

**TO THE MEMBERS OF THE ACADEMIC COUNCIL
FORTY-EIGHTH SENATE REPORT No. 5**

Summary of Actions Taken by the Senate
January 21, 2016

At its fifth Senate meeting on Thursday, January 21, 2016, the 48th Senate of the Academic Council heard an “Update on Undergraduate Education” from Harry Elam, Vice Provost for Undergraduate Education on “Our Shifting Educational Environment: Why Stanford’s Leadership in Higher Education is Critical Now”.

Hans N. Weiler
Academic Secretary to the University

January 21, 2016 Senate Minutes

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as of 2/5/16 9:35 AM

**MINUTES OF THE FORTY-EIGHTH SENATE
OF THE ACADEMIC COUNCIL
January 21, 2016**

I. Call to Order

The Senate Chair, Kam Moler, called the 5th meeting of the 48th Senate to order at 3:15 PM. In attendance were 37 elected Senate members and 11 *ex officio* members and many guests.

II. Approval of Minutes

There not being any additions or corrections, the minutes of the December 3, 2015, meeting of Senate XLVIII (SenD#7067) were approved as distributed.

III. Action Calendar

IV. Standing Reports

A. Memorial Resolutions

1. Wilfred Stone (1917-2015) SenD#7075



Chair Moler welcomed Robert Polhemus, the Joseph S. Atha Professor in the Humanities, Emeritus, to present a brief memorial statement in honor of Wilfred Stone, Professor of English, Emeritus.

Wilfred Healy Stone, Professor of English Emeritus, died on June 11, 2015 at age 97. Born on August 18, 1917 in Springfield, Mass, Stone graduated from Springfield's Classical High School in 1935, earned his BA (Cum Laude, 1941) and MA (Magna Cum Laude, 1946) at the University of Minnesota in English, and his PhD from Harvard in 1950. He was awarded a Fulbright Fellowship for study at the University of London in 1949-50, and as a professor won two Guggenheim fellowships.

He enlisted in the United States Navy in 1942, became a naval aviator and a blimp pilot from 1942-1945 (after which he served in the Naval Reserve in the 1940s and '50s).

Stone joined the Stanford English Department in 1950 as Assistant Professor, became a tenured Associate Professor in 1957, a full Professor in 1966 and retired as

Professor Emeritus in 1986. His main areas of scholarship were 19th- and 20th-century literature and the teaching of prose composition. His important guide, Stone & Bell: A Handbook For Prose Writers (New York, McGraw-Hill, 1972), co-authored with Jess Bell of the Stanford Press, was reprinted in several editions, influencing and helping countless 20th-century students (maybe some are here today). But it was as a literary scholar-critic that he did his most brilliant and original work. In 1954 he published a definitive study of the writer William Hale White (The Religion and Art of William Hale White (Mark Rutherford), and then the following decade, he focused on the great 20th-century novelist E. M. Forster and his Bloomsbury milieu. He shaped his distinguished reputation as the first leading American scholar to make the influential Bloomsbury group of associated English writers, intellectuals, philosophers and artists a key academic subject and field, which it remains. His celebrated work, The Cave and the Mountain: A Study of E. M. Forster was published in 1966, and earned just about every literary award then given; among other honors it won a book-of-the-year award from the Commonwealth Club of California and the highly coveted Christian Gauss Prize of Phi Beta Kappa for the 1966 Best Book in the Humanities.

Stone continued well into the 21st century and his own 90s to publish articles in The Sewanee Review and elsewhere—for example, winning the 2007 Monroe K. Spears Essay Prize for “The Balloon Man” published in The Sewanee.

Will was recognized and lauded during his whole career as a dedicated, accomplished, and inspiring teacher. For his remarkable classroom teaching and for his innovative contributions to Freshman Writing he won Stanford’s Dinkelspiel Award (1961-62), then the university’s highest honor for undergraduate education.

Besides his distinguished teaching and scholarship, he served his University in many ways—including as a member of the Stanford Faculty Senate, chairing the Student Conduct Legislative Council (1983-84), and sitting on the Mellon and Fulbright Selection Committees. He was sought out to give talks, keynote address at universities, colleges and high schools around the nation, which he did with great success.

Stone married Cary Lee Laird, the mother of his children in 1954; they divorced in 1971. In 1985, he married Margaret (Margy) Aiken, who predeceased him in 2003. In 2008 he met Ruth Carleton, with whom he spent the last six and a half years of his life, proving it’s never too late to find true love, and you even get more than one shot at it.

He is survived by his wife, Ruth; his son, Dr. Gregory Stone, daughter-in-law Dr. Cynthia Stone, and grandchildren, Colin and Derek Stone, all of San Antonio Tex.; his daughter Dr. Miriam (Mimi) Stone, and grandchildren Ava and Hannah Lewis, all of Seattle, Wash.; and Ruth’s children, Nancy Carlton, of Berkeley, Calif., and Jeff Grimley Carleton of Palo Alto, along with granddaughter Melissa Carleton.

He was an inspiring model of how to age not just well but exceptionally well—remaining active, vital and thoroughly engaged in life even as he neared his 98th

birthday. What struck many of his loved ones and friends of several generations was his gift for being fully present while happily planning for the next hour, the next day, the next year. He honored the past, embraced the present, and strove to enter the future fully.

In his Forster book, he spoke of Forster's credo, but also, of his own: one that gave full respect to the intrinsic dignity of our being human and being in the world together: "for all our differences," Will wrote, "we are in fact one Not only are we related, each to each, as persons, but we partake also of the earth, sky, and water; of mud, temples, and bacteria; of oranges, crystals, and birds—and of the unseen as well." We are one. That was his credo as a husband, a father, a lover, a teacher, and a scholar.

Of Forster, he wrote: "[He] has gone down to the core and up to the peak, and he has dwelt in patience and anger and wisdom and humor amid the social muddle." That journey was, for almost a century, the one Stone took. He knew about the muddle, about shabby politics, about the sleek and evasive rich, about the petty corruptions that hobble our lives. But he had the patience, the humor, and the wisdom to keep the peaks in mind.

Will Stone was an extraordinary teacher of the humanities and an extraordinary human being. When I was a young Assistant Professor in 1967, Will Stone gave me a piece of advice from Henry James that I've never forgotten and that so epitomized his own life: "Three things in human life are important: the first is to be kind; the second is to be kind; and the third is to be kind."

