

Shaping the Academic Future

A report from the Provost

Dear faculty, staff and students:

I want to welcome you back to campus for the 2002-03 academic year. Our year got off to an impressive start on Sunday afternoon, Aug. 25, in Barton Hall when faculty panelists and students offered commentary on Mary Shelley's *Frankenstein* to an audience of over 3,500 people. Let me take this opportunity to thank those who participated in the book project and contributed to the intellectual community-building that is its purpose. During the week before our new students arrived on campus, many of us attended the project's orientation meetings of faculty, upper-class students and staff in Robert Purcell Union. We had an opportunity in those sessions to inform one another a little about the history of the gothic novel, about enlightenment and romantic views of reason and progress, and about the significance of natural philosophy and its distinction from what we call "science." We talked about early 19th-century constructions of masculinity, feminist interpretations of the novel and the meanings and functions of monstrosity. Many of us were struck by how invigorating it was to have a conversation about ideas with one another. On Sunday and Monday we were treated to our new students' impressively bold perspectives and incisive questions. I expect *Frankenstein* will haunt the campus for some time to come, and I hope the pleasure we have taken in the exchange of ideas will continue to guide what we do.

This is the start of my third year as provost. One of the many delights of the office is the opportunity to acquaint myself with the extraordinary breadth, diversity and strength of intellectual life at Cornell. I have had a chance to admire not only our research and educational projects, but also the people behind them – faculty, staff and students – whose talent and hard work make this institution the Cornell we love. All of us work in the institution, but we also produce it in our day-to-day interactions, in the pleasure we take in one another and in our work. As much as we criticize the university, and criticize it we must, it also brings us tremendous rewards, moments of joy and a sense of community.

I have just read the deans' annual reports and am impressed by the strength and vitality of our colleges. The colleges are the heart and soul of the institution. Faculty are hired and granted tenure and curricula are developed there. The faculty in departments and the deans of the colleges are the primary guardians of academic standards and quality. The role of the provost and central administration is to understand through extensive consultation with the faculty and deans what the faculty's needs are and to seek, wherever possible, to support them. It is also our task to maintain high academic standards, to encourage our faculty's ambitions, and to set priorities at the university level based on proposals that originate in the faculty, and to make difficult choices about which proposals to support. Those priorities cannot succeed without strong departments and colleges, but they also require that departments and colleges avoid insularity so we can take advantage of universitywide strengths and develop a sense of shared direction.

Specialization and decentralization are essential to creativity, but it is also important to produce and appreciate a Cornell that is greater than the sum of its parts, a place where people work as individuals, to be sure, but also in groups and as members of a larger whole. In the process, Cornell becomes things we cannot account for in purely intellectual terms.

Some critics launch all-out critiques of our dependence on federal funds, corporate partnerships, private fund raising and efforts to create organizational efficiencies. We must con-



Provost Biddu Martin

front the problems associated with our reliance on major funding from outside the university, but we have to approach those problems thoughtfully. I don't think an all-out critique will do. Why? We need to interrogate the situation we are in, not the one we tend at times to associate with "the good old days." Models of "the golden age," when knowledge was pursued only for its own sake, always obscure the complexities of the past, forgetting the ways in which universities have always been susceptible to outside pressures and long dependent on government and private funds.

We have to work together cooperatively to find differentiated and nuanced strategies for the future, taking advantage of the positive opportunities in the university's proximity to its various external influences (and there clearly are some), resisting directions we agree are destructive of core values, and holding open the possibility of exciting changes in the university. If any of the challenges can be said to be new, questions about intellectual property in an age of increasing university-industry

partnerships would be a top candidate. Like faculty and administrators at other universities, we are working hard to take advantage of new opportunities without sacrificing the university's commitment to openness in the creation and transmission of knowledge.

Cornell is well known for the ease with which faculty and students can pursue interdisciplinary work. Permeable boundaries between fields and sub-fields have made our physical science and engineering departments conducive to discovery and innovation. Our national centers, of which the Cornell Center for Materials Research (CCMR), the Cornell Electron Storage Ring (CESR), Cornell High Energy Synchrotron Source (CHESS), and the Cornell Nanofabrication Facility (CNF) are significant examples, have provided vital hubs for interdepartmental and cross-college activity.

The Genomics Initiative, now the New Life Sciences Initiative, is indicative of new intellectual formations and disciplinary shifts. It involves faculty from over 50 departments and most of our colleges. Vice Provost for the Life

Sciences Kraig Adler has day-to-day responsibility for coordination of these programs.

In the humanities, too, Cornell is widely recognized for the vitality of intellectual exchange and community across disciplines. The Society for the Humanities and, more recently, the School for Criticism and Theory have played a significant role in creating the conditions for interdisciplinary interaction, but so, too, have many other interdisciplinary or multidisciplinary programs and departments. The Institute for German Cultural Studies, the French Studies Program, Medieval Studies, the department of Science and Technology Studies, East Asia Program and Latino Studies are only a few additional examples.

Renewal is already well under way in the social sciences, and it, too, requires stronger departments and increasing collaborations among faculty across departments and colleges. The School of Industrial and Labor Relations (ILR) is one of the nation's best places for the study of work, the workplace and employee-employer relations. That the workplace is studied as well in the College of Human Ecology, in the social science departments in Arts and Sciences and in our highly regarded professional schools – the Law School, the School of Hotel Administration, the Johnson Graduate School of Management – makes Cornell's offerings uniquely broad and deep. We have rich interdisciplinary research and curricular programs in international studies, with longstanding strengths in the study of East Asia, Southeast Asia and Europe. Latin American and Near Eastern Studies are increasing their interdisciplinary offerings, and the College of Agriculture and Life Sciences, the Law School, the Johnson School, Hotel and ILR are just a few of the colleges that are expanding their international programs and focusing on "globalization."

