

**Academic Council of Stanford University
Annual Meeting – April 14, 2011
Jen-Hsun Huang Engineering Center**

I. Call to Order

President John Hennessy called the meeting to order at 3:30 PM. He called attention to the minutes of the annual meeting of the Academic Council, May 13, 2010, which were previously distributed to the faculty electronically and were on the faculty web site. The *direct* link for last year’s Annual AC meeting is:

http://facultysenate/2010_2011/minutes/05_13_10_Annual_AC_Minutes.pdf

It can also be accessed through the Faculty Senate main web page site, go to Quick links and choose Minutes of the May 13, 2010 Annual Academic Council Meeting.

II. Report of the 43rd Senate of the Academic Council: David Spiegel, Chair

The president introduced David Spiegel, Chair of the 43rd Senate, to give the annual report of the Senate activities. This is his verbatim report.

“Mr. President and Members of the Academic Council, It is my honor to report on the activities of the 43rd Faculty Senate. It has been a busy and productive year. As is our custom, we granted degrees, approved new and renewed existing degree-awarding programs, and heard memorials in honor of the passing of distinguished colleagues in our faculty. Highlights of our Senate activities, most of which involve our students, include the following: In two sessions last year, President Hennessy articulated ten challenges to higher education. For example, he noted that we can and should be thinking more creatively about new ways to use information technology in educating our students (who often educate us about information technology). As if in response to his comments, at our last meeting three of our young faculty demonstrated their innovative approaches. These included on-line lectures and quizzes that allowed for real time classes to focus on knowledge deficit areas in computer science; having each student in a history course create a specific historical ‘avatar,’ whom they would navigate through life in early 20th Century in Germany; and using a trans-disciplinary approach in a Design School field study, as did four undergraduates to address the problem of early infant mortality in India. Their collaborative work led to the invention of \$40 baby warmers, now in production in their start-up company, to replace unused \$20,000 incubators in faraway hospitals.

“The Senate heard progress reports from the Task Force on the Study of Undergraduate Education at Stanford and provided feedback. The Task Force is addressing the challenge of achieving a balance between structure and freedom: the admirable but conflicting goals of insuring that Stanford students are exposed to a liberal education that undergirds lifelong learning, yet allows sufficient freedom to explore new pathways, undertake research, experience the joy of creativity, and redefine oneself, on the other hand. Current Gen Ed and major requirements leave some students with little or no elective time. Better integration of these two types of educational requirements may help to resolve this problem.

“We heard a report about student mental health, a subject dear to my heart, and well being at Stanford from a wide variety of perspectives: students, mental health professionals, residential education, and legal representatives. Student life at Stanford has many stresses, but most cope admirably in a manner referred to as the ‘duck syndrome’ – looking serene but paddling furiously underneath. A Safety Net has been created to facilitate community responses to threat, rapid identification of problems, connection between students in need and the Counseling and Psychological Services, and sharing of concern about students so that they receive the help they require.

“Stimulated by the presentation of Professors William Perry and David Kennedy, the Senate established an ad hoc Committee on ROTC. While the committee was meeting this year, Congress abolished the ‘Don’t Ask, Don’t Tell’ policy, thereby removing a legal obstacle to University re-engagement. There have been vigorous but respectful student and faculty debates on this important issue. We look forward to the committee’s report.

“After lengthy deliberations, the Committee on Research recommended to the Senate that it authorize a trial of allowing postdoctoral fellows with an MD or MD/PhD degree to apply for an investigator-initiated federal research award. In approving this proposal, the Senate took into account the fact that the number of young doctors in the US who pursue a career as ‘bench to bedside’ researchers is declining. Being able to apply for independent research funding makes them more competitive in obtaining academic appointments. Many don’t complete their training until the age of 40.