Chair Moler asked the Senate to stand for a moment of silence in memory of our colleague. She then thanked Professor Polhemus and his committee for the resolution.

a) Steering Committee

The Steering Committee is, as usual, working on several agenda items for upcoming Senate meetings; the next meeting on February 4 will include a report from John Mitchell, the Vice Provost for Teaching and Learning, who will update the Senate on the progress of the "Year of Teaching and Learning". On February 18th, the Senate will hear a report from the Committee on Academic Computing and Information Systems (C-ACIS).

The Steering Committee is working on other programs for the remainder of this year; while the Spring Quarter Calendar already looks rather full, input from senators is still welcome.

b) Committee on Committees (CoC)

There was no report for the Committee on Committees

c) Policy and Planning Board (PPB)

PPB Chair Russell Berman reported that the Planning and Policy Board (PPB) had been convened this year to discuss two weighty issues: the question of housing at Stanford, and the distribution of undergraduate interests in the various majors. Both of these issues weigh heavily on the future of the university. All members of the Stanford community are aware of the housing crisis in the general area, and the PPB wants to think proactively into the future on the kinds of steps the university might be able to take. The Board is aware that it does not have the technical expertise to develop a plan in detail, but his hope is that the PPB, as a voice of the faculty, will be able to articulate some principles that will assist the university in addressing this matter and to ensure that the university remains locationally accessible to its wider community.

As far as the distribution of majors is concerned, he reminded the Senate that this was a topic that was already addressed at the Senate when Dean Drell presented her report on the School of Engineering. There is clearly some division of opinion among the faculty as to whether the shift in the choice of majors represents a problem or not. Berman thinks that it does represent a problem, and believes that many members of the PPB, although not necessarily all, do see it as a potential challenge to the liberal arts identity of the university in the future. The Board wants to talk about – to use Dean Drell’s term – the “multidimensionality” of the issue, and hopes to come up with some recommendations as to how the university can move forward. He reports that the Board has assembled a long list of experts from around the university with whom it will engage over the coming months.

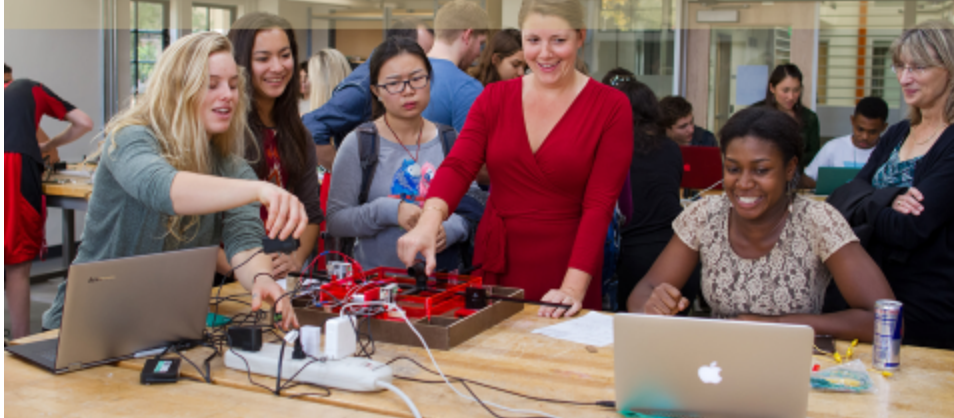
d) President and Provost

The President and Provost had no reports, but made themselves available to answer questions – a generous offer on which the members of the Senate passed.

V. Other Reports

A. Annual Report from the Vice Provost for Undergraduate Education

An Update on Undergraduate Education



SenD#7076

Faculty Senate, January 21, 2015

Vice Provost Harry Elam started out by thanking all the staff at the VPUE “for the incredible work they do for Undergraduate Education”. He also welcomed Steven Denning, Chair of the Stanford Board of Trustees, and thanked him for his interest in undergraduate education and in this report. He then continued:

Our Shifting Educational Environment: Why Stanford University’s Leadership in Higher Education is Critical Now

- Changing demographics
- Changing social norms & emotional intelligence
- Changing educational mindset



“We face a critical juncture in Undergraduate Education at Stanford particularly, and

in higher education more generally – perhaps, even more critical than you think. For the circumstances in which undergraduate education at Stanford operates have changed considerably from those that existed 20 years ago when we initiated the Commission on Undergraduate Education, or even from those four years ago when the Study of Undergraduate Education at Stanford (SUES) presented its report here in the Faculty Senate. As a result, I think it is important not only to update you today on where we are, but to consider where we might go, given this new environment, and to try to understand why it is important for Stanford to seize this particular moment to reimagine where Undergraduate Education can be.

“The direction that we now need to travel in Undergraduate Education is one that has been, and will be, influenced by three major developments in our educational ecosystem: Changing demographics; changing social and emotional norms; and a changing educational mindset.

“First, changing demographics. The constitution of our student body has changed greatly over the past ten years and continues to change. We are considerably more diverse ethnically, economically, geographically. With our incoming class of 2019 we have students from 49 states and 66 countries, fifteen percent are first generation, and 10% are student athletes. Notably, this class, like those over the previous several years, is majority/minority, making Stanford unique and quite different from its East Coast peers. But this is a demographic of California – more than that, this is the growing demographic of the United States, and that’s why this is so important. Our diverse incoming class features a great range of educational experiences and academic profiles, from students who had no AP exams to students who had upwards of fifteen. I was at our campus in Berlin a few years ago and I was sitting opposite this Chicano kid from Plano, Texas. He confided in me that not only was he the only person in his class to go to Stanford – he was the only person in his class to go to college. I asked him, “How did you find Stanford?”, and he said, “You look for the best engineering program – I Googled it, and Stanford came up.” And that’s where he wanted to go. We need to leverage our diversity and create an environment where all of our students feel they belong and can thrive.