Finding administrative arrangements adequate to changing disciplines and interdisciplinary research and teaching is one of our most significant challenges. Universities must live with the tension between the preservation and transmission of a core of disciplinary knowledge and the structures that have supported that core, on the one hand, and development of new structural arrangements to support evolving modes of discovery, on the other. How do we negotiate that tension? I will risk a platitude and assert that one size cannot fit all situations. The one constant to which we should adhere is dedication to a careful deliberative process. Among responsible parties acting in good faith it is possible, I believe, to be protective of structures that have worked well and inventive when invention is required. Over the past few years, we have done both, authorizing new arrangements in some cases and bolstering traditional structures in others. In some instances, the inventions have fostered preservation precisely by virtue of their departure from the status quo, even as preservation provided the necessary condition for something new. Examples of new arrangements include the lead dean model for the biological sciences and, in somewhat different form, for the Einaudi Center and the Center for the Environment. Such models require greater interac-

Continued on 2a

Institutional Priorities

Strategic Agenda: The Best Research University for Undergraduate Education

- Improve undergraduate education, taking full advantage of the strengths of a research university.
- Invigorate strategic enabling areas in the sciences, increasing cross-college collaboration.
- Highlight and enhance the humanities and social sciences.
- Continue to improve faculty and staff compensation.
- Build greater diversity among faculty, staff and students.
- Fortify long-term relationship with New York State and SUNY.
- Maintain broad student access to a Cornell education.
- Increase information technological capabilities for faculty, students and staff.
- Maintain Cornell's quality by encouraging sound resource management and carefully planned improvements.



Trustee Ezra Cornell leads a small discussion group with undergraduate students on *Frankenstein* for this year's New Student Reading Project, in the crypt of Sage Chapel, Aug. 26.

Charles Harrington/University Photography

tion and cooperation among deans, as well as between deans and university administrators, but they have the potential to save administrative costs and permit the reallocation of funds to academic program needs.

In this report, I want to review our universitywide priorities, discuss their status through a presidential transition, give you an update on some of our projects and reflect briefly on some issues that warrant attention. Before I do so, however, I would like to identify the individuals and groups who are part of academic decision-making.

Decision-making

Decision-making about priorities at universities is a complicated process that typically involves more extensive deliberation than at other types of institutions. We seek balance between support for core disciplines and new initiatives, among basic and applied research and outreach, and between traditional administrative structures and new organizational approaches. We depend on dialogue and respect for the reasons for decisions. Ultimately, we balance the need for deliberation with the imperative of decision-making and measured action. Prolonged inaction is often tantamount to paralysis, which is its own kind of action.

Academic administrators – department chairs, deans, the provost and vice provosts, and the president – meet with faculty, students and staff to help put institutional issues in context. The president chairs an academic cabinet, which includes the provost, three vice provosts and at least two deans, whose membership rotates. Major academic decisions at the university are discussed in twice-monthly cabinet meetings. Those issues are also discussed every three weeks by all the academic deans at meetings that I chair. In addition, each dean meets with me frequently to discuss relevant academic matters. I depend on the deans to communicate with their respective faculties about these issues.

The Faculty Senate and the student and employee assemblies play important roles in representing faculty, student and staff interests. The president is invited to the monthly meetings of the University Assembly's Leadership Committee. He and I have a standing, monthly meeting with the dean of the faculty. In addition, I attend all meetings of the Faculty Senate and meet monthly with the senate's University Faculty Committee. I have met with the Faculty Senate's Financial Policies Committee, when asked, and meet quarterly with the Faculty Advisory Committee on Tenure Appointments.

We depend on the external program reviews of our departments, which were inaugurated when President Rawlings came to Cornell and have now been completed for more than 35 units. There are now two standing faculty advisory committees on whose advice the vice provosts, the president and I rely, one for the life sciences and another for the social sciences (see Table A). A distinguished panel of external advisers will visit campus this semester to assess our plans for the New Life Sciences Initiative. We also draw on the counsel of faculty task forces and ad hoc committees. As the need arises, I meet with individuals and groups of faculty seeking to promote existing cross-college academic programs or to propose new initiatives.

Trustees are also involved in major academic initiatives and changes. They approve tenure recommendations, the creation and modification of academic organizations, such as colleges, facilities plans and large grant applications. The trustees have a standing committee devoted to the academic affairs of the institution and a separate committee for our land-grant mission and our relationship with New York state. Trustees and many members of our distinguished alumni are represented on the advisory councils that help guide the individual colleges.

It should come as no surprise that an institution as large and diverse as Cornell produces hundreds of initiatives to enhance academic and educational programs. Reading the annual reports of the academic deans and other academic program leaders reminds me of the university's rich array of curricular offerings and research programs. This year's reports highlight the growing number of cross-college collaborations and the convergence between college goals and universitywide priorities and initiatives. These priorities, which involve activities at the department, college and university levels, are discussed below.

