

**TO THE MEMBERS OF THE ACADEMIC COUNCIL
FORTY-THIRD SENATE REPORT No. 13**

**Summary of Actions Taken by the Senate
June 9, 2011**

At its meeting on Thursday, June 9, 2011, the Forty-third Senate of the Academic Council heard reports and took the following actions:

1. By unanimous voice vote, the Senate conferred baccalaureate degrees on the Spring Quarter candidates listed in SenD#6517, as recommended by the Committee on Undergraduate Standards and Policy (C-USP).
2. By unanimous voice vote, the Senate also conferred the various advanced degrees on the Spring Quarter candidates listed in SenD#6518, as recommended by the Committee on Graduate Studies (C-GS).

Rex L. Jamison, MD
Academic Secretary to the University
Professor of Medicine, Emeritus

**MINUTES OF THE FORTY-THIRD SENATE
OF THE ACADEMIC COUNCIL
June 9, 2011**

I. Call to Order

Chair David Spiegel called the last meeting of the 43rd Senate to order at 3:20 PM. In attendance were 34 members and 10 ex officio members.

II. Approval of Minutes (SenD#6512)

The minutes of the May 26, 2011, meeting of Senate XLIII were approved.

III. Action Calendar

A. Report on Degree Conferral for Spring Quarter 2011 (SenD#6517 and SenD#6518)

Chair Spiegel announced, "We have the Approval of Degree Lists. I'd like to ask Registrar Tom Black if there are any last-minute changes to the list."

Registrar Black replied, "I have no changes to report."

Chair Spiegel: "The list comes moved and seconded by the Committee on Undergraduate Standards and Policy. So we may vote to confer the degrees on those candidates listed."

The list was approved by unanimous voice vote.

Chair Spiegel "Thank you. I declare the baccalaureate degrees duly conferred on the recommended candidates. Next, also the list of candidates for advanced degrees. Registrar Black, are there any changes?"

Registrar Black responded, "Again, I have no changes to report."

Chair Spiegel: "The list comes moved and seconded by the Committee on Graduate Studies. So we may vote to confer the degrees on those candidates listed."

The list was approved by unanimous voice vote.

Chair Spiegel, "I declare the advanced degrees duly conferred on the recommended candidates."

IV. Standing Reports

A. Memorial Resolutions:

Professor Emeritus, Kurt Mueller-Vollmer, presented a memorial statement in honor of his colleague, Helmut Boeninger, Emeritus Professor of German Studies.

Helmut Boeninger (1903–2000) SenD#6514



Helmut Robert Boeninger, professor of German emeritus, died in Huje near Itzehoe, Germany, on 13 July 2000. He was a native of Frankfurt-on-Main, Germany, and was educated there at the “Realgymnasium Musterschule” High School, graduating in 1922. After two years of practical training, he took up the study of agriculture, first at the Technical University in Munich and then from 1926 to 1927 at the University of Bonn School of Agriculture, from which he graduated with the degree of Diplom Landwirt, and then practiced farm administration for one year in Pomerania, Germany. He came to the United States in 1929 as a member of a German student cooperative organization, but in 1933 he decided to stay in the U.S. and to enroll at the University of Wisconsin, Madison, as a graduate student in German, receiving his M.A. degree in 1934. From 1934 to 1936 he held a graduate assistantship at the University of Wisconsin, and in 1936 he was appointed instructor in foreign languages at the University of Omaha, Nebraska, where he was promoted to assistant professor in 1938. In 1941 he took a leave of absence in order to continue graduate studies in German for the PhD degree at Stanford University, where in 1942 he completed a dissertation on sociological aspects of the German fin-de-siècle novel. At Stanford he served as instructor in German from 1945 to 1947 and then was appointed assistant professor of German. He was promoted to associate professor in 1956 and became full professor in 1966; he retired in 1968.

Professor Boeninger’s main interest was in the area of pre- and post-war German literature, in particular the theater of Bertold Brecht and the works of such eminent modern novelists as Thomas Mann, Robert Musil, Franz Kafka and Alfred Döblin. He was one of the first in the country to pioneer the study of the literature of East Germany. With his wife Hildegard Boeninger, who worked at the Hoover Institution, he published an edition of texts by the then well-known popular writer, Heinrich Spoerl, for use in German language instruction. His interest in the German radio play led to the publication of a textbook collection of some of the most important of these plays. When his wife died unexpectedly in 1958, he took over the responsibility of caring for their two young children. His main contribution to Stanford was in his teaching; he was an engaging, highly effective and popular teacher in the undergraduate program. He regularly taught German language and composition classes at all levels as well as courses on the classical and modern master works of German literature, but he also supervised Masters and PhD theses. Notable was his ability to bring to life in his lectures key works of modern literature, such as Döblin’s novel, Berlin Alexanderplatz, and to make his students visualize and experience their relevancy. He also played an active role in national professional organizations like the American Association of Teachers of German, where he served for many years as associate editor of its journal, The German Quarterly. Helmut Boeninger is still remembered warmly by former students and colleagues. He is survived by his second wife Ruth, his daughter Garda

Ghista, his son Robert, and six grandchildren.

Mister Chairman, I have the honor, on behalf of a committee consisting of myself, Kurt Mueller-Vollmer and William E. Petig, to lay before the Senate of the Academic Council a resolution in the memory of the late Helmut Robert Boeninger Professor Emeritus of German Studies, in the School of Humanities and Sciences.

All present stood in silent tribute.

Chair Spiegel thanked Professor Mueller-Vollmer and Lecturer Petig.

Professor Jim Milgram presented a memorial statement in honor of his colleague, Paul Cohen, Professor Emeritus of Mathematics.

Paul Cohen (1934–2007) SenD#6516



Paul Joseph Cohen, Emeritus Professor of Mathematics at Stanford, died of a rare lung disease on March 23, 2007 at Stanford Hospital. He was 72.

He was one of the most brilliant mathematicians of the twentieth century, famed for his work in set theory, winner of the 1964 Bôcher prize, the 1966 Fields Medal (the top honor in mathematics), and the 1967 National Medal of Science. He became an honorary foreign member the London Mathematical Society in 1973, the 77th mathematician so honored in the last 150 years.

Paul's most famous work was done while he was at Stanford. In an utterly surprising way he gave the final answer to a question raised by Cantor in connection with his discoveries of different orders of infinity. He completed the proof that the continuum hypothesis is independent of Zermelo-Fraenkel set theory and even ZF together with the axiom of choice. The technique he developed for the proof, known as "forcing," has come to play a crucial role in the transformation of set theory into a modern, sophisticated field of mathematics.

Mr. Chairman, I have the honor, on behalf of a committee consisting of Grigori Mints, Robert Osserman, and myself, to lay before the Senate of the Academic Council a Resolution in memory of the late Paul Cohen, Professor Emeritus in the Department of Mathematics, School of Humanities and Sciences.