“Secondly, changing social and emotional norms. Our students arrive at Stanford experiencing very different social norms than previous generations; the ways in which they communicate with each other, with their parents, with professors, are vastly different. Social media have an impact on behaviors and at times, it has been a source of considerable angst - the late Cliff Nass’s story. As many of you know, he was in the dorms and studied our students, and he noted that their attention to the screens of their notebooks and tablets had led to a decline in their ability to pick up verbal cues. Still, this is a case not simply of loss but also of gains. When students enter Facebook or other social media platforms they must negotiate complex layered audiences; ‘Who is my audience? Will my parents or my employers see this post? Who do I want to see this post? How will they see me through this post?’ Everyday life involves complicated streams of information and nuanced communication and identity fashioning. Students swim in an environment that is much faster. Born

digital, they encounter knowledge and opinions in ways that were previously not possible. I found this out just the other night; I was sitting with my 21-year-old daughter who is a senior here and working on her honors thesis, and I was helping her with a problem — I thought. She moved through sites on the computer with a mind boggling speed, and I could just go, ‘Yeah! That’s good,’ and move on. [*The Senate’s amused reaction seemed to suggest that He was not alone in having experiences of this kind.*] Within this category of social and emotional norms, we might also include the rising concerns around mental health and wellbeing, around sexual violence, around binge drinking, because all of these have impacted the way students experience college. The same is true of questions of protest and prejudice, issues that prompted the OpenXchange initiative, and that I will discuss later. These factors influence not only students’ interactions with each other, but also the dynamics of the classroom and of learning. We need to reinvent the structures of education to match the forms of social and participatory learning and knowledge creation that now dominate the 21st century.

“Third, a changing educational mindset. For a variety of reasons, especially economic pressures following the crash of 2008, students are entering college and Stanford, seeing it as a means to an economic end, rather than as an intellectual end in itself; In fact, at times students may not see a difference between the economic end and the intellectual. I had one of my Freshmen advisees confide in me that he was worried because he did not yet have a business plan. He worried that he had to have something in place in terms of a startup by the end of his Sophomore year. At times, because of this or other factors, students may see the choice of a major as critical to their ultimate success in life. In addition, as Dean Drell talked about in the Senate last fall, the number of students majoring in engineering is nearly 40 percent, while 60 percent of those filling out the incoming student pre-Frosh survey say that they are potentially interested in majoring in engineering. Given that this situation is not going to change soon, we need to think about how it impacts how we deliver undergraduate education and what we want to accomplish. Certainly, we want engineers that have depth as well as breadth, just like we want humanists who also have depth and breadth. At the same time, as we see this growth in concerns about engineers, another corresponding change in mindset is the desire for students to feel that their education has real-world meaning – they want to have hands-on experience in terms of the relationship of what they learn in the classroom to what happens in the world outside that classroom. Thus we have seen the growth of organizations such as Statistics for Good, CS for Good, We need to offer an education that, as the SUES report says, is equal to the unfathomable challenges and opportunities that await our students.

The Urgency of Now

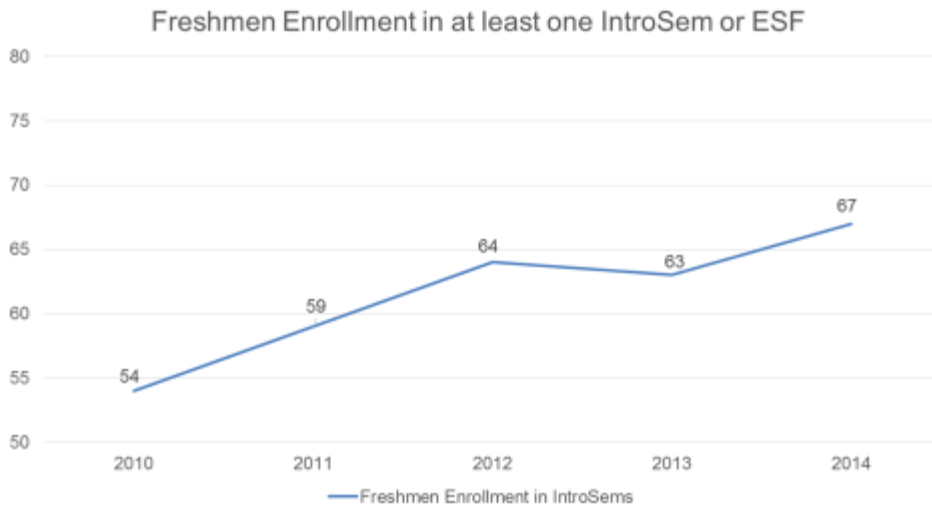
- Thinking outside of the classroom
- The *E* in VPUE = Experience

Understanding and embracing the whole student experience

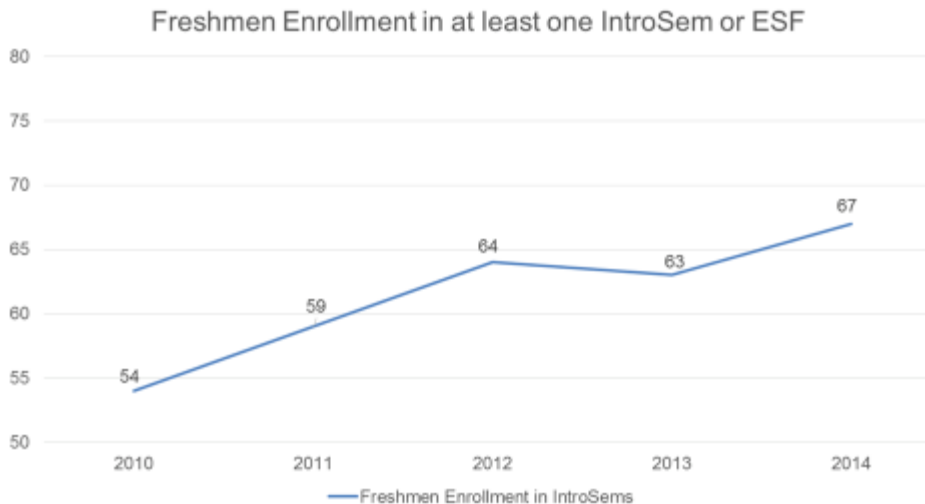
- Four critical domains of action



“Because of these changing dynamics I want to suggest that there is an urgency for Stanford to act and to lead now. In addition, as evidenced by what has happened at universities across the country, and with our peers at Princeton and Yale, most particularly, students are expressing an urgency that college cannot be separate from the world, and that they are holding their universities accountable. One of the first steps for our office, the VPUE, has been to move beyond just thinking about the classroom – as the SUES report notes, ‘so much learning happens outside as well as inside the classroom.’ We have, as a result, looked to embrace the whole of students’ experience at Stanford. With this focus in mind, there have been four critical domains of action that I will lay out for you today: Transforming the Pivotal Freshman and Sophomore Years; Expanding the Experiential; Reaffirming the Residential; and Reclaiming Liberal Education. These are domains that, following the mandate of SUES, we have purposefully foregrounded, but also ones that I want to suggest at the end of my talk we need not only to build upon but even to move beyond.