Enhancing Undergraduate Education

Last year, President Rawlings and I estab-

Advisory Councils

Life Science Advisory Council (2001-2002)

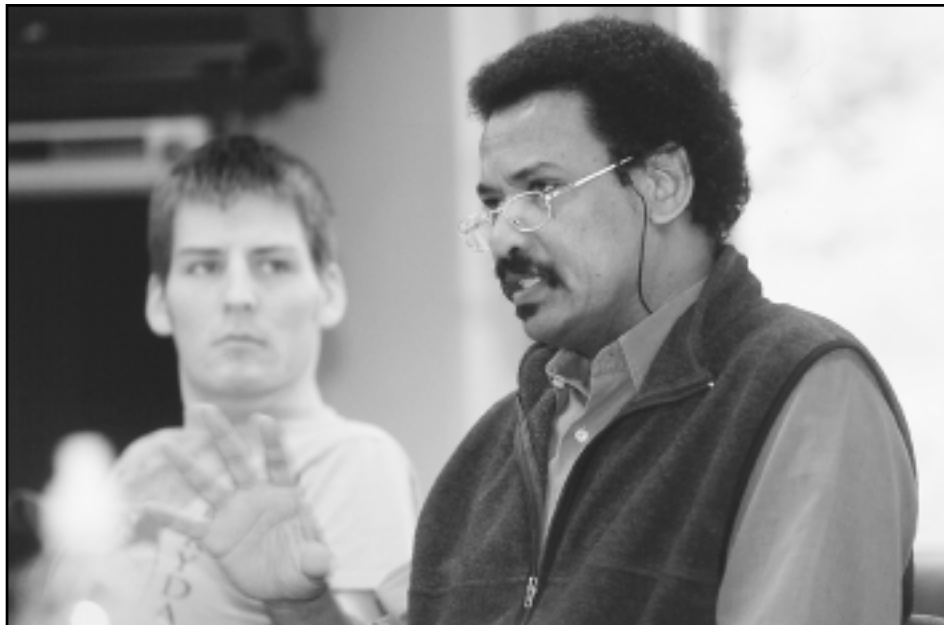
Professor Charles F. Aquadro, Molecular Biology and Genetics
 Professor Barbara A. Baird, Chemistry & Chemical Biology
 Professor Carl A. Batt, Food Science
 Professor Richard A. Cerione, Molecular Medicine
 Professor Alan R. Collmer, Plant Pathology
 Professor Sol M. Gruner, Physics
 Professor Nelson G. Hairston, Jr., Ecology & Evolutionary Biology
 Professor Maureen R. Hanson, Molecular Biology and Genetics
 Professor Gary E. Harman, Horticulture Science, Geneva
 Professor Ronald R. Hoy (chair), Neurobiology & Behavior
 President Daniel F. Klessig, Boyce Thompson Institute
 Professor Michael I. Kotlikoff, Biomedical Sciences
 Professor Susan J. Riha, Earth and Atmospheric Science
 Professor Michael L. Shuler, Chemical Engineering
 Professor Steven D. Tanksley, Plant Breeding
 Professor Watt W. Webb, Applied & Engineering Physics
 Provost Bidy (Carolyn A.) Martin, Provost's Office
 Vice Provost Kraig Adler, Provost Liaison

Life Science Advisory Council – External Committee

Professor Gerald R. Fink, Whitehead Institute for Biomedical Research
 Professor Robert Langer, Massachusetts Institute of Technology
 Professor Pamela A. Matson, Stanford University
 Dr. Christopher Somerville, Carnegie Institution of Washington
 President Harold Varmus, Sloan Kettering Memorial Cancer Center

Social Sciences Advisory Council (2001-2002)

Professor Francine D. Blau, Labor Economics
 Professor Mary C. Brinton, Sociology
 Professor Stephen J. Ceci, Human Development
 Professor David A. Easley (chair), Economics
 Professor Shelley Feldman, Rural Sociology
 Professor Martha L. Fineman, Law School
 Professor Ravi Kanbur, Applied Economics and Management
 Professor Michael Lynch, Science and Technology Studies
 Professor Maureen O'Hara, Johnson Graduate School of Management
 Professor Jonas G. Pontusson, Government
 Professor Mats Rooth, Linguistics
 Professor David E. Sahn, Nutritional Sciences
 Professor Michael J. Spivey, Psychology
 Provost Bidy (Carolyn A.) Martin, Provost's Office
 Vice Provost Walter Cohen, Provost Liaison



Orlando Soria '04, left, from architecture, art and planning, joins in the African cinema course taught by Salah Hassan, right, chair of the Department of History of Art, at the Africana Studies and Research Center.

lished the position of vice provost for undergraduate education. Well before he was appointed to this position, Isaac Kramnick was playing a leading role in the West Campus project, which may be the most important example of efforts to integrate the intellectual and residential life of students. Assuming municipal approval, construction of House One, on the parking lot at the corner of Stewart and University, will begin this winter. Sometime this year, the president will name the faculty member who will preside when this house opens, probably in 2004. A number of colleges have made the involvement of their faculty in the West Campus project a high priority.

This year Vice Provost Kramnick assumed primary responsibility for the book project. The choice of *Frankenstein* has generated a great deal of enthusiasm on campus and led to unprecedented collaborations with Tompkins County and the city of Ithaca, which have adopted the book for a "civic reading project" of their own. Cornell donated 750 copies of the text to the Tompkins County Library and 600 to Ithaca High School to facilitate reading by members of the community. Because students and faculty asked for more follow-up support than we had organized last year, we planned a

film series on "Frankenstein Fridays" and four faculty "Monster Talks" that will be given twice, once on North Campus and again at the Tompkins County Library. On Trustee-Council Weekend, faculty members will lead 25 groups of Cornell councillors and students in a dialogue about *Frankenstein*.