“Dean of Research Ann Arvin provided an all-to-timely report to the Senate about earthquake preparedness. There is a 62% chance of a major earthquake in the Bay Area in the next thirty years. First, Stanford already has in place seismic upgrades of virtually all of its campus buildings, which are now considered ‘life safe.’ Second, we have ‘AlertSU,’ a mass-notification system for time-sensitive information. Third, a program entitled ‘ProtectSU’ has been established. A team of inspectors will visit every lab on campus to insure that each piece of equipment is properly anchored, not only to protect the equipment, valued at \$370 million, but more importantly, the people who use it. She also urged us to be sure that data and biological samples are safely stored off-site.

“We had an historic event this year. For the first time we invited three members of the Stanford University Board of Trustees to speak to the Senate. They provided insight into the Board, its role in university governance, how it operates and how its members are selected.

“Leslie Hume, Chair of the Board, noted that the Board meets five times per year, votes on such issues as adding or removing departments, approves or disapproves changes to tuition and financial aid, construction, and management of University reserves. She also commented on the Board’s wise choice of a President.

“Jerry Yang, Vice-Chair, talked about the three most important qualities of trustees-- commitment, diversity, and teamwork.

“Burt McMurtry, Past Chair, addressed financial governance, and noted that as a trustee he had complete access to anyone in the university. He said that he felt huge personal and emotional benefit in being a trustee of an institution of the caliber of Stanford.

“A full report of the issues addressed by the Faculty Senate is listed online at <http://facultysenate.stanford.edu>

“In closing I wish to express my thanks to,

- The Senators for their thoughtful and articulate participation and very good attendance record this year,
- Members of the Senate Steering Committee for their sage advice and constant good humor,
- Vice Chair David Palumbo-Liu, for all his help and stepping in for me whenever asked,
- The Chairs and members of the Academic Council Committees and the Committee on Committees for their dedication and hard work,
- President John Hennessy and Provost John Etchemendy for their regular involvement and support,
- Assistant Academic Secretary Trish Del Pozzo, a unique Stanford institution in her own right, and,
- Our wise and distinguished Academic Secretary, Rex Jamison.

“This concludes my remarks, Mr. President and members of the Academic Council.”

[Applause]

III. Presentation by President Hennessy “Proposal for a Stanford Campus in New York”

President Hennessy took over. This is his presentation in verbatim.

Introduction

“Good afternoon and welcome. I am pleased to see you here today. This afternoon, I will begin by giving a brief overview of the state of the university, reviewing some of the year’s highlights, and then turn our attention to future opportunities.

“Prominent among those opportunities is our recent expression of interest to a request from New York City, and after my remarks, I have invited three colleagues – Dean of Engineering Jim Plummer; Professor and Chair of Computer Science Jennifer Widom; and Vice President Bob Reidy – to join me in a panel discussion about that effort.

Finances

“Let me start with a quick overview of the state of our finances. As you all know, the economic crisis of several years ago led to some very difficult decisions. We responded quickly to the changing economic landscape and established a new baseline budget.

“A few months ago, we announced our fiscal year 2010 results, which show the benefits of that quick response. As a result of decisions made throughout the university, we reduced

expenses and were able to further lower our payout from endowment to operations. This reduced payout has allowed our endowment to recover more quickly. In fiscal year 2010, the university's endowment rose in value by 10 percent. That increase in value was the result of both strong investment gains and gifts to the endowment. Our alumni and friends have continued to be generous in support of the university, and our Office of Development has done an outstanding job communicating our needs and the difference such gifts can make.

“This puts us in a strong financial position as we go forward, but we must remain vigilant. The economic climate and reduced federal research funding remain significant concerns. In addition, while investment returns continue to be strong, as the saying goes, past performance is not necessarily an indicator of future results. Thanks to our collective efforts, however, the state of the university is strong, and unlike many other institutions, we can focus on moving forward, rather than on additional reductions.

The Stanford Challenge

“We are entering the last six months of The Stanford Challenge, our five-year campaign to transform the university and better prepare us to lead in this century. It has been enormously successful, despite the global economic crisis.

“We firmly believe that the work we are doing to address today's complex problems is essential – not only for Stanford, but for the greater community that benefits. Clearly, our alumni, friends and supporters shared that belief. In the four-and-one-half years since The Stanford Challenge was launched, we have raised over \$5 billion, surpassing the original \$4.3 billion goal.

