

Minutes of a Meeting  
of the Faculty Senate  
March 9, 2011

Call to order by Speaker Steve Beer: "Good afternoon, ladies and gentlemen. I would like to call to order the University Faculty Senate meeting for March 9, 2011. I would like to remind people present that no photos or tape recordings are allowed, and everyone is asked to silence or turn off your cell phone. When you wish to speak, please raise your hand and be recognized, and then wait for the microphone to arrive. When you have the microphone in hand, please identify yourself -- stand, identify yourself as to name and department or other administrative affiliation. We have no Good and Welfare speakers today."

"Another reminder; senators and only senators should have picked up a blue clicker, because the senate is very high-tech and it votes by clicking. And I would remind members here that only senators vote. Members of the university faculty may speak, but not vote."

"So our first item is a report from Ms. Beth McKinney, director of the CU Wellness Program to report on CARE, Cornellians Aiding and Responding to Employees. Ms. McKinney."

**1. CARE: CORNELLIANs AIDING AND RESPONDING TO EMPLOYEES**

"Thank you, everybody. I am excited to have my five minutes. I am Beth McKinney. You might know me as the director of the Wellness Program, which serves the faculty and staff; however, today I am talking to you about a program called the CARE Fund, or the emergency CARE Fund that has actually been around for many, many years, originally called the Emergency Grant Fund, and run and developed by the employee assembly. "

It has been transferred over a unit within HR, and I am the chairman of that fund right now. And my goal is just to make sure people know about it in a couple of different ways. So this is an emergency fund that is funded by employees who have made donations, and so it's employees, staff and faculty giving to employees."

"And basically, the fund has been around for a while. We have updated it and loosened it up a little bit, so I just want you to know about this, in case you run into a financial crisis due to an emergency, which can happen to anyone, like your house burns down or your roof gets blown off or you have some sort of other type of crisis that puts you in a financial situation."

"What we're doing is we are giving the people who qualify up to \$2,500, and that's an increase from the old version of the fund to the new version of the fund. And we just want to make you aware, so that you can talk to colleagues who you know who might be experiencing an emergency. The fund is for full-time, part-time staff and faculty, benefits eligible; it's for people on disability or even long-term disability, and that's really all I want to tell you."

"Right now at this moment, we have raised enough money to support the fund for taking care of many, many people, so there's quite a bit in there; but at some point, when we need to activate our fundraising or at any point, if any of you would like to contribute to the fund, you can go to the web site, you can google

"CARE Fund" or you can click it from the CU home page, do a Cornell search and you will easily find it; but the fund raises money all year round. We are just not in a campaign right now."

"So I'm just letting you know, if we ever get to the point where we are in a campaign, we might come back and remind you to let people know. Can you click on one of those?"

"That is all. Does anybody have any questions? Oh, okay. Never mind. Yeah, those are the web sites. Okay, we just want to spread the word. We appreciate your time, and have a good rest of your meeting."

Speaker Beer: "Okay, thank you very much, Ms. McKinney. So are there any questions for Ms. McKinney?"

Beth McKinney: "One thing I forgot to show you. This is totally confidential -- the group of people, the committee, we have a faculty member in the room, as well as people from the crisis management team and the employee assembly."

Speaker Beer: "Okay, so at this point, I would like to call on Dean of the Faculty Bill Fry for a report on the Elections and Nominations Committee."

## **2. REPORT FROM NOMINATIONS ELECTIONS COMMITTEE**

Bill Fry, Dean of Faculty: "Thank you, Steve. I obviously am not Fred Gouldin. I hope that Fred is recovering from pneumonia. He has had pneumonia for the last week and a half, so I will present this slate for Nominations & Elections Committee."

“For Academic Freedom and Professional Status of the Faculty, Patricia Johnson, Steven Morgan, Susan Suarez; for Athletics and Physical Education, John Conrad, Jim Maas, Patrick Wright. For Financial Policies, John Cawley, Ron Ehrenberg, Kifle Gebremedhin, Shawkat Toorawa, Mildred Warner; and Lectures Committee, Jane Wang. And I ask for your acceptance of this report.”

“There's more? Okay, well, I still ask for your acceptance. Music Committee is Martin Hatch; Sexual Harassment Co-investigators Rose Loria and Anna Marie Smith; University Hearing Board, Ken Brown, Tim DeVoogd, Tobias Hanrath, Arnim Meyburg, Rocco Scanza, Michael Tomlin and Frank Wayno. And I ask for your acceptance of this report.”

Speaker Beer: “Thank you very much, Dean Fry. Is there any objection to accepting the report on behalf of the Committee on Nominations and Elections? Seeing none, the report is accepted, and we'll go to the next item, which is the consideration of resolution by the University Faculty Committee regarding the use of bottled water. And Professor David Delchamps will present that resolution.”