In addition to the book project, the Provost's Office played a role in another initiative for freshmen on North Campus. Working with Susan Murphy, vice president for student and academic services, Campus Life and the Dean of Students Office, Vice Provost Kramnick has arranged to have the Cornell Interactive Theatre Ensemble give 21 performances for new students during the first month of the semester. The performances will promote discussion of diversity among students, both immediately after the performances and later in the residence halls. The Provost's Office also sponsored a university teach-in the week after Sept. 11, a teach-in on the Palestinian-Israeli conflict and the Diversity Dialogues – six university lectures in April on race, ethnicity, gender and sexuality.

Of course, most initiatives in undergraduate education originate with the faculty, in departments, and programs and colleges – as well they should. I have space for only a few

examples of the ways in which students are benefiting from the faculty's leadership in established and emerging fields. Faculty members in the College of Arts and Sciences have adopted a college curriculum-committee proposal to modify the humanities and social science distribution requirements. The college has also established sophomore seminars, which give students more opportunities to study with distinguished professors in small-group settings. The Faculty for Computing and Information Science (FCIS) has created a program of study for undergraduates in Bioinformatics and Computational Biology, which will be managed by the Office of Undergraduate Biology, and has completed work on an undergraduate minor or concentration in information science, which is now in place in five of the seven undergraduate colleges.

I could list many other examples, from the increase in support for undergraduate research to the efforts to strengthen academic and career advising, from the diversity education in ILR to the new major in CALS in environmental science, or from Human Ecology's new interdisciplinary upper-level courses in the strategic areas of health, life course and genomics to the College of Engineering's first course in a new nanofabrication curriculum and its leadership in curriculum development for biomedical engineering. Let it suffice to say, however, that the commitment in the colleges to improve curricular offerings and provide new educational opportunities to undergraduates is impressive. So is the abundant evidence of collaboration among departments and programs within individual colleges and among colleges and schools and the degree to which undergraduate and graduate students are benefiting from cutting-edge research initiatives.

Developing the Faculty of the Future

One of the primary duties of the deans, president and provost is to help foster an environment in which the faculty can flourish. This requires time, appropriate space and protection of the freedom to go wherever thought leads. University professors are often among the least understood and appreciated professionals. It is fashionable to accuse faculty of working little, having too much job security, and being too removed from the practical and useful. As faculty know all too well, a professor's day is, in fact, overfull with teaching, advising, mentoring, committee work for the department, college and university, as well as research and publication. Updating courses on the basis of new research and interacting with colleagues, many of whom are not at Cornell, all require time, imagination and extraordinary devotion and persistence. The faculty member's professionalism assures that students will be presented with the most up-to-date material and the instructor's best thinking on a subject. Professors present their work to multiple audiences – colleagues in their field, undergraduate and graduate students, funding agencies and the general public. They need and deserve time, space and support to investigate, analyze and frame issues, as well as to communicate their findings to their publics.

As they support research and teaching, academic administrators must also protect academic freedom, a freedom threatened by ideological and political pressures and, at times, by the pressure to make knowledge useful or immediately relevant. Here again we are challenged by the need to balance competing claims on us. We benefit from our relationships with institutions, businesses and communities outside the university and from the opportunities they provide for the material realization of ideas and discoveries. It is also our land-grant responsibility to produce transferable knowledge for the benefit of society. On the president's behalf, Vice Provost Francille Firebaugh is overseeing the five panels charged with reconceptualizing the land-grant mission in the 21st century. The results of that work promise to be compelling (see Table B).

In my view, there is also enormous value – to society and to the academy – in the scholarly pursuit of knowledge for its own sake. Given the size and attractiveness of many of our strategic enabling areas, many have asked whether sufficient attention can be given to less visible, current, or easily fundable academic interests and disciplines. I am not sure I have the definitive answer to that vexing question, but we are already trying hard to give them support and adequate resources. As you will see in Table C, highlighting planned investments in capital facilities, faculty positions and program support, the humanities and

Continued on 3a

B Land Grant Mission Review Panels

Five panels of faculty, staff and trustees are assessing existing programs and are charting the direction of policies that: a) address pressing state needs, b) generate and allocate resources effectively, c) redraw the boundaries between applied and basic research, d) reduce the barriers between departments and develop working relationships between the endowed faculty and faculty from the state-assisted colleges, e) consider relevant ethical issues, and f) involve undergraduate and graduate students.

Outreach/Extension: Colleges of Agriculture and Life Sciences, Human Ecology, and Veterinary Medicine

Provost Emeritus Malden C. Nesheim (chair), Professor Ronald G. Ehrenberg (co-chair)

Outreach/Extension: Industrial and Labor Relations

Dean David W. Butler (chair)

Engineering Outreach: Economic Development

Professor Christopher K. Ober (chair), Professor Clifford R. Pollock (co-chair)

K-12 Education

Dean Patsy M. Brannon (chair), Provost Biddy Martin (co-chair)

Technology Transfer

Professor W. Ronnie Coffman (chair)



Charles Harrington/University Photography

Duffield Hall, the university's new \$58.5 million high-tech research center, is under construction on the Engineering Quad. The facility is due to be completed in June 2004.

social sciences disciplines join the strategic areas in the sciences on the list of the university's fund-raising priorities. This next year will be spent working with the colleges to refine our goals for a future capital campaign.