All present stood in silent tribute.

Chair Spiegel thanked Professors Milgram, Mints and Osserman.

Professor Emeritus, George Parker, presented a memorial statement in honor of his colleague, Robert T. Davis, Professor Emeritus in the Graduate School of Business.

Robert T. Davis (1920–1995) SenD#6515



Robert T. Davis, the Sebastian S. Kresge Professor of Marketing, Emeritus, at Stanford Graduate School of Business died August 17, 1995, at Stanford University Hospital, of pneumonia. He was 74 at the time of his death. Davis left his mark on the Business School in many ways, including leading the Sloan and Executive Education programs, bringing a passion for teaching into the classroom, and making extraordinary and selfless contributions to the GSB throughout his career which spanned more than three decades.

In 1996, family, friends, and colleagues established the Robert T. Davis Lifetime Achievement Faculty Award at the Graduate School of Business to honor his memory. The award, which is presented periodically and has been presented 13 times, recognizes a current Business School faculty member for exceptional contributions to the mission of the school. Davis enjoyed a long academic career but also enriched his knowledge through his connections with industry leaders. In 1979, Bob took a leave of absence to serve as a board member and vice president of Nike, Inc. in Portland, Oregon. Through that relationship, Phil Knight the founder and CEO of Nike and one of Bob's early students, ultimately became the lead donor to the recently inaugurated new business school campus.

Davis was the recipient of the School's award for Distinguished Teaching and the Stanford Business School Alumni Association's Silver Apple Award for his service to alumni. He retired from active teaching duties in 1990. According to Albert Hastorf, Benjamin Scott Crocker Professor of Human Biology, and Professor of Psychology, and Provost Emeritus, Bob Davis was one of the premier marketing teachers in the world. He was noted for his contributions to marketing theory -- and to the interface between marketing academics and the practice of marketing management. To those of us privileged to know him, he was a friend of rare good humor and bright, optimistic demeanor. Throughout his career he brought luster to the Graduate School of Business and to Stanford University.

Mr. Chairman, I have the honor, on behalf of a committee consisting of Professors Albert Hastorf, David Montgomery, Charles Bonini, James C. Van Horne and myself, George Parker, to lay before the Senate of the Academic Council a Resolution in the memory of the late Robert T. Davis, Professor Emeritus at the Graduate School of Business.

All present stood in silent tribute.

Chair Spiegel thanked Professors Parker, Hastorf, Montgomery, Bonini and Van Horne.

Michael Fayer, Professor in Chemistry, presented a memorial statement in honor of his colleague, Eugene van Tamelen, Professor Emeritus of Chemistry.

Eugene van Tamelen (1925–2009) SenD#6488



Eugene Earle van Tamelen was born in Zeeland, a small town in western Michigan, on July 20, 1925 and died, December 12, 2009, at the age of 84. He attended Hope College in Holland, Michigan. He graduated in 1947 and continued his education at Harvard, where he received his PhD in chemistry in 1950. He published his first paper in the Journal of the American Chemical Society while still a Hope undergraduate. This was the first research paper published by a Hope student in a peer-reviewed journal.

After receiving his PhD, van Tamelen began his academic career at the University of Wisconsin. He rapidly rose to the rank of full professor. In 1962 he was recruited to Stanford. During his career van Tamelen published over 200 scientific papers in the most prestigious journals; he was a mentor to more than 200 graduate students (including a future Nobel Laureate) and post doctoral scholars, who went on to very successful careers both in academia and in industry. Gene worked in the field of synthetic organic chemistry. He was a master of total synthesis of both natural products and of molecules that nature never made. His intelligence, creativity, and his amazing ability to visualize molecules in three dimensions led to many breakthroughs in the synthesis of complex molecules. His work was characterized by extraordinary imagination. He strived for, and succeeded in accomplishing, elegant and simple solutions to difficult and complex problems. van Tamelen made numerous contributions to the organic chemical synthesis of biologically important molecules. He worked on explicating the biological synthesis of cholesterol, a molecule that is essential to many organisms including humans. He invented an ingenious synthesis of squalene oxide, and proved it is made in the liver and is the penultimate intermediate and trigger for the cascade, from which in a single step the entire, complex cyclic core of steroids emerges. Pioneering work like this and many other developments of reactions and methods became very important in the pharmaceutical industry.

van Tamelen was a member of the National Academy of Sciences and received many of the major awards and prizes in chemistry. He served as Chair of the Chemistry department, where he played an important role in building the department. He was extremely generous with his time and mentored new faculty members. Gene van Tamelen had a flare for science and a zest for life that was infectious. He was liked, admired, and respected by everyone who knew him. He is survived by Mary, his wife of 58 years, two daughters, Jane van Tamelen and Carey Haughy, a son, Peter, and five grandchildren.

Mr. Chairman, I have the honor, on behalf of a committee consisting of Professors John Brauman, James Collman and myself, Michael Fayer, to lay before the Senate of the Academic Council a Resolution in the memory of the late Eugene van Tamelen, Professor Emeritus of Chemistry, in the School of Humanities and Sciences.

All present stood in silent tribute.

Chair Spiegel thanked Professors Fayer, Collman and Brauman.

B. Steering Committee

Suddenly, a member of the Senate raised his hand.

“Mr. Chair, I rise on a point of personal privilege. The steering committee has heard a report of a psychiatric emergency and we’d like to consult with you.”

[Laughter]

Chair Spiegel’s eyes widened, “Uh-oh.”

[Laughter]

The member strode down to the front. It was none other than David Palumbo-Liu, Vice Chair of the Senate and Steering Committee. He wore a doctor’s white lab coat with a stethoscope in the pocket. The name on the front pocket read, “David Spiegel, MD.”

A sign, “Doctor is in,” appeared and was displayed prominently. A group, including a woman in a nurses uniform, gathered at the floor of the Senate. The nurse looked remarkably like Trish Del Pozzo, Assistant Academic Secretary.

“Dr. Spiegel’ said, “Nurse, can I see my first patient?”

Nurse Del Pozzo replied, “The patient is here.”

The patient, who looked strikingly like Professor Mark Zback, said,

“Doctor, doctor please help me. I am having recurring nightmares. Year after year, it’s faculty meetings, Senate meetings, meetings about meetings. There is even a committee about committees in my dreams.

“Can you help me?”

‘Dr. Spiegel’s’ eyes lit up. “Ah, a true case of *repetition compulsion*, a common malady amongst university professors in deliberative bodies. But let me ask, are you sure you’re asleep when this happens?”

[Laughter]

“In any event, we must break this endless cycle. My advice: it’s probably not going to get any better so take two pills and get used to it. And don’t forget the co-pay on your way out.”

‘Dr. Spiegel’ handed some white pills that looked as big as marbles to the patient.

“Next.”

Another patient appeared. He was the spitting image of Professor Brad Osgood. His hands were shaking. He looked very nervous.