“We have made a significant effort to emphasize the Freshman and Sophomore years as a time of transition. The new Freshmen required course ‘Thinking Matters’, or THINK, now functions as an onramp to college level critical thinking. It has been incredibly effective with both faculty and students, and attractive to faculty from diverse disciplines; more than that, we have seen popular courses in the humanities as well as the natural sciences, engineering, and the social sciences. *Thinking Matters* are predominantly lecture courses, and we also want for our students to take part in high impact practices. These are courses and activities such as Research, IntroSems, SOCO (Sophomore college), Overseas Studies, that bring students into intimate intellectual contact with faculty. All evidence points to the fact that high-impact practices contribute directly to student success. Simply put, we want each and every Stanford student to engage in at least one and hopefully more high-impact practices in the first two years. For Freshmen, a critical high-impact practice is our IntroSems program. As you may remember, our task as put forward by the Senate was to bring the percentage of students in IntroSems close to 80%.



“And if you see this chart, we moved from 2010 to 64% now, but if you add in Education as Self-Fashioning, which is a course that is taught by faculty and breaks down into small sections that are IntroSems-like, it goes up to 67%. Then if you add in other seminars that students take that are IntroSems-like, the number goes up to 86% involved in such courses. That’s great progress! But what we also have to know is that there are certain groups that aren’t taking advantage of IntroSems as much as we would like: student athletes fall into that category, as well as other students from under-resourced backgrounds. I had a kid in my office, an Afro-American kid who wanted to major in Bio-Engineering but came from an under-resourced high school. His curriculum was so full with things he had to do to catch up, he couldn’t fit an IntroSem, he felt. This is why advising is so important here. Students need, through advising, help in navigating their educational environment; advising sets down a direction that opens up possibilities for students. As you probably know, we have two sets of advisors; academic advising directors (AADs), who are professionals, embedded in the dorms, and also pre-major advisors (PMAs), who many of you are, faculty and academic staff who work more on mentoring the students than on helping them select courses. All our evidence has shown so far that students are understanding better the difference between PMAs and AADs. We have expanded the number of AADs in the dorms and, as a result, students are feeling a greater satisfaction with this experience with their academic advising directors. I think we need to go further in terms of the number and how we bring down the number of students that they have in their portfolio.

1. Transforming the Pivotal Freshman and Sophomore years

- Curriculum
- High impact practices
- Advising



“One of the areas that we hope that advisors will direct their students towards is the experiential, and we have worked to expand opportunities in this area. We give out \$5 million every year in undergraduate research. This goes to departments, to faculty, and to students. Some 1000 students a year are involved in research each year through the VPUE. This has been transformative in terms of how students do, and departments administer, their undergraduate programs. One faculty member has said that, in his work at the Spatial History Lab, working with undergraduate research had changed not only the way he did research and wrote, but also changed how he taught in the classroom. What we need to do in undergraduate research is expand the capacity we have for departmental grants. We have much demand here, and expanding our capacity will help with the experience.

“One of the newest spaces for experiential learning is our pilot Stanford in New York Program. Students work in internships in the day and and take classes at night. We are using New York as a test. The program opened this fall in New York and I got a chance to visit one student and talk to her about her internship, which had developed into an incredible love affair with her work for a children’s theater, at the 42nd Street theater in New York, off Broadway; she loved the experience, but more than that, the sense of adaptive learning, of taking what she learned here and applying it to her work there, and it had an incredible impact on her and the company.

“The Bing Overseas Studies Program (BOSP) is a flagship of experiential learning, and it is highly transformative; 91% of the students who take part in Bing Overseas Studies talk about the fact that it’s transformative. Of the four top majors today – Computer Science, Engineering, Human Biology, and Biology – only 40% of the students are going abroad. Why is that? It’s because the students feel that they can’t do the work they need to do for their major, and still take advantage of Overseas

Studies. Well, one of the things that we have done, thanks to Liz Hadly and Ramon Saldivar, is to have, this winter, a STEM quarter in Paris, and Bioengineering will be taught there as well as Chemistry and Biology. Last year, 9 students went abroad in the Winter, this year, 39 students.

Stanford | UNDERGRAD



2. Expanding the Experiential

- Research
- Off-campus experiences
- Cardinal Service Initiative



“We need also to reimagine the relationship of Stanford to communities around it, and here enters the Cardinal Service Initiative. The Cardinal Service Initiative emphasizes that public service is a key component of the Stanford experience and undergraduate education. We partnered not only with the Haas Center but with all the schools, all the undergraduate schools and the directors of Community Engaged Learning (CELR). As a result, you can see how the number of Cardinal courses, i.e., service learning courses, has grown. And we need to grow this number even further.



 **Cardinal Courses**

	Year 1 2013-14	Year 2 2014-15	Goal 2015-16
Number of Cardinal Courses per year	46	76	100
Students enrolled in Cardinal courses	790	908	1500
Instructors teaching Cardinal courses	41	55	70
Instructors participating in CELR workshops and programs	19	36	50
Instructors receiving Cardinal Course Grants	13	19	20
Number of departments/programs hosting Cardinal Courses	18	25	25

“It has become increasingly clear that the residence plays a critical role in student learning and in experiential learning more specifically. We have created a new unit at the VPUE led by Jim Campbell that purposefully thinks about the relationship of academic programming in the residences to the educational and experiential mission of Stanford and the VPUE. Within this unit we have created new Integrated Learning Environments (ILEs); ILEs are residential programs that fulfill the Freshmen requirements, i.e. the THINK requirement as well as the Program in Writing and Rhetoric. We have ITALIC, that is ‘Immersion Totally in Art and Living in Culture’ — and you have to love Stanford acronyms — and SLE, the ‘Structured Liberal Education’ Program, and these prove incredibly successful in creating a space for the arts and humanities. In terms of student satisfaction, 98% of the students involved in ITALIC and 95% of SLE are happy with their experience, and that’s the highest, right behind that is Education as Self-Fashioning.