Two years ago university administrators applied for and received foundation funding for faculty seminars. These seminars provide release time for participants and give the president and provost a chance to concentrate on intellectual matters for at least a few hours a week. They bring postdoctoral scholars to campus to teach courses and participate in the seminars. I am delighted that a new undergraduate course on inequality emerged out of last year's seminar and will be taught by a team of faculty.

Faculty compensation commensurate with the quality of the faculty and competitive with the pay rates at peer institutions is essential to a world-class university. Faculty salaries for endowed Ithaca and contract colleges lost value (in inflation adjusted terms) from the mid-1960s through 1980. Over the past 20 years, faculty salaries have risen slightly (in inflation-adjusted terms). Despite the rebound, there has been concern that Cornell was losing ground to key competitor institutions. To address this problem, the Faculty Senate, the academic deans and the administration agreed to define two sets of 10 peer reference institutions, one for endowed Ithaca colleges and one for the contract colleges. As of 2000-01 both endowed Ithaca and contract college average faculty salaries ranked 9.1 percent below their respective peer means. Cornell committed itself to raise each division's average faculty salary level to the mean of its peer group within a five- to six-year period and began allocating resources in 2001-02 to achieve this goal. Early evidence (see graph, Page 4a) shows that we are making progress. Although much work remains to be done, our pledge to this initiative remains firm and will include a faculty excellence fund-raising campaign that will augment the resources available for faculty compensation.

Strategic Enabling Areas in the Sciences

As many of you know, a 1997 Task Force chaired by John Hopcroft and Norman Scott recommended that the university make substantial investments in three strategic enabling areas in the sciences. President Rawlings adopted the recommendations and for several years we have been making strategic investments in Computing and Information Science, Genomics and Advanced Materials. The three domains capitalize on Cornell's strengths across the university in the physical sciences, engineering and computer science. I want to focus here primarily on the extraordinary intellectual ferment that results from the interrelationships among these three areas.

The New Life Sciences Initiative is capitalizing on Cornell's unique resources in the physical sciences, engineering and computation, as well as our strengths in the life sciences – in, among other things, plant biology, organismal biology, ecology, genetics and, increasingly, in basic biomedical research at the College of Veterinary Medicine. The life sciences have changed irreversibly since the introduction of high-throughput genomics technologies – DNA sequencing, expression profiling and proteomics. In part as a result, work in advanced materials has moved rapidly into biomaterials and the fabrication of nanoscale devices to explore them. Cornell is at the forefront in the study of materials purposefully structured at the nanoscale (i.e., near atomic dimensions). In fact, the National Science Foundation (NSF) funded yet another

national center at Cornell this year directed by Professor Bob Buhman, the Center for Nanoscale Systems in Information Technologies. In addition, our three-year-old Center for Nanobiotechnology is the first and only national Science and Technology Center devoted to the emerging field of nanobiotechnology. Co-directed by Professors Barbara Baird and Harold Craighead, the center has as its goal the nanofabrication of devices that advance studies in molecular and cell biology, and to apply this knowledge to design new classes of ultra-small devices that promote health care, food safety and environmental quality. Nanofabrication joins and strengthens the new life sciences.

The Faculty for Computing and Information Science (FCIS) was established to develop universitywide research and curricular programs in computation and information science. In addition to their efforts to build programs in information science and digital arts and graphics, the faculty has developed the area of computational biology and bioinformatics. In collaboration with the Genomics Task Force and CALS' new Department of Computational Biology and Biological Statistics, Dean Robert Constable and the CIS faculty are actively recruiting and retaining distinguished faculty in computational biology and bioinformatics. I should add that CIS has had remarkable success in the recruitment and retention of faculty not only in Computer Science, but also joint appointments in Linguistics, Communication, and Science and Technology Studies. CIS is now drawing on the examples set by Chemistry and Chemical Biology to develop a graduate program in bioinformatics as part of Cornell's tri-institutional program with Memorial Sloan-Kettering Cancer Center and Rockefeller University. Computation, nanostructure science and the new life sciences converge to the benefit of all three areas and of many of our science departments.

Administrative Arrangements for Interdisciplinary Science

As some of you know, the initial arrangements for the FCIS in the spring of 2000 generated questions that needed resolution. On July 1, 2002, following extensive discussions with Dean Constable and Dean W. Kent Fuchs, President Rawlings and I announced the administrative arrangements for the Department of Computer Science and the Faculty of Computing and Information Science. The Department of Computer Science will jointly belong to the College of Engineering and the Faculty of Computing and Information Science and will report to both deans. Every faculty member in the Department of Computer Science will be a member of both the College of Engineering and the Faculty of Computing and Information Science. The College of Engineering will be each faculty member's tenure home. Appointment, reappointment, tenure and promotion processes will follow engineering college guidelines. The dean for computing and information science (who, like all academic deans, reports to the provost) will be integrally involved in those processes. The other programs and/or units now reporting to Dean Constable include: the Information Science Program, the Information Assurance Institute, the Intelligent Information Systems Institute and the developing program in Digital Arts and Graphics. Finally, in order to avoid duplication of effort and unnecessary infrastructure costs, Dean Fuchs has agreed to have the College of Engineering serve as the administrative umbrella for FCIS.