“Hello, doctor, it’s me again.”

[Laughter]

‘Dr. Spiegel’ sighed, “Oy vey.”

[Laughter]

The patient responded, “The pill you gave me last time was great, but the problem is still there and it’s not going away. It’s accreditation, doctor.”

[Laughter]

The patient continued, “I don’t know what to say. I can’t eat, I can’t sleep, I wake up at night thinking of measuring student-learning outcomes. Doctor, can you do something for me?”

‘Dr. Spiegel’ replied, “Well, the problem is that it actually means nothing.”

[Laughter]

“The first step in recovery is to recognize that. This time, take two pills and wait two more years.”

The patient looked stricken, “Two more years?”

‘Dr. Spiegel’ nodded, “If it persists, give me a call. And don’t forget the co-pay.”

Some of the large pills were given to the patient.

The next patient looked very much like Professor Martha Cyert.

“Hi Doctor, I hope you can help me. My name is Shirley Ballistic. I’m a student at Stanford and I feel like I should be getting more out of life. I’ve already taken all the upper and lower division courses in the aeronautics, astronautics and astrophysics. But I’m just not feeling fulfilled.”

‘Dr. Spiegel’ said, “You’re the Ballistics student I’ve been hearing about. Clearly you’re suffering from SUES Syndrome. This might take years to resolve. My advice is get used to it, take these pills, and sign up for a course on French cinema.”

[Laughter]

“You’ll feel much better.”

“By the way, don’t forget your co-pay on the way out.”

Some of the pills were handed to the patient.

‘Dr. Spiegel’ asked, “Are there any more patients?”

Nurse Del Pozzo nodded, “Yes, you have one more”. She went over to a ‘computer’ and pressed a button.

We heard a voice that for all intents and purposes could have been that of Professor Hank Greely.

“Doctor, you’ve got to help me. I’ve been feeling out-of-touch, distant, like I’m not around...almost disembodied. I first noticed this when President Hennessy started talking about a New York City campus.”

[Laughter]

“But it’s driving me crazy. Help me, please.”

‘Dr. Spiegel’ smiled grimly, “Well that’s the distance teaching syndrome!”

[Laughter]

“It may become a Stanford epidemic.” He waved the bottle of pills at the recorder and said, “We’ll send you some pills. Take two and don’t forget to mail us the copay.”

‘Dr. Spiegel’ removed his coat. His true identity revealed, Professor Palumbo-Liu turned to the real Dr. Spiegel, Chair of the Senate, and said,

“In all seriousness, David, thank you for a year of wonderful leadership in the Senate, and good mental health, and we hope that we haven’t disrupted yours too much. If that’s the case, please, take the bottle.”

He handed to Chair Spiegel the bottle of pills and a handsome gavel.

[Applause]

Chair Spiegel, looking at the bottle, said, “I want to say, I’m really touched by this.”

[Laughter]

“And I’m touched without it, too.

“I want to say what a privilege, a pleasure, and an honor it has been to serve you as the Senate, the Academic Council, and the university.

“Now that you’ve had a year of group therapy, I hope you’re all feeling a whole lot better.”

[Laughter]

“And the story about the sleep problem reminds me that Max Lerner, a professor in New York, which may be our new home, once said that he had a dream that he was lecturing to his classes and woke up to find out that he was.”

[Laughter]

Chair Spiegel concluded, “So I thank you all very much.”

[Applause]

For Stanford Report story: Faculty Senate gets a little psychiatric treatment
<http://news.stanford.edu/thedish/?p=13359>

Chair Spiegel returned to the regular Steering Committee report.

“First, as Deborah Stipek concludes two terms as Dean of the School of Education and ex officio member of the Faculty Senate, we wish her a fond farewell. On behalf of the many Senates in which you have served, we thank you and a wish for your continuing success.”

[Applause]

“I would like to extend a special welcome the Chair of the newly elected Faculty Senate, Rosemary Knight. Also, I welcome the members of next year’s Senate, the Academic Council committee chairs, the Emeriti Council, and several members of Board of Trustees, who are in attendance for this meeting, and will join us at the conclusion of today’s Senate meeting for the President’s reception at the Faculty Club. Other guests at this meeting today are welcome to join us at the reception.

“I want to thank the many people who serve the Senate and the Academic Council committees. Please hold your applause until I have finished.

“I especially want to thank the energetic and enthusiastic members of this year’s Steering Committee: David Palumbo Liu, Vice Chair, and members, Martha Cyert, Hank Greely, Brad Osgood, Ramon Saldivar, Mark Zoback, and ex officio members Provost Etchemendy and Academic Secretary Rex Jamison.

“Enormous thanks to the Chairs of the seven Academic Council committees, upon whom the Senate relies so heavily for accomplishing its responsibilities in academic policy formulation, and in oversight of the academic offices that implement academic policies.

“Among the Chairs for this past year are four who will continue to chair their committees next year. They are:

Chris Edwards, Committee for Review of Undergraduate Majors;

Richard Roberts, Committee on Graduate Studies;

John Bender, Committee on Libraries; and

Howard Zebker, Committee on Academic Computing & Information Systems, who will serve a second year as Chair.

“Three members will retire as committee chair:

Steve Monismith, Committee on Research, who has served for *four years* as Chair of the Committee on Research;

Tom Byers, Committee for Undergraduate Standards and Policy, who will be on sabbatical next year, but will return as chair in 2012; and

John Levin, Committee on Undergraduate Admissions & Financial Aid.

“Thank you to the many faculty and student members who served on these committees. Also, thanks to the committee staff, who work very hard to support the important work of the committees. Your good work is appreciated.

“The Senate very much appreciates the fine work completed by the members of Committee on Committees during this year:

Sheri Sheppard, Chair; members: Blas Cabrera, David Freyberg, Margot Gerritsen, Ursula Heise, Larry Marshall and Andrew Walder and Rex Jamison, ex officio member. Thank you for facilitating University governance by identifying the right faculty colleagues to participate in the many different standing and ad hoc committees at Stanford.

“Special thanks to the very hard working Senate Ad Hoc Committee on ROTC: Ewart Thomas served as Chair, faculty members were Eamonn Callan, Hester Gelber, Sharon Long, Orrin “Rob” Robinson, Scott Sagan, and Vice Provost for Student Affairs Greg Boardman. The student members were Imani Franklin and Akhil Iyer. Ingrid Deiwiks ably coordinated the work of the committee. Thank you all for your dedication to this sensitive issue and your service to the University.

“Finally, a special thank you to Laura Brewer our Real-time reporter, and to our steadfast Academic Secretary, Rex Jamison, who pens the excellent minutes of our meetings (among other things). And I have a little present for you, Rex.”

[Applause]

Chair Spiegel continued, “It’s an early edition of Robert’s Rules of Order, which we are renaming ‘Rex’s Rules of Order.’