“The Leland Scholars Program is aimed at students from under-resourced high schools and is a bridge program that is working at that changing demographic that I mentioned before, and uses chemistry as a way to help students prepare and acclimate before they come to Stanford. We started the program four years ago with 30 students. It grew to 40. We want it to grow to 60 students and so some 140 students have been through it so far today.

3. Enhanced Commitment to the Residential

- Residential Programs unit
- Integrated Learning Environments: ITALIC, SLE
- Leland Scholars Program



“The three areas of action that I have described – reaffirming the residential, expanding the experiential, and transforming the Freshman and Sophomore years – comprise elements of the fourth challenge: Reclaiming Liberal Education. Today’s liberal education must integrate the curricula with the extra-curricular and the co-curricular. Liberal education today celebrates participatory learning and knowledge creation. It incorporates STEM, the humanities and the arts, and contrasts itself with purely vocational education. For the goal of Liberal Education is not to ready our students for one particular job, but for many jobs, extending over a lifetime and requiring adaptive abilities, creative confidence, depth and breadth of understanding that exposure to the range of human knowledge through a liberal education is uniquely intended to impart. Our key avenue for reclaiming liberal education has been through our new breadth requirement, the Ways of Thinking, Ways of Doing. Since ‘WotWod’ would not make a good acronym, ‘The Ways’ is what has stuck.

4. Reclaiming Liberal Education

- The WAYS
 - Formal Reasoning
 - Scientific Method and Analysis*
 - Applied Quantitative Reasoning
 - Social Inquiry*
 - Aesthetic and Interpretive Inquiry*
 - Engaging Diversity
 - Creative Expression
 - Ethical Reasoning

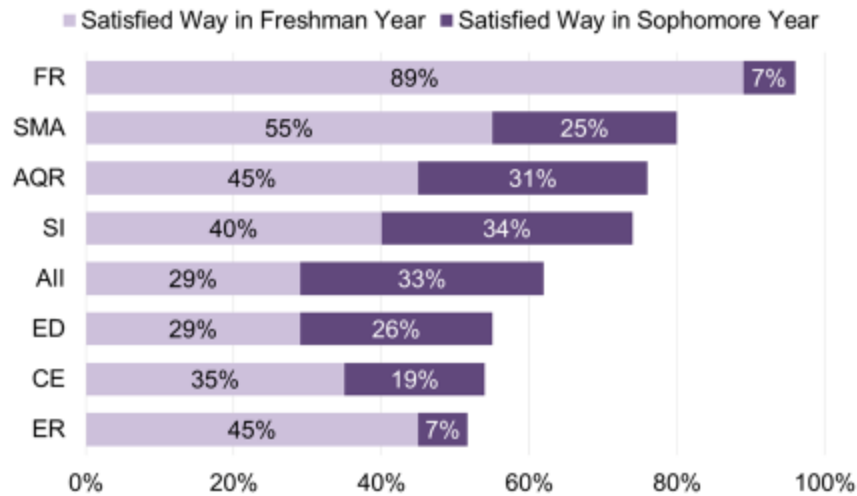
*Requires 2 courses



“The Ways have now been in effect for three years; they consist of eleven required courses in eight different areas. If you look at this chart, you see the ways that students have been fulfilling the requirement within the first two years. Students taking formal reasoning and scientific analysis in their freshman year are likely the ones going into STEM; they are trying to get those prerequisites out of the way. Further down, you see that the numbers of students that have fulfilled Engaging Diversity, Creative Expression, and Ethical Reasoning are much lower, some 45% of students. This raises the question of when students should take these courses over the course of their four years. Is Engaging Diversity something we want students to take early on, for example, and what should we do to make that happen?”



Percent of Cohort Satisfying Each Way
by End of Freshman and Sophomore Year
2013 Entering Cohort



Future Directions – New Harmonies

Whole Student

- Global engagement
- Residence-based initiatives
- Well-being as part of an academic imperative
- Reassessment of the major

Whole Stanford

- Digital media and visual communication
- Integration of data science
- Rethinking diversity



“The Ways are not yet taking us, I would suggest, to all the places we need or want to go. Fundamentally related to the matter of reclaiming liberal education, and to the future of Stanford as a whole is, I believe, a plan for new collaborations, novel interactions across disciplines. The evolutionary direction that I’m talking about comes from the notion of harmonizing: creating new harmonies. Such a strategy aims to reframe and even exorcise the “fuzzy/techie” divide and its pejorative connotations for our undergrads. The problematic hierarchy of “fuzzy” and “techie” needs to be

replaced with a new vocabulary, an alternative construction that speaks to the current demands of our scholarship, the needs of our students and the rapidly changing dynamics of the world they will encounter in the future. Increasingly, the problems in our world, the nature of technological invention, the projects of historical study and critical thinking all require highly integrated/integrative approaches. Here I am talking about more than just artists that can code or engineers and scientists who play music, but a deeper integration, more fundamentally integral, a deeper intersection between arts, humanities, technology, and science: New harmonies. Such an integration will impact the changing educational and cultural dynamics that I discussed at the beginning.

“On a grander scale, university-wide – understanding that undergraduate education is and must be an engine that drives the university as a whole – I am suggesting that we must create new harmonies across the two-discipline problem that C.P. Snow outlined so many years ago. Critical here is not just new inventions of programming, but new juxtapositions of ideas, remixing the current thinking and initiatives. Such harmonies may be not just interdisciplinary but post-disciplinary. What do I mean by that? I mean that while disciplinary expertise must still stand, the silos that separate, for example, art and technology need to start to disintegrate, and for undergraduates, far earlier in the curriculum. So the “post” implies not an end to disciplines but a reinvention of relationships and interconnections. It means putting programs in conversation that had previously not talked together. We have examples of this already taking place at Stanford, from narrative medicine to connections between music and neuroscience, biological art, environmental humanities, digital motion capture. Bold new harmonies can happen when we bring instruments and sounds together that had not made music before; we can also experience new active ways of thinking. Harmony brings us together and builds community as well. We need to harmonize in ways that incorporate the whole student and the whole of Stanford. A concern for the whole student means faculty working to engage our students as co-creators of knowledge and meaning for their education. It means enabling our students to learn in multiple spheres and to develop global citizenship and leadership for the future. We have seen global programs in the GSB and the Law School moving in this direction; what this means is a changing view of the university as going beyond bricks and mortar, it means building a wider vision that incorporates and further utilizes our satellite campuses, be they in our BOSC programs in Europe and elsewhere or Stanford in Washington, or Stanford in New York. How do we truly take advantage of our geographic position on the Pacific Rim even as we reimagine ourselves as not limited by one physical location to become even more of a global university?