### **3. UFC RESOLUTION REGARDING THE USE OF BOTTLED WATER**

Professor David Delchamps, Electrical & Computer Engineering: “Do we have a quorum, by the way? Okay.”

*WHEREAS the Student Assembly has passed Resolution 35, known as Take Back the Tap, which asks the university to take steps to mitigate the environmental impact of bottled water on campus; and*

*WHEREAS the president has signaled his intent to ask appropriate campus groups including the President's Sustainable Campus Committee, the leadership in Cornell Dining, and the Dining and Environmental Committees of the Student Assembly to develop an action plan to address concerns raised by Resolution 35;*

*THEREFORE BE IT RESOLVED that the Faculty Senate commends the Student Assembly For drawing the administration's attention to a significant environmental and health issue and requests that the president keep the faculty informed of progress toward development of an action plan.*

“Well, before you read this, the student assembly passed a resolution 53 or 35 -- I forget which -- known as Take Back the Tap, and essentially what the resolution aims to do is address this problem of plastic water bottles on campus. Lots of plastic water bottles sold by Cornell, used by Cornell people and so on. And the student assembly resolution was rather lengthy, it had a lot of whereases, where

they quoted statistics about how much plastic goes to landfill because of plastic bottles, how much Cornell sells every year, whether plastic bottled water is inferior to tap water or superior.”

“In their be it resolved, they had a lot of specific suggestions, like put in more water fountains, phase out the sale of bottled water; but the spirit of the resolution was to cut down on the use of bottled water on campus and the sale and use of bottled water. They sent it to Bill Fry, who brought it to the UFC, to see if UFC wanted to bring it verbatim to the senate or come up with its own resolution of support.”

“And we decided we'd come up with a resolution of support that you see in front of you. And clearly it doesn't cite all the specific things from the student assembly resolution; part of it is because the funding got cut. We couldn't check all those whereases; and also, the be it resolveds weren't -- they were temperate and well-thought out, but we weren't sure we wanted to get on board with exactly what they recommended.”

“The president responded favorably to this resolution. He said you raise an important issue; I would like people from campus sustainability and so on get together to address this problem, and we think that's great. The UFC is bringing this motion to you, hoping you will join us in commending the student assembly for drawing the administration's attention to this; and also that we request explicitly the president keep us in the loop on progress toward an action plan.”

Speaker Beer: “Okay, so you are moving this resolution on behalf of the UFC.”

Professor Delchamps: “On behalf of the UFC, yes.”

Speaker Beer: “So any questions on the resolution or its justification?”

Professor Delchamps: “Lisa?”

Speaker Beer: “Wait for the microphone, please. Behind you.”

Professor Lisa Earl, Plant Breeding and Genetics. “I notice that we have been provided with bottles of water at this meeting. Can we perhaps expect to see pitchers of water at later senate meetings in support of this approach?”

Professor Delchamps: “I will turn that one over to the dean of the faculty.”

(LAUGHTER).

Dean Fry: "The action plan is not yet."-

Speaker Beer: "Any other questions?"

Speaker Delchamps: "Elizabeth?"

Speaker Beer: "Please wait for the microphone. Only one microphone carrier this afternoon."

Professor Elizabeth Sanders, Government: "I just wondered why it's so weak. I'm sorry that we are not being asked to endorse banning of water bottles. I think since this got started, we have a lot of new information about the dangers of plastic containers to the health of people consuming food from them and more reasons to just get rid of them."

Professor Delchamps: "Here is why: Here is the way the UFC felt about this weak resolution, as you put it. I don't think anybody, student or faculty or administration, would want to ban plastic water bottles on slope day, for example. I don't think that's tenable. I don't think anyone would countenance that."

"A member of the UFC recalled a situation where there was a petroleum spill in the Fall Creek some years ago that affected the fountain water all through her part of campus, and they weren't allowed to drink the water from the fountain for several weeks. So we've got to have a conversation about this, we've got to talk about possible collateral damage from things like a ban."

"One of the reasons the UFC liked the resolution is it didn't come out with we are going to boycott the campus store until they stop -- they were very temperate, well-reasoned. I think since the president wants to talk about it and since it involves possible infrastructure issues, we thought it would be best to back off and let those people do their work."

Speaker Beer: "Okay, any other questions? I think we, at this point, we must delay formal voting on this resolution. We will jump ahead a few issues on the agenda. The next scheduled agenda item is approval of the minutes, but we have to go over that."

“Thank you very much, senator. So we'll move on to the report of the dean of the faculty, because that does not require a quorum.”