“I also want to give our thanks to Rex’s staff, Priscilla Johnson, Alba Rivera, and Cristen Osborne, and to a Stanford institution, Trish Del Pozzo. Trish, would you come down here, please?”

[Applause]

Chair Spiegel handed Trish a beautiful bouquet of flowers and said, “I have the pleasure of announcing that Trish just received a much-deserved promotion. So congratulations!”

[Applause]

Chair Spiegel then turned to the annual Commencement, coming in three days, June 12th.

“We take great pride in our students and our university. So please walk the walk with them at commencement exercises this weekend. I urge faculty members, and especially the faculty’s elected representatives on the Senate, to march in Commencement exercises the morning of June 12th.”

He recommended members get in touch with a coordinator of the event, Elaine Enos.

There were no questions for the Steering Committee.

C. Committee on Committees (CoC)

There was no report from the Committee on Committees.

D. President/Provost Report

Chair Spiegel asked President Hennessy if he had a report.

The President replied, “I just have two short items, Mr. Chair. After somewhere between six and seven years, earlier this week, the Palo Alto City Council formally approved the construction and renewal of our new hospitals.”

[Applause]

He continued, “It required lots of hard work by staff. Now, the only thing I want to tell all my colleagues is that it will take another seven years, roughly, to build the hospital, so hold off getting sick.”

Phillip Pizzo, Dean of the School of Medicine interjected, “We still deliver very good care.”

[Laughter]

President Hennessy, “But you may not get air conditioning.”

Dean Pizzo insisted, “With air conditioning.”

President Hennessy, smiling and looking at Dean Pizzo, “Okay. That’s a guarantee. Did you hear that, all Stanford faculty get rooms with air conditioning.”

Professor Karen Cook added, “In writing!”

President Hennessy continued, “I think there are lots of exciting things that will be happening this summer. The provost and I have another two weeks of very hard work ahead of us at the end of the quarter. Pay attention to your Stanford Report when it comes in the e-mail, because I hope you’ll see a few really wonderful things occur in the next two weeks.”

There were collective oohs and aahs from the Senate. Chair Spiegel spoke for the Senate, “That’s intriguing.”

[Laughter]

There were no questions of the President.

Chair Spiegel turned to the Provost. “Provost Etchemendy, do you have any reports or announcements?”

Provost Etchemendy, “I have nothing to say.”

[Laughter]

There were no questions for the Provost.

V. **Other Reports**

A. **2010-11 Emeriti Council Report to Faculty Senate (SenD#6519)**

Chair Spiegel welcomed David B. Abernethy, Professor Emeritus of Political Science and Chair, 2010-11, of the Stanford Emeriti Council, to give the annual report of the Emeriti Council.

“I appreciate the opportunity to summarize recent activities of the Emeriti Council, currently comprising thirteen members listed in the handout at your desks, and ably represented ex officio in the Senate, for the second year in a row, by Ken Scott [Ralph M. Parsons Professor of Law and Business and Senior Research Fellow at the Hoover Institution, Emeritus]. We thank Ken, for bringing his years of University experience and service to bear on current issues facing the Faculty Senate. He illustrated how emeriti can continue to contribute to the life of our University.

“The Council is not an elected body, but we try to represent the interests and concerns of the over 800 faculty and staff emeriti living in the local area. That number rises to well

over 900 if one includes surviving spouses of deceased emeriti, whom we consider part of the larger University community and invite to our events. Your handout, giving faculty retirement figures over the past 12 years as well as estimates for this academic year, shows an average of 35 retirements in first six years listed, rising slightly to an average of 37 in the most recent seven. You'll note the surge of retirements in 2009-10, stimulated by the one-time Faculty Retirement Incentive Program (FRIP) offered in that year. The substantial drop expected for 2010-11 suggests that many faculty members who would have retired this academic year accelerated the process by a year to take advantage of the financial incentives the University offered.

“John Etchemendy and Karen Cook, in their respective roles as Provost and Vice Provost for Faculty Development and Diversity, have provided crucial financial and administrative support, and we thank them.

“Our principal means to create a sense of community among otherwise dispersed and isolated University retirees is sponsoring a quarterly lecture series, entitled, ‘Autobiographical Reflections,’ in which distinguished emeriti tell us something of their lives and professional careers. Your handout lists the speakers in this year’s series: David Kennedy, Paul Brest, and Wanda Corn.

“While each speaker has a distinctive – and quite fascinating – story to tell, some themes recur in their talks. One is serendipity, accident, randomness and its immense, often unacknowledged, impact on the life paths we take. Another is ongoing scholarly productivity: many of our speakers carry on with research and writing as if their retirement were a mere formality. Two instances of this theme were the talks by Diane Middlebrook and Arthur Kornberg, given shortly before each speaker’s death. A third theme is that what we do in academia is not really work, in the conventional sense of that word. The active life of the mind is challenging, at times frustrating, and often exhilarating and just plain fun. It is definitely not drudgery. How fortunate we academics are to be paid for being permanent students - and to continue to enjoy our student status even after we have formally retired from full-time employment here!

“As your handout notes, audio-tapes of talks by the individuals listed are now accessible on Stanford iTunes. I thank Council member Susan Schofield for her key role in enabling talks to a solely emeriti audience to be made available to the general public.

“As an experiment, the Council co-sponsored with the Stanford Center on Longevity a series of monthly meetings, featuring speakers and informal discussions among whoever showed up. The general theme was the aging process as part of the larger life cycle, with opportunities for individuals to offer their own “autobiographical reflections” paralleling our lecture series theme. It turns out that even a few glimpses of a life are fascinating and revelatory to others, including those who think they know the other person well.

“Finally, you will note that a Council committee, chaired by George Springer [Professor of Engineering, Emeritus] is preparing a website, to be accessed through the Center on Longevity’s home page, that would serve several purposes: first, provide information, suggestions, and links to relevant University websites for employees considering

imminent retirement; second, provide the same for emeriti on available University benefits and services and on practical issues we face such as handling medical insurance claims and deciding where to live; and third, enabling emeriti to communicate with one another on topics of interest, including of course the challenge of retaining vitality and dignity while growing old. Constructing this website may take a while. But once it is up and running, we believe the wait will have been worthwhile.”

Chair Spiegel thanked Professor Abernethy for his report.

[Applause]

B. Vice Provost for Undergraduate Education

Chair Spiegel introduced Harry Elam, Freeman-Thornton Vice Provost for Undergraduate Education [VPUE] and the Olive H. Palmer Professor in Humanities, to give a report on the activities of his office. Chair Spiegel remarked that this was Vice Provost Elam’s first year in this office.

With the aid of slides, Vice Provost Elam began his presentation.

“Thanks for this opportunity. It has been an incredible and interesting transition year for the VPUE as we await the recommendations from the study of undergraduate education at Stanford (SUES), which will bring changes to general education as we know it.