“Despite that, there is still much to do. Financing for our enhancements to undergraduate financial aid, combined with greater need caused by the economic crisis and a reduced endowment to fund these costs, led us to triple our fundraising goal for undergraduate financial aid. Likewise, threats to federal funding mean we need to increase the university support we provide for our graduate students. Finally, we also want to ensure that we continue to attract and retain the best scholars on our faculty, and restoring faculty positions reduced during the crisis will require new endowed faculty support.

“A campaign of this magnitude is necessarily a marathon, and we are entering the final stage. We are definitely on the right track to achieve the ambitious goals we set for ourselves, but now is the time for that final push. We want to finish strong, and I have no doubt that with your help and with the enthusiastic support of our alumni and friends, we will do so.

Campus development

“What is the real significance of the success of The Stanford Challenge? It has positioned the university to do the work of this century.

“One way it has done so is by enabling us to build 21st-century facilities – such as the one we meet in today, the Huang Engineering Center, and the other buildings in the new

Science and Engineering Quad – as well as to update outmoded facilities, many more than 50 years old. Last year, I spoke in detail about the transformation of the campus, so I will just briefly note a few changes this year.

“Last fall we dedicated three academic facilities: the Li Ka Shing Center for Learning and Knowledge, the Lorry I. Lokey Stem Cell Research Building and the Jen-Hsun Huang Engineering Center; we also completed the Center for Nanoscale Science and Engineering. In a few weeks, we will dedicate the Knight Management Center, and next month, the Neukom Law School Building. So, The Stanford Challenge has yielded very tangible benefits: It has enabled us to provide cutting-edge facilities in support of the pioneering work for which this university is known.

“Next year, we look forward to strengthening the arts at Sanford. We are moving forward on our long-term plan for an Arts District perpendicular to Palm Drive. I am sure you have all seen the steel skeleton rising into the sky off Palm Drive, popularly known as the “Fez”. That is our new Bing Concert Hall. Over the course of the next year and a half, we will see its completion. It is going to be a magnificent performance venue, and we look forward to inviting the public to join us at the first performances in January 2013.

“On this side of Palm Drive, adjacent to the Cantor Arts Center, we are moving forward on a new home for the Department of Art and Art History, thanks to the generosity of alumnus and former chair of the Board of Trustees, Burt McMurtry and his wife, Deedee. We have just made our selection for the architectural firm to design the McMurtry Building: Diller Scofidio + Renfro (DSR) is an award-winning design studio responsible for major remodeling at Lincoln Center, and among DSR’s current projects are the Berkeley Art Museum and the Broad Museum in Los Angeles.

“Another future project is the Biology building, which will be located between Gates Computer Science and the Mudd Chemistry buildings. This lab-focused building will provide state-of-the-art research labs for faculty and will replace our current very outdated facilities at Herrin Labs. We are moving forward on the plans and have received a naming gift for the building. We are also examining alternatives for new undergraduate science labs, which we desperately need. I’m still looking for the donor who wants to bring the look of the old chemistry building back.”

[Laughter]

Support for/Excellence of people

“As I have noted on other occasions, facilities are nothing without the excellence of the people working in them, and The Stanford Challenge has provided essential support for our faculty and students. The campaign has enabled us to strengthen our commitment to undergraduate financial aid and endowed more than 250 graduate fellowships – both interdisciplinary and within schools and departments. It has also raised money for a host of faculty positions across the institution, with more than 60 endowed professorships, half a dozen directorships and 5 senior fellows, and secured both expendable and endowed support for important new centers and institutes.

“Our results reflect both the ambitious and inspiring goals we set for The Stanford Challenge, the engagement of our faculty throughout the campus, as well as the tremendous confidence our alumni and friends have in our faculty and students. Our students and young alumni are consistently selected for Fulbright Fellowships, Rhodes Scholarships, Marshall and Mitchell Scholarships. A few weeks ago, four Stanford juniors were named Truman Scholars – the largest number of any other institution this year. The university’s overall excellence is also reflected in the record numbers of applicants we get each year. As has been the case for several years now, this was the most competitive year in the university’s history: We received more than 34,000 applications for the Class of 2015 and offered admission to 2,427 students (just over 7%).