“Residential initiatives that create harmonies by linking innovatively the residential with the academic will buttress this plan of global engagement. And it will influence the climate of changing social and emotional norms that I mentioned earlier. The idea of integrating the cultural, the intellectual, the social, and the academic happens now actually in BOSP, as well as in theme dorms. If we can take some of the things that happen overseas and bring them here that will make for a stronger program. How do

we create new synergies that reach out to students where they are, and structure new social engagements?

“Even as we look for academics entering the residence, issues of mental health and well-being are entering the classroom increasingly, demanding our sensitivity and attention. I know many of you may have had students who need therapy sessions in your office hours; another faculty member confided that she had two students in her course one semester who said they had suicidal impulses. We need classes that allow for reflection that enable students to think about where they are and why they are here. Whether we want it or not, the issues of student health and wellbeing have entered our classrooms and we need strategies to cope more effectively.

“Notably, addressing the whole student will require reassessing the major. We need to examine how the major is serving student learning currently. How does the major harmonize with liberal education? How does disciplinary depth harmonize with the preparation for lifelong learning? We need to think about these ideas and about what we want the major to accomplish in today’s environment.

“Incorporating the whole Stanford and creating new harmonies requires that we address the interest in cross-school collaboration in teaching and pedagogy. We have seen this happen in terms of the research that we do but it needs to happen more in terms of pedagogy. Faculty and students are trying to examine concerns, issues, and problems across disciplinary cultures. This needs to be better facilitated as there are structural disincentives and we need to remove the barriers of bureaucracy; we need to emphasize connections across difference. For example, there is a post-disciplinary network of courses around food systems, including courses in medicine, human rights, earth systems, civil engineering, performance. This constellation of courses, while it does exist, needs to find a way to integrate better across these fields. How can we put together seemingly disparate fields and issues into new informative conversations?

“In terms of digital media and visual communication, we have expertise and interests across schools and disciplines. We have new directions taking place in the Program in Writing and Rhetoric (PWR) and in Communication, in computer science, in art practice, in English. How can we integrate our strengths in this area?

“The idea of the integration of data science has been important across the fields and continues to grow from the social sciences to the humanities. We have new tracks and new majors; a data challenge lab in ICME, the new Digital Humanities major. How can we energize and maximize the demand for data science problem-solving across disciplines?

“Fundamental to this discussion is the matter of diversity and the need to champion new harmonies of inclusion across difference. There are questions of unfinished business as students holding the university to account for matters of equality and legacies of discrimination. As our student body continues to reflect the demographic

development of our country, not only must students change and acculturate to Stanford, but the university too must change. This is a question of not simply increasing the number of graduate students or faculty of color, but rather a question of inclusion including curricular inclusion. How faculty, staff and departments and disciplines think about the matter of diversity and diversity across majors is critical. We need new strategies of inclusion. We need to make diversity a fundamental part of our intellectual project.

“In fact, if we look at students’ uprisings today through this lens, we cannot simply dismiss them as a throwback to the 60s or a source of contemporary irritation or just a case for conflict management, but rather as a window to all the pressing issues that I have been discussing with you today: that we can’t quarantine the classroom from the real world; that health and wellbeing intersect with all that we do, that matters of experiential learning and global citizenship and social responsibility play out in these volatile locations. It is with such a lens that we must reengage the whole student and the whole of Stanford to facilitate community, to produce deeper, resonant conversation. As we continue to evolve and nurture spaces that are both dynamic and creative, new harmonies and a new integrative vision of undergraduate education will emerge.”

Chair Moler opens the discussion on Vice Provost Elam’s report.

Professor Hildemann, while she loves the idea of encouraging more and more students to take IntroSems, has noticed in recent years that there are fewer and fewer IntroSems offered that would appeal to potential engineering students, and wonders what Vice Provost Elam’s thoughts on this are.

Vice Provost Elam acknowledges that this has been a consistent problem and that more engineering courses are needed. Part of the problem is the increased demand for engineering courses by a growing number of majors, and the limitations of the faculty to meet those demands.

Professor Hoxby thanks Harry Elam for a very encompassing report, and expresses her enthusiasm about the program in Education as Self-Fashioning, which has become more and more popular among students (with 250 applicants for 125 places) because “it helps them to think about their purpose at Stanford”; she announces that, in view of the demand, the program will go from five to seven sections.

Professor Landy joins in the thanks for an inspiring presentation; he thinks the Leland Scholars Program is terrific and wonders whether there might be room for doing something similar for the Humanities or other areas.

Vice Provost Elam relates that when the program was first designed, it was indeed concentrated on chemistry where students often confront issues that may turn them away from majoring in STEM, but he agrees that other areas, such as writing, are equally important. As the program expands to accommodate a larger number of

students, its new director will be thinking about programs for students in the humanities.

Professor Vakil follows up on Professor Hoxby's point and expresses his surprise that, inasmuch as science is very much part of the liberal arts, not a single scientist has stepped up to participating in the program.

Vice Provost Elam notes, with much appreciation, that Professor Vakil did step up, and explains that, for any discipline, what it takes is "a sense of the meta" dimension of a given field and of the role that a discipline plays in higher education.

Professor Roberts was particularly grateful that Elam raised the issue of the whole student and mental health. As a psychiatrist, she counseled her colleagues that, in cases where a student does express suicidal ideation, it is important not to be alone with that situation, and not to feel that one would be violating a promise or a trust that one had built with a student by talking with them about how one would need to include someone else in that conversation. She offered her own help or that of her colleagues in those kinds of situations, but her main point is the importance of engaging others. She also emphasizes how important it is to give students the feeling that they belong, that Stanford and its faculty care very much for each and every student. Lastly, she highlights the importance for the faculty member to stay involved even as someone else is engaged to provide support.