“There was also a transition in leadership at the VPUE, with John Bravman moving on to Bucknell [as President] and me coming into this role. I served as Senior Associate VPUE before assuming this position in July, so I thought I knew what the job entailed. Still, there were some things that good predecessor did not fully prepare me for, like how many meetings there were.”

[Laughter]

“But there have also been special pleasures of this position. I want to tell you about a small one, because it relates to what I’m going to [say]. The president, provost, dean of admission and myself, at convocation, the beginning of the [academic] year, go to every freshman dorm and shake hands with the parents students, and say, ‘Welcome to Stanford.’

“And the resident assistants memorize all the faces of all the students coming [to their dorm]. As that new student is walking up to the dorm, they shout that student’s name. Imagine what that’s like for the student and the parents. As I walked up the walk, they shouted, ‘Harry.’”

[Laughter]

“I had a taste of what it was like in terms of that spirit of convocation. I knew those parents felt that we know at Stanford their child and that we are going to take good care of that boy or girl at Stanford. It also confirmed for me that day, that Stanford is a place

like no other and that it is a special character, a very particular history, and a place of ingenuity, where truly anything is possible. At Stanford, undergraduate education is and has been central, rather than tangential, to the mission of the university as a whole.

“Stanford has become a trailblazer in undergraduate education with programs and initiatives that others have sought to emulate. In a style uniquely Stanford, we have instituted initiatives that bring our world-class faculty and exceptional students into intensive academic contact.

“I stepped into this new role recognizing that this was a foundation to build upon, something to strive to make even better, to keep Stanford at the vanguard of undergraduate education.

“What we have sought to do this year is to begin to put in place some fresh and distinctive initiatives and opportunities that help us to articulate and shape 21st-century learning.

“Now, what is 21st-century learning? Well, my 16-year-old daughter says it’s an overused label. She says everything is so 21st century.”

[Laughter]

“Well, 21st century learning means recognizing that the times and our students have changed and that accordingly, we need to adapt as well as create new modes of educational leadership, to design new ways of learning. This does not mean eschewing teaching techniques of the past, but, rather, strengthening them. It means understanding that learning must be a collaborative enterprise; that learning must be about faculty concentrating not only on the content of the courses, but on their methodologies of delivery. It means empowering students and faculty to interact, to think, and to work differently.

“In order to begin shaping 21st century learning, we have engaged in a series of strategic partnerships across the campus--with students, faculty, and administrators--aimed at increasing and improving our communication and our interaction with each of these groups. “Our hope is to invigorate participation, define new synergies, open new dialogues, and discover collaborative pathways that inform this process of undergraduate education.

“The rest of this Senate presentation today, I will report on these partnerships.”

Strategic Partnerships

1) Student Partnerships.

Bing Overseas Seminars

“Our hope is that Stanford undergraduates recognize the VPUE as a place where they can find rich academic resources, support, and opportunities, all under one roof. Fortunately, we have been able to expand opportunities for students to interact with Academic Council faculty.

“[In response to student requests] we have brought back Bing Overseas Studies seminars. They were put on hiatus during the economic downturn. These are seminars capped at 12 students with one faculty member. They travel and study in a place where we usually do not have an overseas campus. Our new director of overseas studies, Bob Sinclair, is looking to explore non-European seminar sites, such as Turkey, India, and Brazil.”

Sophomore College

“We have also been able to strengthen Sophomore College [SOCO], a popular program in which sophomores return for the September preterm, ‘September Studies.’” They come back and take a course with a tenured faculty member in that time period. It is an incredibly successful program that last year only 35% of the students could take. With the support of the president, this September, we raised the number of SOCO courses from 16 to 20.”

Introductory Seminars

Expanding Introductory Seminars

	2010-2011	2011-2012
Business	1	2
Education	0	1
Natural Sciences	24	31
Law	0	4
Medicine	26	32
Total Seminars	188	219

into under represented fields

Seminars Taught In:

- French
- German
- Italian

into advanced languages

into more options for meeting GER's

GER Options Include:

- IHUM Spring Quarter Seminars
- Write 2 Seminars

“We increased the number of introductory seminars in areas that were oversubscribed or in high demand from 188 to 219. We’re going to offer seminars in areas taught in our schools of natural sciences, law, business and medicine. One of the things that separates Stanford from other schools is our ability to offer seminars by faculty of the professional schools.

“Students can now take seminars in French, German, and Italian. This way they can prepare to go abroad for the Bing Overseas Studies Program (BOSP) but also in terms of advanced work at the Division of Literatures, Cultures, and Languages (DLCL).

“We have also begun, under Russell Berman, director of I-HUM and of Introductory Seminars, a new program looking at I-HUM in relationship to seminars. Students who are taking a winter quarter I-HUM sequence can in the spring opt out of the conventional I-HUM course and take a seminar that is linked in terms of content or theme. This year, we had four such seminars. One of them was taught by Richard Saller, Dean of Humanities & Sciences.

Undergraduate Research

“The flexibility offered by September Studies and overseas seminars is complemented by our commitment to undergraduate research. Our undergraduate research efforts continue to grow and certainly represent the best such program in this country.

“This year, we have given out over \$4.5 million in undergraduate research funds to faculty, departments, and students. This program in undergraduate research has transformed curriculum in departments across the campus, from areas in the humanities to areas in the sciences and engineering.

Research and Critical Engagement

“Research and Critical Engagement is a new initiative of small student grants for projects that fall between the cracks of service and research and internships. These are programs in which the student will have a faculty mentor and perhaps a community mentor and will look to engage critically with a problem or question that informs their own academic or career path.

Arts Circle and Humanities Circle

“We have also initiated programs specifically for students interested in the arts and the humanities. With help from the Humanities Center the humanities circle brought together nine students writing honors theses in the humanities. They heard talks by people about humanistic research.

“The arts circle was similar. It had 13 students chosen by their departments, the different arts departments, and they came together under the direction of a PhD student, and

worked collaboratively. They also had funds for independent arts projects. They were so excited by the enterprise, they became ambassadors for the arts at Stanford.

“Our intention is to continue and expand both programs next year. With students choosing majors in the humanities decreasing, this program lets students know that Stanford is a supportive environment for artistic and humanistic exploration.

“In addition, we’ve added a new position at the VPUE. Gina Hernandez is now the director of Arts in Education, in undergraduate education.”

Enhancing Student Communications

“In thinking about shaping 21st century learning, we have vigorously attempted to create a feedback loop with students so that not only can we inform them about VPUE programs, but they can share with us their perspectives.

“We founded a new student advisory group, creating a great acronym, SAG. This group advises the VPUE on matters of student interest, concern, and policy. We’ve asked them not only for advice, but also to go out among fellow students and bring back information, questions, and fresh ideas. To spread the ideas among students about what’s available at the VPUE, we have actively embraced technology. We’ve initiated a new video series called NExT videos on Stanford YouTube that documents, in student voices, signature VPUE programs. You can go there and find out about SOCO, arts intensive, etc.