The Social Sciences and the Humanities

Cornell has great strengths in interdisciplinary social science fields as well. In the introductory pages of this report I emphasized our rich offerings in workplace and international

studies. As many of you know, after lengthy consultation over the course of this past year, we decided to ask the College of Arts and Sciences to serve as the administrative home for the Einaudi Center for International Studies. There it will be closely aligned with the intellectual work of faculty in a range of core disciplines, but the center will continue to serve and represent the university as a whole as international studies grow across a range of colleges. We have assigned responsibility for international studies at the university level to Vice Provost Walter Cohen.

Over the past two and half years, faculty members have been working on strategies to enhance the social science disciplines and identify interdisciplinary areas for strategic investment. The task force that completed its work in 2000 recommended investments in the areas of poverty and international development, a longstanding strength at Cornell, in decision theory and in life course studies. Since that time, Professor David Grusky in Sociology has created a center for the study of inequality, which has close ties to the initiatives led by Professor Ravi Kanbur in poverty studies. During the 2000-01 and 2001-02 academic years, the Social Sciences Advisory Council developed additional recommendations, and this past summer we announced a new series of initiatives in the social sciences.

First, we plan to establish an Academy for the Social Sciences modeled in part on two Cornell institutions, one long established – the Society for the Humanities – and the other of recent vintage – the Cornell University Social Sciences Seminar. Each year the academy will bring together about a dozen faculty, most if not all from Cornell, who will receive release time and/or research support to work on a common theme. We expect to have the academy fully in operation by 2005-06, in existing or new campus space, with a director and staff support.

Second, we will provide bridging funds (allocated to departments on a competitive basis) to help recruit distinguished social scientists at all ranks. Preference will go to hiring faculty from underrepresented minority groups, faculty working in interdisciplinary areas and faculty specializing in ethnic studies.

Finally, we will provide funding for two new lines each in the departments of Government and Economics. The allocation will also be for five years, but with the possibility of a permanent appropriation. The criteria will be the same as for the enhanced lines. When fully up and running, these commitments in the social sciences will require, in addition to space needs, over \$1.5 million annually in 2002 dollars. We plan to raise funds from external sources and allocate unrestricted funds to support these initiatives.

University and college administrators have a responsibility to promote the arts and humanities, not merely to defend them. Over the past 10 years, the College of Arts and Sciences has led fund-raising efforts for new facilities for Theatre, Film and Dance and the "Lincoln Hall Renaissance." The college has also undertaken a reconfiguration of space in order to integrate language teaching with the teaching of literature and cultural studies. Architecture, Art and Planning benefited from the renovation of Tjaden Hall and is now raising funds for a new architecture building, Milstein Hall. The Johnson Museum remains one of Cornell's treasures; it, too, has space needs that must be addressed. Our library system makes Cornell one of the premier research universities in the world with its extraordinary collections and its service orientation. Its book collections remain vital to humanists.

At this past year's trustee meetings, we

Continued on 4a

C Planned Investments* in Selected Academic Priorities (2003-2008)

Facilities (\$590 million)

- Africana Center Renovation
- Architecture Facility
- Classroom Renovations
- Duffield Hall
- Energy Recovery Linear Accelerator
- ILR Renovation
- Life Science Laboratory Renovations
- Life Sciences Technology Facility
- North Martha Van Rensselaer Replacement
- Olin/Baker/Clark Halls Renovations
- Statler Hall Addition and Renovation
- Transgenic Research Facilities
- West Campus Residential Initiative

Position, Program, and Graduate Support (\$324 million)

- Advanced Materials
- AEM (undergraduate business)
- Computing and Information Sciences
- Entrepreneurship and Personal Enterprise
- Ethics and Visual Studies
- Humanities
- Physical Sciences
- Life Sciences
- Social Sciences

Universitywide (\$48 million)

- Faculty Position Support
- Salary Programs for All Endowed Ithaca and Contract Colleges

* Investments involve funds already in hand or identified and amounts yet to be raised, including endowments for selected priorities.

paid tribute to Archie Ammons with readings of his poetry, and we introduced our trustees to the prize-winning work of poet Alice Fulton. The president and I asked the Office of University Relations to produce a brochure on the humanities at Cornell. The brochure features work in traditional disciplines, lingering on such gems as our creative writing program, the Knight Writing Program and literary theory; it highlights new initiatives, for example, in visual studies and stresses the renewal of Ethics and Public Life. It also examines the work of individual faculty and students in a range of humanities disciplines. As it stimulates interest in the humanities on campus, we hope the brochure will garner support from donors.

The Mellon faculty seminars in the humanities, which began this past year, are part of an effort to promote intellectual exchange on campus and address problems in some humanities fields across the profession. New Ph.D.s are finding it difficult to find tenure-track positions immediately after completion of their degrees. For that reason, the Mellon Foundation supported Vice Provost Walter Cohen's proposal to bring postdoctoral scholars to Cornell for two years to teach and pursue their research.

With grants we have received from Atlantic Philanthropies, we have provided bridging funds to Arts and Sciences for appointments in American government, history, film and literature. We also added a permanent position to the college for an historian of the modern Middle East. A task force on ethnic studies, which includes students, program directors, deans, two vice provosts and me, has been meeting for several months and will meet throughout this semester to develop recommendations for strengthening our ethnic studies programs and Africana Studies as we make



Robert Barker/University Photography
Stephen Kresovich, top, professor of plant breeding and director of Cornell's Institute for Biotechnology and Life Sciences Technologies, works with two undergraduate students in biological sciences. They are setting up DNA amplifications on the liquid-handling workstation in the institute's campus lab.

the number of scholars underrepresented in American higher education by providing a two-year research, teaching and mentoring experience at Cornell.

The Provost's Office provides support to the Mathematical and Theoretical Biology Institute, for which Carlos Castillo-Chavez deserves credit. The institute encourages undergraduates to pursue advanced degrees in math and sciences and facilitate access to graduate studies for Chicano, Latino, Native American and other minority students. We have allocated \$3 million over the next five years to fund transition and start-up costs for the recruitment of women faculty in the physical sciences and engineering. Finally, under the leadership of Vice Provost Firebaugh, along

ness and conducting ourselves day to day. The need to make such efforts is a familiar refrain at universities. At this point in our history at Cornell, we must make good on our commitment to change. I realize that some colleges have made successful efforts to reduce administrative costs and may wish, for that reason, that they could opt out of the changes we will need to make. Some efficiencies can best be realized by forms of decentralization or regionalization, others by centralized forms of organization. In the case of at least some administrative functions, effective reorganization of work will require the participation and cooperation of all our units for the good of the whole. We must also make every effort to increase compensation and

gration in research and curriculum across the three departments, the advantages and potential disadvantages of their organization as one college, and the college's longstanding budget constraints. Planning and design for the Life Sciences Technology Building will occupy the time of a large number of faculty and staff, as will the development of plans for new space in the Baker-Olin-Clark precinct to support research at the interface of the physical and life sciences. The two planning processes will require careful coordination.

Based on the recommendations of our external and internal life sciences advisory councils, we must work to identify some of the most significant or promising scientific problems on which our researchers are working and in the pursuit of which Cornell scientists could lead. Promising research questions will help focus our faculty recruitment efforts and our decisions about facilities. Likewise, in the humanities and social sciences, across undergraduate and professional colleges, we must highlight for on-campus and external constituencies some of the key intellectual questions that guide the research agendas of our faculty. Among the universitywide strengths at Cornell of which we could take better advantage I would include environmental sciences, studies of race and ethnicity, workplace studies, policy studies and international studies. As you can imagine, this is by no means an exhaustive list.

Commitment and Continuity

All the priorities and initiatives outlined here originated in the faculty, some of them among faculty within a single college; others resulted from the initiative of faculty members from more than one of our colleges. It is the responsibility of the central administration to support our colleges, ensure that they maintain quality programs and to take full advantage of the opportunities for cross-college collaboration for the good of the university, its faculty and students. We rely for our strength as a university on the well being of the individual colleges and on the coordination across colleges, on what President Rawlings calls "composing Cornell." We rely even more on our human resources and our appreciation of one another.

I would like to conclude by assuring you of my ongoing commitment and the commitment of the university not only to the initiatives discussed in this report, but to the process that has produced the extraordinary array of ideas, proposals and activities that make this a world-class university. Our projects and our outline of the funding we need to support them have been discussed and approved by the Cornell Board of Trustees, who have assured us that their support for our priorities will not waver during the presidential transition. They have made evident their ongoing support for existing priorities by seeking a new president who will "stay the course":

Cornell's 11th president will inherit the strengths of a renowned and global research university. Pursuing clear institutional goals, the new president will further enhance the university's already strong position and will drive a vision to make Cornell the best research university for undergraduate education in the country.

Over the next 10 years, the new president will preside over faculty appointments which will shape the character of Cornell for many decades to come. In research, Cornell's scope and growing interaction among the disciplines in the biological, physical, and information sciences will push the frontiers of knowledge, induce profound changes in undergraduate and graduate curricula, and advance the university's national and international preeminence in key strategic fields. In teaching, Cornell will engage all students, and especially undergraduates, in genuine scholarship and research in science, the humanities, and the social sciences. Solidly framed by liberal arts, Cornell intends to weave living and learning into an exciting and continuous fabric of campus life. And finally, in service to its communities, Cornell will continue to project knowledge and education opportunities beyond its own walls to audiences in Ithaca, New York State, and around the globe.

Cornell University now seeks a president, committed to its mission, who can embrace the size of its agenda and who can lead the university to fulfill its formidable aspirations.