Vice Provost Elam thanks Professor Roberts for demonstrating exactly why the coping mechanisms that he had mentioned are so badly needed, and that faculty have to have a space where they can access them. He also expressed his appreciation for her continuing commitment to questions of student health and wellbeing. As an example of how these issues are "coming into our classrooms", he mentioned that some 10 percent of Stanford's students are now registered with the Office of Accessible Education, which means they have special needs in terms of exams, etc. In a course like CS 106, where there are 600 students, that means that 60 different exams have to be arranged for in that class.

Professor Goldstein raises two issues. First, she would like to know whether the changes in the student body that Harry Elam had described are of a more permanent or (as in changes related to the 2008 crash) a more temporary nature; she refers particularly to psychological problems or learning disabilities which, because of changes in legislation, Stanford and the faculty have to accommodate. Secondly, she refers to Elam's ideas about how students should be educated now, and how that "doesn't necessarily sit well with the way we have been organized for a hundred years on this campus, or every other campus". With regard to such things as providing research incentives as part of teaching, she feels that most of the faculty are "really not trained to do the kind of delivery of what you kind of conceptualize students want us to deliver, like do games in the classroom, to be high tech, to be more interesting than we are because most of us mostly are just not that interesting ...

mostly we deliver a product which is very much oriented to the intellectual engagement that we want them to be involved in, and ... I worry that when we start having all those new programs, we're going to build another university that is going to be the university that interacts and does all those fun things and then there's us, being our boring selves, writing books or articles." She wonders about "how do we think about this in terms of who we are"; while she appreciates what Elam has told the Senate about what the students are, she asks "but what about us?"

Vice Provost Elam wanted to deal with Professor Goldstein's second question first, and uses the example of a Stanford colleague's class that deals with problems of water and brings up, in discussing the situation in Flint, MI, not only questions of engineering, but also matters of race and of economics in connection with water. His point is that, while he and his office can make suggestions, it's ultimately up to the faculty that has to introduce changes into their classes: "We're a faculty-driven institution and faculty have to want whatever happens here to happen." On the question of where students are going, he admits to not having an answer, but he expects that the changes in demographics that he had mentioned are bound to bring about different classroom dynamics, and that legal and judicial developments will play a role as well. Here again, however, he believes that the faculty will be the ultimate arbiter of those changes. In this connection, he returns to the shift in majors towards engineering and computer science – a situation vastly different from what it was in 1994. This may or may not be cyclical, but the university will have to deal with what is happening now in its efforts "to make our students the best they can be ... with creative confidence to tackle the world, in whatever ways it needs to be tackled."

Vice Provost Gumpert asks where Elam sees the development of co-terms headed in the future. Since that development is critical to several of the themes that he has mentioned – changing educational mindset, concern about the whole student and their wellbeing, and the pressure they're putting upon themselves – she wonders about his vision for the future.

Vice Provost Elam recalls the times when the issue of co-terms was a somewhat "liminal space" between his office and Vice Provost Gumpert's, but appreciates the fact that this is now much better handled administratively. He mentions the significant shift from Honors students to co-terms, where there are now in Engineering 40% co-terms and 4% honors students. In his view, that makes sense inasmuch as a Master's degree will be more valuable to them down the road, but it also raises questions for the university – not least of them the question of funding, where Dean Drell has recently provided some significant improvement in order to achieve greater equity. What will also be needed is better monitoring of the process of entering into a co-term program – to avoid situations like the mother of a freshman inquiring as to when she should start talking to her son about co-terms.

Professor Shachter was intrigued by the point Elam made about The Ways and their being redesigned a few years ago to help prepare students for a lifetime after

Stanford, even though he had now suggested that they may, and should, be valuable to prepare students for their experience at Stanford.

Vice Provost Elam clarified that he raised this as a question to think about; regarding “Engaging Diversity”, for example, he wonders how we leverage the fact that, in terms of demographics, we have diversity on the campus, and how we make that into something that happens beyond Freshmen year. Seeing, as Jim Campbell has pointed out, Ways as a kind of scaffolding throughout a student’s time at Stanford makes good sense, but requires some reflection on when the best time for taking a certain kind of course would be. He wants to open up that conversation about the best timing for courses in such areas as Creative Expression, Engaging Diversity, or Ethical Reasoning.

John Lancaster Finley, ASSU President: “What I would first like to do is thank and congratulate Vice Provost Elam not only for a great presentation but for what we feel actually captures exactly what the student body is feeling, the changes occurring in the student body over the past four years that Brandon (Hill, ASSU Vice President) and I have been here. It’s really a different university than when we were Freshmen. And we feel that the presentations here and the proposals actually capture exactly what is needed as Stanford is entering a time of dramatic change and as we are about to graduate as well, Registrar willing.

“I also want to point out, Brandon and I, as kind of symbols of the diversity and drastic changes here at Stanford University, that the changing demographics are not something that is temporary; I think it is something that is here to stay, and the elevated consciousness of minority students at this university is something that’s not going anywhere. We feel that we have a place at Stanford, and this is something that is only going to continue to grow, and our responsibility and love for this university is only going to continue to grow. On that note, though, I want to say that I think that what students have been asking for, and what students have been demanding, what students have been talking about all over the country is an increased devotion to understanding issues of identity and to allowing our universities to educate us, not only on ourselves and who we are and giving us a sense of valuing ourselves, but also to value other people. We think that this is the key to understanding issues of gender-based violence, sexual violence, understanding issues of diversity, understanding issues of how we approach other people in the workplace. These are things that we think Stanford can take the lead on, educating us, educating us on how to value ourselves and how to value other people. And when we hear the proposals in the VPUE presentation: they are exactly what is needed, and there is more that’s needed as well, so I want to thank VPUE for being so tuned in to what exactly students need and exactly what students are asking for, both on the undergraduate side and on the graduate side, because graduate students help us to do this, help the undergrads to do this, but also want to do it themselves, and that is, I think what our Stanford education has been all about, and I’m excited to have other students being able to have that as they come into the university and leave it and become part of the alumni community. So thank you all for paying attention to this very important issue and we think this is

exactly where Stanford needs to go.”

Concluding the meeting, Chair Moler expressed the Senate’s thanks to Vice Provost Elam for his most informative report, and all participants in a lively discussion. The Senate concurs by means of a solid round of applause.