“Starting this fall, we are going to produce a once-yearly student newsletter in September. It will be focused on new student programs and initiatives that we want students to know about. It will also have information on what’s impending in SUES so that any misconceptions in terms of the timetable and what is happening will be corrected. We will put that out in a variety of different forms--e-mail, hard copy, video, so they should get it in some way.”

[Laughter]

Helping Students Navigate

“A key element in our undergraduate program must be advising. Under the leadership of Julie Lythcott-Haims, advising at Stanford has continued to grow and improve. While last year we had 240 pre-major advisors, this year, we will have 302. And over 40% are faculty. We want to continue its upward trend.

“The larger number of advisors will enable each pre-major advisor to have a smaller cadre of advisees. One of the reasons for this increase in pre-major advisors is the new hold that we’re putting on students. Freshmen and sophomore students cannot register for any quarter without speaking first to their advisor.

“We are also experimenting with an e-portfolio project. It functions as an academic Facebook page in which students can post what they understand are the key elements of their academic journey at Stanford and share that with their advisors.

“Advising must go hand in hand with teaching. We want to continue to develop a culture of teaching that celebrates the importance of effective classroom learning. To this end, we will institute next year a listing, searchable through Explore Stanford, of award-winning teachers at Stanford and their course offerings for the year. We’ll also post it often our Web site as well.

“From the outset of their time at Stanford, we want our students to think about the meaning of education, and specifically, on their Stanford experience. At the suggestion of Humanities & Arts Senior Associate Dean Debra Satz, we will add a new element to new student orientation this fall, a talk by an exciting, thought-provoking faculty member on the benefits and meaning of liberal education. We’re fortunate that the first talk will be by Abraham Verghese, author of the best-selling book ‘Cutting For Stone,’ *New York Times* best seller and Professor of Medicine at Stanford.

“His talk will be followed by the advisors and advisees getting together to talk about the themes that are mentioned in the talk, as a way of foregrounding ideas about liberal education that we hope will be carried throughout the student’s Stanford experience.

2) Faculty Partnerships

“Our goals in terms of the faculty are very simple, and yet powerful. That is to engage faculty and to make sure they have input in the operation of the VPUE. We want to make sure the VPUE is serving the needs of faculty in terms of undergraduate education.

Quarterly Newsletter

“Critical to this effort has been communication. Starting in September, we put out a new faculty newsletter. That is one way that we have been able to communicate about VPUE policies, opportunities (including teaching with BOS), curriculum changes and opportunities for research.



Engaging with Faculty

VP Undergraduate Education Harry Elam	VP Undergraduate Education SAVP	<ul style="list-style-type: none"> • Bass Fellows re-imagining • Undergraduate advisory council reorganization • VPUE Faculty Task Force
Martha Cyert	Undergraduate Education	
Russell Berman	Director, IHUM and Introductory Seminars	
Carolyn Lougee Chappell	Director, SLE	
Nadeem Hussain	Director, FroSoCo	
Nicholas Jenkins	Director, PWR	
Robert Sinclair	Director, BOSP	

“In addition we have tried this year to think differently about the relationships we have with different faculty groups. We began with a group called the Bass fellows or the University Fellows in Undergraduate Education. It was previous honorific; Bass fellows were awarded for their service and achievement in undergraduate education. We wanted to use them so we set them up to be a board of directors for the VPUE, meeting twice a year. At the meeting last week, we went over many of the things we put in motion in the fall.

“Another group is the Undergraduate Advisory Council (UAC), a group set up by John Bravman. Its particular function was to look over research proposals from departments and approve them. We have reorganized the UAC to be an advisory group in terms of every decision we make at the VPUE, and to help us as we move forward.

“We have also started at the VPUE a faculty task force of all the faculty members at the VPUE. The goal is to think about the ways at the VPUE we can work to continue to engage faculty.

“We’ve also had a series of director of undergraduate studies meetings, three of them this quarter. We purposely brought faculty together from different disciplines to get a sense of synergy, a sense that they could talk to each other and hear what was going on in departments they hadn’t heard about previously.

“We’ve also had meetings with department chairs, in particular, engineering and the natural sciences. I thank Brad Osgood and Ralph Cohen for helping to organize these meetings.

“The Center for Teaching and Learning (CTL) has been involved in each of those meetings. CTL members got the idea that they wanted to create a boot camp for new faculty in science and engineering, as well as faculty who have only taught for one year at Stanford. This will be led by Professor of Engineering Sheri Sheppard as well as by CTL’s Robyn Dunbar. And it will be a way to help them design courses as well as a way for them to think about changes courses that they’ve taught for a year. That will start this September.

“Next year, we’ll continue with meetings in the Humanities and in the Social Sciences as well.”

Pedagogy Initiative

“In thinking about the notions of 21st century learning and these meetings that we’ve had with faculty and the engagement we had with faculty, two major initiatives have emerged.

“The first is the technology in pedagogy initiative, supported by the President’s Fund. We will work on online video representation that was described by [Professor of Computer Science] Daphne Koller at the Senate earlier this year. In terms of that initiative, the major question is--how can technology best augment or facilitate learning? How can technology serve most effectively in creating a different classroom dynamic?

“Part of this initiative is the use of classroom space.”

[A slide was shown of a classroom with chairs and tables all on rollers and placed in different locations.]

“We’ll ask faculty to re-imagine how they teach in class. What spaces are best for teaching and learning in the 21st century? We need to create adaptable spaces that allow for small groups and that use technology in ways that inform their classes, as well as [accommodate] lecturing and collective sharing of materials and instantaneous usage of data. Such spaces allow for the integration of theory and practice. This initiative is a three-year pilot program.”

Faculty College

“The second initiative is Faculty College.

“Faculty College is a place in which faculty can incubate an idea for a new and innovative course or curriculum change within a department or interdisciplinary program. Faculty will work together in teams of two or more members. The teams will

collectively first meet this month to discuss their objectives, lay out plans, and strategize. The groups will also meet altogether in a three-hour session with the Design school on designing a course. You heard [Associate Professor Shilajeet Banerjee from the D-school describe the importance [of trans-disciplinary initiatives] at a previous session of the Faculty Senate.

“The teams will return as a whole in October, January, and in April. In between those meetings, our expectation is that the faculty teams will meet by themselves at least two or three times per quarter. We will provide these groups with resources, such as support from CTL, graduate assistantships, and assistants’ funds for books and supplies. At the April meeting, the groups from Faculty College will report their findings and their plans for implementing their new curricular course.”

The next slide listed the projects of the Faculty College.