“Our graduate programs are consistently among the best. Eight programs – business, biology, statistics, history, computer science, political science, psychology and physics – were ranked or tied for first in the most recent *U.S. News & World Report Graduate School Rankings*. [Say what you like about the US New and World report. Sometimes they get it right.]”

[Laughter]

“Three – engineering, math and English – were ranked or tied for second. Law ranked third; education, chemistry and Earth sciences were fourth; and economics, sociology and our research programs in the medical school ranked fifth in the nation. In 2010, the National Research Council released its long-awaited evaluation of doctoral programs, based on data from the 2005-06 academic year. The results are difficult to interpret, but if we liberally use the upper end ranking for each department, which many other institutions have chosen to use, every one of our ranked departments in engineering, the physical sciences, the biological and biomedical sciences, and the social sciences is ranked in the top 10. Furthermore, our humanities departments showed the most improvement, with 58 percent ranking in the top 10 in 1995 moving to 85 percent ranking in the top 10 in this evaluation.

Expression of Interest: New York City Applied Sciences Research and Educational Campus

“As you have all heard, we are also exploring another opportunity, the possibility of establishing an engineering and technology research and graduate education campus in New York City.

“In mid-December, New York City’s Economic Development Corporation announced plans to attract an institution to create an applied sciences research and educational campus in the city. New York’s goals range from raising the capability of institutions in the city in technology and applied science to creating more talented graduates in these fields in support of a growing high-technology sector, to increasing economic growth and diversification through high-technology innovation and entrepreneurship. Stanford was one among 27 institutions that responded. Our interest has been informed by broad consultation over a series of months with the faculty, university leadership and trustees.

“Like many other institutions, we have received over the years many invitations to consider setting up campuses and programs throughout parts of the world, especially in Asia. While we are engaged as consultants and partners with a number of institutions around the world, we have so far chosen not to set up another full-fledged Stanford campus, primarily because we were concerned that we could not establish a permanent presence with a cohort of faculty and students whose quality matched that of our home campus.

“New York is different: We can attract great faculty and great students committed to Stanford and a New York campus. Thus, we believe this is an interesting opportunity for us to team up with a dynamic partner, New York City, to create a high-quality institution, which could become the nucleus for a major center of innovation, just as has happened in the Bay Area. New York has its own culture and strengths, which are quite different from those of our present location, and fusing that culture with the technical capabilities and entrepreneurial culture of Stanford could produce a remarkable new center for research, education and innovation. Such a campus is also an opportunity to increase our visibility on the East Coast, and connect with new sources of philanthropic support.

“A New York presence also provides us the opportunity to master multi-site operations – something I believe is essential for the 21st-century university. We already have a strong foundation in distance education, and this would enable us to further refine and expand that foundation. It offers a supportive setting for creating a world-class model for the multi-campus university: Setting up operations in the same country with the same language, just three time zones away, where there are no issues about academic freedom, is much more manageable than establishing a campus in a different country six or eight time zones away with language problems and issues concerning academic freedom.

“Our plan is to create a strong research program, a vibrant graduate education program with both master’s and PhD students that provides both technical education as well as education in entrepreneurial and innovation skills. Our engineering school is among the best in the country, and we are a leader in applied sciences. We have an incredible entrepreneurial culture, and we understand how to partner with industry and successfully transfer research advances to the marketplace. Stanford researchers and alumni have established thriving companies that employ hundreds of thousands of people – companies such as Google, Yahoo!, Hewlett-Packard, Cisco, Sun Microsystems, Netflix, eBay and many others.