VI. Unfinished Business

There was no unfinished business.

VII. New Business

There was no new business

VIII. Adjournment

Chair Moler adjourned the meeting at 4:15, whereupon the Senate re-convened in executive session.

Respectfully submitted,

Hans N. Weiler
Academic Secretary to the University

**Meeting of Senate XLVIII
RECORD OF ATTENDANCE
January 21, 2016**

	Name/Department	Unit		Name/Department	Unit
P	Abramitzky, Ran, <i>Economics</i>	7	A	Lawlor, Krista, <i>Philosophy</i>	8
P	Arvin, Ann, <i>Vice Provost & Dean of Research</i>	Ex officio	P	Lipsick, Joe, <i>Pathology, Genetics</i>	12
P	Bagwell, Kyle, <i>Economics</i>	7	P	Magill, Elizabeth, <i>Dean of the Law School</i>	Ex officio
P	Berman, Russell, <i>German</i>	8	P	Maher, Katharine, <i>Geological Sciences</i>	2
A	Billington, Sarah, <i>Civil and Environmental Engineering</i>	4	P	Matson, Pamela, <i>Dean of the School of Earth, Energy and Envir Sci</i>	Ex officio
A	Boxer, Linda, <i>Medicine – Med/Hematology</i>	13	A	McConnell, Susan, <i>Biology</i>	6
P	Campbell, James, <i>History</i>	7	P	Meyler, Bernadette, <i>Law</i>	9
A	Chertow, Glenn, <i>Medicine</i>	13	P	Michelson, Peter, <i>Physics</i>	6
P	Clemens, Bruce, <i>Materials Science & Engineering</i>	4	P	Milgrom, Paul, <i>Economics</i>	6
P	Cohen, Ralph, <i>Mathematics</i>	6	A	Minor, Lloyd, <i>Dean of the School of Medicine</i>	Ex officio
P	Cook, Karen, <i>Sociology</i>	7	P	Moler, Kathryn, <i>Applied Physics</i>	6
P	Daub, Adrian, <i>German</i>	8	P	Osgood, Brad, <i>Electrical Engineering</i>	4
P	Drell, Persis, <i>Dean of the School of Engineering</i>	Ex officio	P	Palumbo-Liu, David, <i>Comparative Literature</i>	8
P	Elam, Harry, <i>Vice Provost for Undergraduate Education</i>	Ex officio	A	Pizzo, Philip, <i>Pediatrics</i>	13
A	Elam, Michele, <i>English</i>	8	P	Prinz, Friedrich, <i>Mechanical Engineering</i>	4
P	Etchemendy, John, <i>Provost</i>	Ex officio	P	Roberts, Laura, <i>Psychiatry and Behavioral Sciences</i>	13
A	Farhat, Charbel, <i>Aeronautics and Astronautics</i>	4	P	Roth, Bernie, <i>Mechanical Engineering</i>	4
P	Fire, Andrew, <i>Pathology & Genetics</i>	12	P	Saller, Richard, <i>Dean of the School of Humanities & Sciences</i>	Ex officio
A	Gilligan, Thomas, <i>Director of Hoover Institution</i>	Ex officio	A	Saloner, Garth, <i>Dean of the Graduate School of Business</i>	Ex officio
P	Goldstein, Judith, <i>Political Science</i>	7	P	Schindler, Rafe, <i>SLAC</i>	10
A	Greely, Hank, <i>Law</i>	9	A	Schwartz, Daniel, <i>Dean of the Graduate School of Education</i>	Ex officio
A	Grenadier, Steven, <i>Graduate School of Business</i>	1	P	Shachter, Ross, <i>Management Science and Engineering</i>	4
P	Gumport, Patricia, <i>Vice Provost for Graduate Education</i>	Ex officio	A	Shaqfeh, Eric, <i>Chemical Engineering</i>	4
P	Hennessy, John, <i>President of the University</i>	Ex officio	A	Sheppard, Sheri, <i>Mechanical Engineering</i>	4
P	Hildemann, Lynn, <i>Civil and Environmental Engineering</i>	4	A	Stearns, Tim, <i>Biology</i>	6
P	Hoffman, Andrew, <i>Medicine – Med/Endocrinology</i>	13	P	Stedman, Stephen, <i>FSI</i>	11
P	Holmes, Susan, <i>Statistics</i>	6	P	Surwillo, Lisa, <i>Iberian and Latin American Cultures</i>	8
P	Hoxby, Caroline, <i>Economics</i>	7	E	Thille, Candace, <i>Graduate School of Education</i>	4
P	Jones, Patricia, <i>Biology</i>	6	P	Tomz, Mike, <i>Political Science</i>	7
A	Kao, Chi-Chang, <i>Director of SLAC</i>	Ex officio	P	Vakil, Ravi, <i>Mathematics</i>	6
P	Kasznik, Ron, <i>Graduate School of Business</i>	1	P	Vermeule, Blakey, <i>English</i>	8
A	Kirkegaard, Karla, <i>Genetics</i>	12	P	Weiler, Hans, <i>Academic Secretary to the University</i>	Ex officio
P	Labaree, David, <i>Graduate School of Education</i>	3	P	Wheeler, S. Christian, <i>Graduate School of Business</i>	1
P	Landy, Joshua, <i>French and Italian</i>	8	A	Widom, Jennifer, <i>Computer Science</i>	4
P	Lavori, Philip, <i>Health Research and Policy</i>	13	A	Zoback, Mark, <i>Geophysics</i>	2

Legend

A- Absent	E- Excused	P-Present
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Present on Invitation or by Request:

Koren Bakkegard, Laura Bernhard, Kirsti Copeland, Daisy Grewal, Julia Hartung, Charles Litchfield, Vera Michalchik, Sharon Palmer, Ruairi Arrieta-Kenna, Randall Williams, Bella Wilcox, Susan Sebbard, Robyn Wright Dunbar, Brad Hayward, Steven Denning, Carrie Spector, Donna Lovell, Ramon Saldivar, Lisa A. Trei, Isabela Bumanlag, Laura Sussmann, Cahty Glaze, Greg Boardman

Present on Standing Invitation:

Stephanie Kalfayan, Kathleen Sullivan, Beth McKeown, Suzi Weersing, Laura Remillard, Stephen Shirreffs, Linda Cicero