Project

- Ethics of War
- Division of Literatures, Cultures and Languages
- Electrical Engineering Track
- Networks
- Bioengineering Undergraduate Design
- Arts Structured Liberal Education

“I wanted to just show you the first class of Faculty College. And as you can see, we’re -- represented by all the different schools within it, and a variety of different departments. DLCL, Energy, Bioengineering will all work on curriculum. We have two new classes, the Ethics of War, by people from the social sciences and the sciences and humanities. As for Networks, in which Professor Eric Roberts is taking part, the name I liked for this project is not up there. It was ‘From Gutenberg to Zuckerberg.’

“One of the reasons we set up Faculty College is that it can help with the implementation of SUES. Whatever SUES decides, this may be the place where new courses can be developed and where faculty can come together and think about these ideas.

“Arts Structured Liberal Education (SLE). It will be a SLE-like program in the arts that will be residential.”

3) Campus Partnerships



The graphic features the Stanford University logo on the left, which includes the text "VICE PROVOST UNDERGRADUATE EDUCATION" and "STANFORD UNIVERSITY". To the right, the title "Campus Partnerships" is displayed in a large, green, sans-serif font. Below the title, a red horizontal bar is present. To the right of the bar, a list of campus partners is provided, including the Undergraduate Cabinet, Registrar's office & course schedule, and WASC studies.

Richard Saller	Dean of Humanities & Sciences	<ul style="list-style-type: none">• Undergraduate Cabinet• Registrar's office & course schedule• WASC studies
Pam Matson	Dean of Earth Sciences	
Jim Plummer	Dean of Engineering	
Bob Bowlsby	Director of Athletics	
Richard Shaw	Dean of Undergraduate Admissions	
Greg Boardman	VP Student Affairs	
Harry Elam	VP Undergraduate Education	

Undergraduate Cabinet

“We have also sought to engage in campus partnerships. We formed a new group, the Undergraduate Cabinet. Dean of H & S Richard Saller, during the search for a new Vice Provost, mentioned that not since he had come to Stanford from Chicago had he been at a meeting of all the people with jurisdiction over undergraduate education under one roof discussing solely undergraduate issues. So, I formed the Undergraduate Cabinet [consisting of the deans of H & S, Engineering, Earth Sciences and Admissions; the Director of Athletics; the Vice Provost for Student Affairs and the VPUE] The group will meet once a quarter.

“Among the issues we have discussed are two that will eventually come to C-RUM and C-USP, course schedules, and units required for a major.

Course Schedule

“Our course schedule is more complex than that of any of our peers. And it has courses that overlap across the board. In each quarter, over 1,000 students [register for courses that] overlap by at least 15 minutes. After discussing this with the Undergraduate Cabinet and getting their support and advice, Registrar Tom Black talked to departments and department administrators and will come to the Faculty Senate with a proposal for a new schedule next academic year.

Units Required for a Major

“The second issue is potentially more controversial. It involves thinking about a cap on the number of units in a major. As we know, the number of units in some majors has increased over the last five years. The question is one of balance: How many units of the 180 needed to graduate should a student, regardless of major, have to explore and to experience for themselves the richness and diversity of a liberal education. How can the major requirements work in tandem with general education requirements?

“Related to that question, and what we also want to think about, is the matter of how the major works together with general education. How do they come together and integrate? How do we find a way, in a sense, for students to have enough room to do the things we say are necessary for a liberal education?

“The Undergraduate Cabinet has not reached any conclusion about this question. More data are needed. Once that data is in place and we have come up with an idea, it will come logically to Senate committees of C-USP and C-RUM to think about.

Western Association of Schools and Colleges (WASC)

“I have to mention WASC for Brad’s [Osgood] sake. WASC is something that the VPUE spent a good deal of time on. What WASC is looking at is essentially--how do we have a small college experience within a research institution?

“These are the programs that WASC has been looking at. And that is your WASC public service announcement, and we will move on.”

[Laughter]

Looking to the Future

“[With regard to] the future and 21st century learning, we must think about SUES and impending recommendations to be voted on by the Faculty Senate in the fall. Before we look forward, I think it is helpful to look back. The reforms instituted by the Commission on Undergraduate Education [CUE] some years ago that we now take as everyday practice did not occur overnight. The cultural change of CUE that ushered in introductory seminars, Sophomore College, and even the office of the Vice Provost for Undergraduate Education, happened over time. Accordingly, the transformations

recommended by SUES may not happen immediately. We must realize it may take time to realize certain proposals. From the experience of CUE, we should also understand that implementation of the recommendations of SUES will not fall solely on the VPUE. Yes, it will be for me and our office to spearhead these new initiatives, but it will also require all of us working together to devise strategies for implementing these new programs.

“What can we expect from SUES? What can we expect in the future? “While I cannot predict the findings of the committee, I can point to certain directions, based on this year of meetings, discussions, and partnerships.

Student Centered Learning

“You can expect a plan that emphasizes student-centered learning, that encourages and enables students to discover their own Stanford and own pathways through Stanford, that allows students time to reflect and that asks them to be all the more co-producers of meaning in their education.

Reclaiming Liberal Education

“In this time of increased cultural emphasis on vocation, when students are coming to college more and more with a vision of a major as a means to an end rather than an end in itself, you can expect that we will move to reclaim liberal education as how we define ourselves at Stanford. This means integrating the major requirements with general education, balancing breadth and depth, and helping students become flexible lifelong learners.

Articulating and Shaping 21st Century Learning

“We can expect the continued emergence of places where faculty are encouraged to experiment, to try new ideas in teaching, to invest themselves in the process of learning to discover ways how pushing their own research and discipline further informs their undergraduate teaching and vice versa. One idea in this vein is diversity across the curriculum, which asks us to think about diversity as a point of knowledge and how questions of race, class, gender, and difference inform the process of knowledge production in our different fields.

“We can expect an emphasis on global citizenship. We can expect an emphasis on residential education and service-based learning that recognizes what happens outside of the classroom is as important as what happens inside it.

“You can also expect that the VPUE will work to become a vibrant intellectual center for undergraduate education.

“In the founding grant, the Stanfords lay out what they wanted from a Stanford education in ways that are simple yet profound. They asked that Stanford create cultured and useful citizens. They saw learning put in direct relationship with meaningful practice.

“This remains, indeed, a noble goal.

Thanks.”

[Sustained applause]

Chair Spiegel opened the floor for a few brief questions or comments.

Professor Anat Admati commented, “One thing I didn’t hear or see was a reference to ethics in your discussion. I’ve just been a member of the Office of Judicial Affairs. We have had meetings and discussions of the Honor Code and other related issues, and orientation came into that because there is that issue of ethics.”

Vice Provost Elam nodded, “I know I will speak to it at the New Student Orientation, and I think part of our message about Stanford is exactly that--to think about ethics and personal responsibility and the Honor Code as part of what we do, not just in terms of when you take an exam, but how you live your life at Stanford. So, absolutely, that’s going to be an important concern going forward.”