“Our plan would be to develop a New York program that is integrated with the programs on the main campus, distributing people and talent and sharing courses and research activities, rather than replicating existing activities at a smaller scale. Rather than have two computer science departments, for example, we envision one department with perhaps 25 percent of its faculty at the New York campus. The School of Engineering, the Graduate School of Business, the Hasso Plattner Institute of Design and the Stanford Technology Ventures Program would all play key roles from the beginning, with other activities added over time.

“Of course, the site of the campus will be a critical component as well, and that has not yet been decided. In its Request for Expression of Interest, New York City suggested four potential sites. Of the four sites, we looked at Roosevelt Island in particular and considered

how it might be developed, and Bob Reidy will talk about this in a few minutes. At the same time, we are exploring other sites as this process unfolds.

“If we pursue this opportunity, it would develop in several phases. In Phase 1, the first five years of the project, we envision about 25 faculty, including visiting faculty from the Palo Alto campus; growing to about 150 doctoral students; and 300 master’s students. The focus of the first phase would be on information technology – EE and CS – with special attention given to entrepreneurship, education and research. Executive education both in technical fields and in management would also be featured. As we plan the first phase and contemplate a formal proposal, I have asked Dean Plummer [of the School of Engineering] and Dean Saloner [of the Graduate School of Business] to appoint a faculty advisory committee to provide guidance and counsel.

“Succeeding phases would expand to include approximately 100 faculty and 2,000 students. There would also be opportunities to take advantage of all that New York City offers, especially in new media and cultural opportunities, and I can see broadening the base of subjects offered to include green technology, biomedical engineering, new media, financial mathematics and urban studies, just to name a few. There would also be opportunities to host other visiting undergraduate and graduate programs: perhaps an academic quarter in New York, similar to our Stanford in Washington program, as well as opportunities to host students in the business school or other disciplines. The succeeding phases would develop over as long as 20 years, allowing for extensive exploration of opportunities as we gain capability in making a distributed program work.

“We are at the beginning of a very long process, and we are not alone in recognizing the opportunities in New York. Eighteen proposals were submitted by 27 schools and include responses by Cornell University, Columbia University, New York University, Carnegie Mellon and several international institutions. Final proposals will be due in the summer, with selection by the end of the year. If we are selected, the real work will begin and will require the involvement of many faculty and staff. If we are successful it will be something about which all of us can be proud.

“Through our new academic facilities, advances in research and pursuit of new opportunities, we are positioning Stanford for the future, equipping it to do groundbreaking research and teaching, and extending our legacy of excellence. We have a great deal to look forward to, and we are counting on your support and participation.”

[Applause]

IV. **Panel Discussion of Stanford Campus in New York Cities**

President Hennessy introduced the Panel.

“This afternoon I have invited several of my colleagues to join me to discuss our thinking on this opportunity and our response in more detail, and to answer any questions you might have.”

The President introduced the three members of the Panel. They were:
 Jim Plummer, John M. Fluke Professor of Electrical Engineering and Professor, by
 courtesy, of Materials Science & Engineering
 Jennifer Widom, Fletcher Jones Professor in Computer Science and Professor of
 Electrical Engineering
 Robert Reidy, Vice President for Land, Buildings and Real Estate”

A. Dean Plummer

Dean Plummer expressed what he called some thoughts about the academic program at Stanford Campus at New York City [henceforth, SNYC].

“It’s very preliminary and we welcome comments from faculty and students.”

Phase One.

There are three questions:

- 1) Can a research university be distributed geographically?
- 2) Can the campus in NYC be created to be truly part of Stanford in look and feel?
- 3) Can the entrepreneurial spirit be exported to the SNYC?

He was mindful of constraining factors. The SNYC campus initially would be small and the number of programs limited, but they must start with a critical mass. “To match the curriculum at Stanford for our Masters and PhD candidates in SNYC, we would have to provide access for them to as many as 250 courses we offer here at Stanford.”

The programs that would be the first would be in Computer Science, and Electrical Engineering, and perhaps Management Science and Engineering. “It would not be wise to start with wet labs because of infrastructure issues and the difficulties of distance education.”

An entrepreneurial spirit pervades Silicon Valley. It remains to be seen whether this can be created in SNYC.

Recruitment of faculty would be to Stanford University, with a choice as to site. Similarly grad students would be recruited to Stanford, with the option to locate to SNYC if that fits.

Dean Plummer was confident that there are deep pools of faculty candidates and students interested in locating in SNYC. Moreover there are IT companies in Silicon Valley, like Google, that have branches in NYC and the East Coast would be a source of adjunct faculty.

Entrepreneurship education and research, and the Design Program, which teach a teamwork approach to problem solving as well as creativity and innovation skills, are programs that would be important at SNYC.

Second Phase.

“Once the university was established at SNYC, in the second phase, we would ramp up to 100 – 200 faculty, accept more grad students and expand the academic programs.”

In a sense Dean Plummer said he would like to see a competition develop between some programs at Stanford that want to expand their footprint to the SNYC campus.

In conclusion, Dean Plummer emphasized that it is important that the SNYC campus is still part of Stanford. It would have Stanford faculty, students and staff.

“The biggest challenge will be making the campus look like, feel like and be truly part of Stanford.”

B. Professor Widom

She began with an observation: “From the point of view of Computer Science, this represents a great opportunity in one sense: more faculty slots.”

She was not as optimistic as Dean Plummer that, “we will immediately find enough faculty at the same level of excellence as we have at Stanford. Hiring additional faculty that meet the Computer Science department’s quality threshold may be at the rate of 1 or 2 per year.”

Another challenge may be convincing some of the existing faculty to move to SNYC, either temporarily or permanently. However, the Computer Science faculty held a straw poll: A large fraction of the faculty are interested in spending some time at SNYC.

“Incidentally, we have lost very few faculty in the past 20 years, but the few who left or did not accept our offer have uniformly wanted to be on the East coast, some specifically in NYC. So maybe we can get them back.

“I see little problem admitting quality graduate students or attracting them to the SNYC campus.

“A lot of our research work faces outward with industry and society. So in that sense SNYC offers some exciting new opportunities.”

In Computer Science there are a number of faculty developing online course materials for students at Stanford. That might facilitate distance learning, except as part of the same effort faculty are making classroom time more interactive, meaning face-to-face interaction is more important.

C. Vice President Reidy

Using slides he focused on one of the four possible sites in New York that the city controls. Among the four, Roosevelt Island, a narrow island in the East River, was the most attractive.

Stanford in New York City – Roosevelt Island

- Unique place
- Housing
- Hospitals
- Recreation

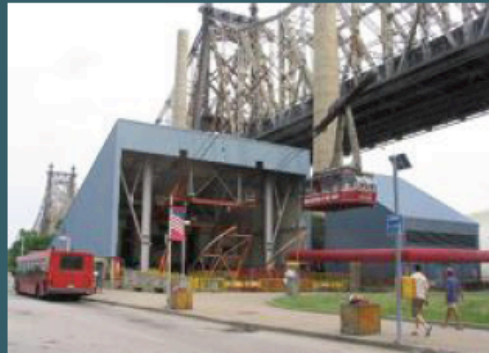


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It is a unique place. It is used for housing, hospitals and recreation. “It is oddly apart but at the same time very much a part of NYC.” The area where Stanford would propose to have its campus is at the south end of the island, 10 acres in size. Buildings now there will be razed, for example, the historic Goldwater Hospital. The location is adjacent to Manhattan. “Imagine having 10 acres in that location!”

The Vice President turned to transportation issues.

Transit Connections



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Transit connections.

The subway is good. Travel by car or bus is challenging; there is only one access to the entire island. But Vice President Reidy reminded the audience that many New Yorkers don't have cars. "Oddly enough there is a tram."

[Laughter]

Transit Connections



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The tram is a gondola that travels every 5 to 10 minutes between Manhattan and the island. “From the Manhattan tram station it is a 15 to 30 minute walk to many interesting places in the city.”

Air travel.

La Guardia Airport is the closest to Roosevelt Island but there are no direct flights to SFO or SJC. The other two airports (JFK and Newark) have direct flights.