#### 4. DEAN OF FACULTY [REPORT](#)

Dean of Faculty Bill Fry: “Are there any senators who have not signed in? Okay, my comments today will revolve primarily about the student experience, but I'd also like to say a few words about snow days and also messages that the senate would like to give to the trustees. The UFC is meeting with a group of trustees tonight at 8:00.”

“So in terms of the student experience, there are a series of the issues. Some of you may have seen the editorial in "The Sun" on February 14th. The title was "The Root of the Problem," and the gist of that editorial was the problem was not work over break, and that was in reference to our debate about unexpected assignments during breaks; but the issue is student class scheduling and advising. I think the senate would agree with that.”

“One of the recommendations from that editorial was the faculty should make it a priority to check in with their advisees. That is certainly consistent with the senate motion from last May. And in April, the next senate meeting, Laura Brown will respond to that resolution with a report about advising.”

“The resolution that we debated last time also made it into "The Chronicle of Higher Education." I thought that was an interesting pickup. The student assembly resolution 40 also deals with the same thing. It is a fairly long, complex resolution, but they suggest that faculty are to coordinate prelims, papers, project due dates do avoid conflicts, that faculty should provide make-up exams at least a week away from the original date, that faculty should accommodate students in relation to classroom affairs and that faculty should clarify when accommodation is needed, for example, during high academic workloads during tough personal situations and when there are extracurricular pressures; and finally, the faculty should develop a structure to deal with these various issues.”

“So it's a very comprehensive resolution. Also, from the graduate and professional student assembly, Resolution Number 5 dealt also with mental health of graduate students, and that their suggestion is faculty should -- we should remind graduate advisors of the importance of clear expectations in terms of research, theses and such, and that faculty should also accommodate students under distress.”

“There have been several actions to deal with these. There is a faculty forum scheduled for April 6th. It is to emphasize best interest practices, education and stress. This is actually stimulated by the students. Members of Student and Academic Services, the faculty and the provost office are combining to set the agenda. We will have both faculty and student speakers.”

“The provost is in the process of sending a letter to all department chairs in the university. The request is for each department to evaluate educational efforts to determine if some of these generate levels of stress that actually undermine our academic mission, and this should include consideration of course content and homework assignments, course sequencing and major requirements and grading practices, exam content, scheduling and make-up policy. So there's also overlap between what the undergraduates want and the provost is requesting of individual departments.”

“A suggestion that I've heard is that there should be an ad hoc committee of faculty to sort of oversee this tremendous number of issues that are developing. I know that there are some senators interested in that, and I actually am proposing to set up that ad hoc committee to start activity this spring; but I'm sure that activity would continue into next year and probably through the next academic year. And I would really like to hear some comment or question about the feasibility of setting up that ad hoc committee. If anybody has a comment, I would appreciate hearing about it at this point. Dick?”

Unidentified Speaker: “Seems to me that this might -- rather than have a senate committee, it might be done by each college through their associate dean's office. I know we already do much of this in terms of freshman courses, sophomore courses, where students are taking core required courses; we coordinate due dates and so forth. I was a student in architecture, and some of the smaller colleges at least where all the students are taking the same curriculum, I think it's maybe better handled on a college-by-college basis.”

Dean Fry: “And I would agree much of this could be handled by the college; but for example, grading practices is one issue that might cross colleges. Any other comments?”

“Okay, I would like to talk a bit about snow days. One of the reactions to our snow day recently was a suggestion that perhaps we could delay the start, but start at 8:00; that is, the 11:15 hour might be considered 8:00, we just move everything back. And I think that's an interesting idea. Clearly, it's to be done

after some thought and deliberation, but if you have some suggestions about what we would do when we have snow days, I would appreciate hearing about that. And I think Susan Murphy would also appreciate hearing about those kinds of things. I think it's too late to do anything really soon, but people that teach at 8:00, 9:00 or 10:00 on Monday and Wednesday have missed two periods this semester, so that is an unfortunate circumstance for them."

"And finally, if you have any messages you would like the UFC to state and present to the group of trustees tonight, please let me know or any member of the UFC. And if you would like to state that right now out loud, that would be fine as well. It is a quiet group."

"Okay, thank you very much. And do we have a quorum now? We do have a quorum, Steve."

Speaker Beer: "Yes. Yes, we'd like to thank the gentleman in the golden top who came in, and now we have a quorum. That means we can go back to the resolution. Okay, the first resolution deals with the matter of bottled water. I assume that the body is ready for the vote. And in order to vote, we are going to vote by clicking. And hopefully I will start your clickers."

"I will remind you that if you wish to vote affirmatively for the resolution that was before you, then please, after turning on your clicker, click A. If you are opposed, click B. If you wish to abstain, click C, okay? So click away."