He added, “[However] I don’t think we’re ever going to be like Brigham Young University in terms of where we go with that.”

[Laughter]

[According to Wikipedia, BYU students are required to follow an honor code, which mandates behavior in line with teachings of the Latter Day Saints (e.g. academic honesty, adherence to dress and grooming standards, and abstinence from extramarital sex and from the consumption of drugs and alcohol.) Perhaps Vice Provost Elam doubted that Stanford students could be expected to adhere to dress and grooming standards.]

Vice Provost Elam concluded, “Nonetheless, I think we want students to be conscious of the Honor Code. The first time I knew we had an Honor Code was when I went to give an exam. And faculty, students, everyone should know more about it than that.”

There were no further questions of Vice Provost Harry Elam.

[Applause]

VI. Unfinished Business

There was no unfinished business.

VII. Adjournment

After a motion and a second, the final meeting of the 43rd Senate was adjourned at 4:30 p.m. *sine die*.

Respectfully submitted,

Rex L. Jamison, MD
Academic Secretary to the University

June 9, 2011
Meeting of Senate XLIII
RECORD OF ATTENDANCE

Name	Unit
P Admati, Anat, <i>Graduate School of Business</i>	01
P Arvin, Ann, <i>Vice Provost & Dean of Research</i>	<i>Ex officio</i>
P Barley, Stephen R., <i>Management Science & Engineering</i>	04
P Bent, Stacey, <i>Chemical Engineering</i>	04
P Cabrera, Blas, <i>Physics</i>	06
P Carter, Prudence, <i>Education</i>	03
P Cook, Karen, <i>Sociology</i>	07
A Cyert, Martha S., <i>Biology</i>	06
P Drell, Persis, <i>Director of SLAC</i>	<i>Ex officio</i>
A Edwards, Chris, <i>Mechanical Engineering</i>	04
P Elam, Harry, <i>Vice Provost for Student Affairs</i>	<i>Ex officio</i>
P Etchemendy, John, <i>Provost</i>	<i>Ex officio</i>
P Frank, Zephyr, <i>History</i>	07
P Freyberg, David L., <i>Civil & Environmental Engineering</i>	04
P Gerritsen, Margot G., <i>Energy Resources Engineering</i>	02
A Greely, Henry, <i>Law</i>	09
A Greene, Roland, <i>English/Comparative Literature</i>	08
P Gumport, Patricia, <i>Vice Provost for Graduate Education</i>	<i>Ex officio</i>
P Heise, Ursula, <i>English</i>	08
P Hennessy, John, <i>President of the University</i>	<i>Ex officio</i>
A Hewett, JoAnne L., <i>Particle Physics Astrophysics</i>	10
A Holmes, Susan P., <i>Statistics</i>	06
P Jamison, Rex, <i>Academic Secretary to the University</i>	<i>Ex officio</i>
P Jones, Patricia P., <i>Biology</i>	06
P Kao, Peter, <i>Medicine</i>	13
A Kasevich, Mark, <i>Applied Physics</i>	06
A Kingsley, David M., <i>Developmental Biology</i>	12
A Koseff, Jeffrey R., <i>Civil & Environmental Engineering</i>	04
A Kramer, Larry, <i>Dean of the Law School</i>	<i>Ex officio</i>
P Krasner, Stephen, <i>Political Science</i>	11
P Landy, Joshua, <i>French and Italian</i>	08
A Lavori, Philip W., <i>Health Research and Policy</i>	13
P Levitt, Raymond E., <i>Civil & Environmental Engineering</i>	04
P Lipsick, Joseph, <i>Pathology</i>	12
P Marshall, Lawrence, <i>Law</i>	09
P Matson, Pamela, <i>Dean of the School Earth Sciences</i>	<i>Ex officio</i>

Name	Unit
A McFarland, Daniel, <i>Education</i>	03
A Ober, Josiah, <i>Political Science</i>	07
P Osgood, Brad, <i>Electrical Engineering</i>	04
P Palumbo-Liu, David, <i>Comparative Literature</i>	08
P Parsonnet, Julie, <i>Medicine</i>	13
P Pizzo, Philip, <i>Dean of the School of Medicine</i>	<i>Ex officio</i>
A Plummer, James, <i>Dean of the School of Engineering</i>	<i>Ex officio</i>
A Raisian, John, <i>Vice Provost for Undergraduate Education</i>	<i>Ex officio</i>
P Roberts, Eric, <i>Computer Science</i>	04
P Safran, Gabriella, <i>Slavic Languages and Literature</i>	08
A Saldivar, Ramon, <i>English</i>	08
P Saller, Richard, <i>Dean of the School of Humanities &</i>	<i>Ex officio</i>
A Saloner, Garth, <i>Dean of the Graduate School of Business</i>	<i>Ex officio</i>
P Satz, Debra M., <i>Philosophy</i>	08
P Schultz, Kenneth, <i>Political Science</i>	07
A Segura, Gary, <i>Political Science</i>	07
A Sheppard, Sheri, <i>Mechanical Engineering</i>	04
P Simoni, Robert, <i>Biology</i>	06
P Sinclair, Robert, <i>Materials Science & Engineering</i>	04
A Solgaard, Olav, <i>Electrical Engineering</i>	04
A Spiegel, David, <i>Psychiatry & Behavioral Sciences</i>	13
A Stevenson, David, <i>Pediatrics</i>	13
A Stipek, Deborah, <i>Dean of the School of Education</i>	<i>Ex officio</i>
A Taylor, Kenneth, <i>Philosophy</i>	08
A Theriot, Julie, <i>Biochemistry</i>	12
P Walbot, Virginia, <i>Biology</i>	06
A Walder, Andrew, <i>Sociology</i>	07
P Wein, Lawrence, <i>Graduate School of Business</i>	01
P White, Brian, <i>Mathematics</i>	06
A Wigen, Kären, <i>History</i>	07
A Wise, Paul, <i>Pediatrics</i>	13
A Yanagisako, Sylvia, <i>Anthropology</i>	07
P Zenios, Stefanos, <i>Graduate School of Business</i>	01
P Zoback, Mark, <i>Geophysics</i>	02

Present on Invitation or by Request:

Kurt Mueller-Vollmer, Jim Milgram, George Parker, Michael Fayer, Georg Springer, David Abernethy, Rosemary Knight, Shari Palmer, Scott Calvert, Nick Jenkins, Irene Kennedy, Ellen Woods, Julia Hartung, Maude Brezinski, Michele Elam, Tom Byers, Phil Reese, Steve Denning, Leslie Hume, Frank Lee, Wendy Munger, Imani Franklin, Paul Strayer, Patience Young, Galen Davis, Aleta Hayes

Present on Standing Invitation:

Lindi Press, An Nguyen (Daily), Mike Antonucci, Tom Black, Stephanie Kalfayan, Justin Brown,

Outside Press: