right. There was kind of a pocket of that or pulse of that that continued.

"What we continue to monitor, and one of the issues that we discuss when we meet every two years with each director of graduate studies is what we're seeing as funding trends. And in recent years, what we're seeing is a decline in research assistantship funding, somewhat of an increase or dependency in some fields on teaching assistantship funding.

"The piece we are seeing, which is kind of interesting, we are also seeing a growth in fellowship funding that students have secured. For example, National Science Foundation graduate research fellowship funding has increased.

"It's not clear that the hardships that faculty are truly feeling in research assistantship support is yet having a significant impact across the board on graduate admissions in all fields, although I think it's more pronounced in some fields than others, but I think you're right: Over the next few years, we'll probably be seeing more of that impact."

Professor John Brady, Food Science: "I was wondering if you could comment on what this anticipated MS or MPS degree in healthier life down in the Manhattan campus is going to consist of and what departments here it corresponds to. Is this just a nutrition degree, or what is it?"

Vice Provost and Dean Knuth: "That's a good question. So I was referring to -- it's MS, master of science in what's called information systems, and healthier life is one of the three hubs of the Cornell Tech campus, remembering that Cornell Tech is focused on technology-oriented degrees.

"Currently, the two graduate fields that are associated with the MS in information systems are information science and computer science. And so that will be the emphasis of that concentration in the information system's MS. It's more focused on how technology can be used to help people pursue healthier lives.

"Now, to what extent students may minor in nutrition or food science or a related field, I think that's to be determined, but that concentration is in the proposal development stage."

Professor Charles Walcott, Neurobiology and Behavior: "I'm representing CAPE, actually. What do you know about jobs after graduation? Are our graduates able to find gainful employment these days?"

Vice Provost and Dean Knuth: "For the most part, yes. And that's something that we are putting time and attention into. So a couple of years ago, the graduate school partnered with career services, so we now fund half of a career services position, whose role that half is to focus on particularly on doctoral students pursuing nonacademic career paths.

"The other half of that individual's responsibilities, which are funded centrally through career services, focus on international students. I didn't share this, but graduate school enrollment is roughly 45% international; and undergraduate, it's roughly 10% or so. So her role focuses largely on working with graduate students.

"By embedding her with a strong focus on graduate students into the larger career services organization, she's been able to help her services, as a whole, have more awareness about what the needs are of graduate students. So it's not just she who will advise graduate students, but she brings a particular expertise to that. And so I think it's a really useful partnership.

"We do, through the exit survey, ask students if they have identified employment or a post-doc or unknown. And in the last two years, we are seeing more responses of unknown. And so that's something that we really need to pay attention to and keep reinforcing for the directors of graduate studies and for students that resources exist.

"One of the things that we're also trying to work with directors of graduate studies on is helping DGSs understand best practices from one another about how to help their students be successful on the job market, both for academic, as well as industry and government and business positions and all of those.

"Even right now, we're in the midst of doing a series of workshops for graduate students and for post-docs through the graduate school, focused on the academic career search and the different elements of that, how to put together your teaching statement, your research philosophy statement, how to negotiate, once you are offered a position, how to talk about a start-up package, all of those different things, how to negotiate dual career situations.

"We're aiming to help students in that regard, because I think it's really a critical question for what opportunities they have that they are securing afterwards, so thank you."

Professor Chris Garces, Anthropology: "I was interested by your survey item which said pure competition between graduate students wasn't viewed as a barrier to success. This question may relate to the last one, but were you analyzing peer competition for TAships and RAships in that study?"

Vice Provost and Dean Knuth: "I'm not sure I understand the question."

Professor Garces: "In your slide that showed the survey of what wasn't an obstacle to success, one of the items listed was peer competition is not viewed as a barrier to success. Peer competition for what, really? For RAships? Or is this just a global –"

Vice Provost and Dean Knuth: "That's a good question. That wording is how it's reported, essentially how it's asked in the survey. And it's in a bank of questions that is talking more about the academic experience. So we intended that.

"Again, this was multiple universities designing the instrument, but the intention of that is to really think about kind of in the academic experience, is it a competitive environment or is it more of a collaborative environment, so working towards academic success; but I can understand your point about would students more be thinking about are they in competition with one another for the types of funding or for funding support. So that's a useful thing for us to think about. Thank you."

Dean Burns: "One of the areas, when they go around campus and ask how we could most readily raise our research stature, I hear from faculty a statement that if we only had more support for graduate fellowships, postdoctoral fellowships - - and that's been going on 20, 30, 40 years. Why don't we have more and what can we do to encourage alumni affairs and development to get us more funds for this area?"

Vice Provost and Dean Knuth: "So question about the number of fellowships, and I'll focus on doctoral recruitment fellowships. We've articulated, as a university goal, to have enough doctoral recruitment fellowships to have a recruitment fellowship to offer to every incoming matriculating doctoral student. We're at about half that now.

"I, in the graduate school, don't have an alumni affairs and development person, so I don't have a development officer, so what I do is try to work with central AA&D and work with informing the giving officers in the colleges about how to talk about graduate education, how to portray the needs of graduate education.

"We've come up with some strategies. Most of the strategy of cultivating donors focuses largely -- if you take the professional schools out of the equation, focuses largely on alumni who are undergraduate alumni. There's not, at least now, a very developed attention to focusing on graduate school alumni.

"When you think about how do you attract to graduate level giving opportunities those undergraduate alumni, one of the things that we've done is to (with a fair amount of faculty input from individuals -- Harry Greene in Ecology and Evolutionary Biology was a real strong supporter of this) develop what's called a graduate mentoring undergraduate fellowships.

"The idea would be for donors to be attracted to fund a fellowship for a student who would be working either in a lab or in a library situation, mentoring an undergraduate in doing research. There's a lot of enthusiasm for that.

"When we talked about that with the giving officers, but no dollars have been raised for it yet, so we're trying to think about strategies to raise the level of the conversation among the giving officers and alumni affairs and development about how we can target more for graduate fellowships.

"Certain colleges have made this a key priority. Engineering has been phenomenally successful with raising doctoral fellowship funding. Some of the other colleges, not so much."

Speaker Lewenstein: "Time for perhaps one more question. Seeing none, thank you."

Vice Provost and Dean Knuth: "Thanks for the opportunity."

(APPLAUSE)

Speaker Lewenstein: "We have reached the end of the agenda, so I declare the meeting adjourned."