Housing.

In the Island there are 6000 units with a broad range of prices. Many are regulated with regard to rent and occupants.

It is estimated that the NYC Stanford campus would have approximately 2,500 people, and require 1,345,000 square feet of living space and 1,400 beds/units.



Vice President Reidy described various buildings that would be constructed around central green. The orientation of the buildings would be facing Manhattan.

He ended with this comment: “We are still pursuing a Manhattan location which would undoubtedly be exciting.”

V. Question and Answer Period

(JH, John Hennessy; JP, Jim Plummer; JW, Jennifer Widom; RR, Robert Reidy.)

Questioners are identified when a statement is made rather than a question asked.

1. Can you think of important research problems better addressed in NYC?
 JH: “Problems of the urban environments of megacities. We have only a few megacities in the US, Chicago and NYC. NYC is also the media center of the US.”
2. Every institution is resource limited. Is this the best way to allocate Stanford’s resources?

- JH expected that a Stanford campus in NYC would attract new resources. The city has indicated it's willing to commit some resources. The other source would be philanthropy.
3. What does Stanford have that NYU and Columbia don't have? [The implication of the question is--why would NYC not be more likely to select those universities than Stanford?]

JP: "There were many great things about NYU and Columbia. What Stanford has uniquely is the entrepreneurial knowhow and achievement."
 4. Why just engineering and computer science programs at NYC and not humanities, too?

JP: "We worry too about the humanities. Stanford is a great engineering school embedded into a great liberal arts university. So we have to include the humanities."

JH: "New York is the arts and cultural centers of this country. At the present time, we are focusing on gradate programs but there will be opportunities for other programs in the future."
 5. Why hasn't there been another area in the country with the vibrancy of Silicon Valley?

JH: "One reason is that here you have one of the 2 or 3 best universities in the country. Now there are a lot of new start-up companies in NYC. But there is a shortage of trained engineers and technologists."
 6. Bill Damon, Professor of Education and Senior Fellow, by courtesy, at the Hoover Institution commented, "This enterprise is an extraordinary experiment in higher education. I would hope that a record be kept of the events, problems, and solutions encountered during the creation of the NYC, to be a model for other such 'distance' universities."
 7. Before the NYC opportunity, President Hennessy, you said that one of the great challenges of 21st century will be the multicampus university. Oxford and Cambridge Universities are not multicampus universities and they're great.

JH: "Those universities are great and by long history married to one place. Why do I think multicampus universities are going to happen? It's because of the new technologies. Many industries now have multi-sites spread around the globe. Think how far video conferencing has come in the last decade. It's going to be on your iPhones with a quality not possible a few years ago with \$100,000 instruments.

"President Obama's State of the Union made me think how do we create new jobs through innovation. What can Stanford do as a center for innovation? If this experiment works, it will change fundamentally the concept of the university as a force for economic growth and innovation."

JP added that even now other universities have small branches of their campuses in other countries.

RR: "The regulations in NYC are very different. [Because of the possible problems] we need to get this done before Mayor Bloomberg leaves office in 2013. We cannot put much capital at risk from the beginning until we see what NYC will commit."

JP: "Another challenge is getting support from the Stanford campus. If we don't get it, we won't go forward."

JH: “With regard to NYC, we were assured early on that the decision will be merit based, not politically based.”

8. Eric, a graduate student, asked, “Will there be a fountain?”

[Laughter]

“That’s so Stanford. I hope that you will solicit students about what makes Stanford Stanford.”

9. Professor Martha Cyert observed, “We are already a multilocation university-- Hopkins Marine Station. We can use Hopkins as an example as a way to get started.” JH agreed.
10. How would Stanford go about establishing a center of gravity at NYC?
JP: “We would start by recreating a technology center and then go from there.”

That ended the Q and A Session.

[Applause]

VI. Adjournment

There being no further questions, the President thanked the audience and adjourned the meeting at 4:30 PM.

[Applause]

Respectfully submitted,

Rex L. Jamison, MD
Academic Secretary to the University