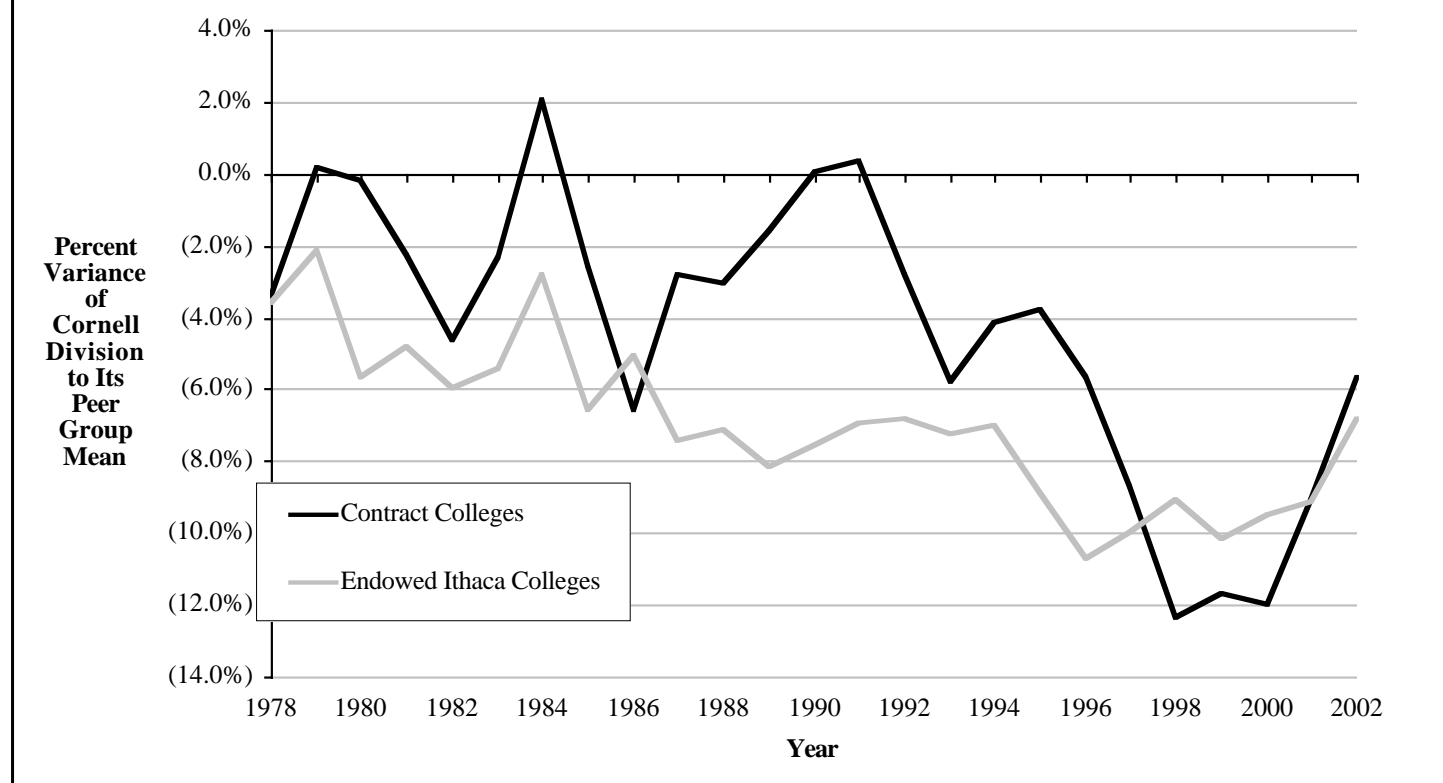
The Cornell Opportunity, p. 1

I wish you all an enjoyable and rewarding semester.

Sincerely,
Biddy Martin, Provost

Variance of Average Ithaca Campus Faculty Salaries to Peer Group Means

(contract college salaries converted to a 9-month basis)



active efforts to provide all our students with education about the changing demographics in our society and across the world.

Diversity

In my role as provost I have made diversity one of the five top academic priorities for the university. Our commitment does not derive from legislative mandates and compliance measures, but from our resolve to "engage men and women from every segment of society" and to foster greater appreciation of difference. The quality of the university depends on the differences among people, their experiences and their perspectives. Increasing the size of the national pool of women and underrepresented minority students and faculty is essential to our success.

I want to offer a few examples of the programs we are either administering or supporting in various ways. The university is involved in outstanding K-12 outreach activities, recruitment programs for students and faculty, and the effort to provide appropriate resources and support for students and faculty from underrepresented groups. In addition, Vice Provost Robert Harris is administering the Provost's Academic Diversity Postdoctoral Program, designed to increase

with a panel of senior women faculty with Francine Blau as consultant, we conducted a gender equity salary study this past year and found that gender was not a significant variable in salary differences in our colleges. We are currently studying our policies on maternity and parental leave.

Workforce Planning

As an institution we have made a commitment to maintain Cornell's quality by encouraging sound resource management and carefully planned improvements. One of our efforts in this area is workforce planning. Vice President for Planning and Budget Carolyn Ainslie is leading this work, which is focused on clarifying the roles and responsibilities of administrative functions across the campus with the purpose of increasing effectiveness and efficiency. One of the major outcomes of the workforce planning initiative will be the reallocation of resources from support functions to our academic priorities. We have no choice but to reallocate if we wish to support the core missions and priorities I have emphasized here. Efforts to change administrative work and create efficiencies are essential, but they are also very difficult; they require changes in familiar ways of conducting busi-

ness and conducting ourselves day to day.

It would be a mistake to believe that reductions in administrative costs alone will permit us to fund all the academic units and initiatives we would like to support. We will have to continue making difficult choices about academic programs as well. Cornell is in good financial shape but, like other universities, we have needs, ambitions and goals that exceed what we can afford without a capital campaign and some reductions in expenditures.

Challenges for 2002-03

The 2002-03 academic year is a critical one for CHESS, CESR and our physicists' Energy Recovery Linear Accelerator project. The NSF will make decisions about funding for these Cornell treasures within the next few months and their decisions will have significant implications. Our Vice Provost for Research Bob Richardson will lead discussions of those developments at the university level. As many of you know, President Rawlings and I have requested purposeful discussion of the possibility that the three departments that make up the College of Architecture, Art and Planning be realigned and located in other colleges. We expect the discussions will last throughout the fall semester and focus on the degree of inte-