Speaker Beer: "Okay, anyone need more time for clicking? Okay, that being the case, then we'll display. Okay, so the results of the vote are 90% voted in favor, 4% in opposition, and three abstentions. Therefore, the resolution carries with some great majority."

## **5. APPROVAL OF MINUTES FROM [9 FEBRUARY](#) FACULTY SENATE MEETING**

"So the next item is the approval of the minutes, the minutes of the February senate meeting. Rather than clicking on this one, I will ask, are there any additions or corrections? If not, then any objections to the minutes of the February University Faculty Senate minutes of the University Faculty Senate meeting? Seeing none, the minutes are approved unanimously."

Speaker Beer: "And now we can go on to the next item of the agenda, which is a resolution to be presented by the Educational Policy Committee chair, Bruce Levitt, on the matter of work over breaks."

## 6. RESOLUTION FROM EPC REGARDING WORK OVER BREAKS

Professor Bruce Levitt, Theater: "So as you recall, when I was home ill, Bill presented the first draft of this resolution, which was tabled. During that time, the EPC, along with a number of faculty who contributed generously of their time and efforts to rewrite this, Ted and Avi and Shawkat particularly."

"So we have a new version of this resolution, hopefully clarifying the objections focusing on the fact it is a sense of the senate resolution and not a requirement, and we hope we've clarified the language to the point where this is acceptable to the senate today. Any questions, please? Yes."

*WHEREAS student workloads have become an increasing cause of concern in relation to student mental health and stress; and*

*WHEREAS short breaks from academic requirements are intentionally included in the academic calendar to provide rest, respite and a break from schoolwork; and,*

*WHEREAS students are, at times, even assigned additional work over breaks.*

**BE IT RESOLVED, IN KEEPING WITH THE SENSE OF THE SENATE ON THIS ISSUE,** *that while students are always expected to be prepared for class, framing assignments in such a way that necessitates academic work over Fall Break, Thanksgiving Break or Spring Break is strongly discouraged. Students should be given sufficient time to carry out assignments and prepare for classes without being required to devote their breaks to such preparation.*

**BE IT FURTHER RESOLVED** *that the Dean of the Faculty shall remind the faculty in the beginning of the semester reminder not to frame assignments that necessitate academic work over scheduled breaks*

Speaker Beer: "Would you kindly wait for the microphone, in the second row."

Professor Phil Nicholson, Astronomy: "I was curious reading this; I guess I would normally consider it unreasonable to assign a problem set or something that was due on a Monday immediately after break, so I certainly agree with that. On the other hand, probably because of schedules and other sorts of things, I frequently had prelim or mid-term exams scheduled immediately after breaks. Would that be carried under this same thing? Would you consider that would be disapproved or frowned upon?"

Professor Levitt: "If the prelim exam is scheduled at the beginning of the semester..."

Professor Nicholson: "Yes, it is usually at the beginning of the semester."

Professor Levitt: "Then we probably wouldn't object to that. We don't want to force students work over break. If the students have been aware of it since the beginning of the semester, then that's their scheduling, not ours."

Professor Nicholson: "Understood. Seems quite reasonable."

Professor Levitt: "Sure. But again, this is a sense of the senate, so no one is absolutely required."

Speaker Beer: "Any other questions on the proposed resolution as it is now before the body? Question from Professor Stein."

Emeritus Professor Stein: "In practical terms, I just wonder how this message gets from this body to individual faculty members who are scheduling things just before breaks. I doubt that many people will remember this, if all that happens is that this appears in the minutes and that's the end of it."

Professor Levitt: "Well, I think if you look at the last part of the resolution, the dean of faculty is charged in reminding the faculty annually in the message from the dean of faculty, so I think --"

Professor Stein: "Okay. I was just thinking that maybe the dean of the faculty could send out an e-mail prior to the three breaks, just pointing that out."

Speaker Beer: "Gentleman close to the center, please wait for the microphone."

Professor Rich Burkhauser, Policy Analysis & Management: "This is merely a grammatical point -- Rich Burkhauser, PAM and grammatical finder. You have an extraneous "reminder" in the next to the last sentence, next to the last line, reminder after semester."

Professor Levitt: "Right."

Speaker Beer: "Okay, there's apparently an extra --"

Professor Levitt: "No. No, it isn't. Shall remind the -- in other words, the dean of faculty sends a reminder at the beginning of each semester; and in that reminder, he is to remind the faculty. It is not the most eloquent phrasing."

Speaker Beer: "Okay, the gentleman in the blue, in the center rear."

Unidentified Speaker: When that reminder goes out, I wonder if it could include some examples of things that would and would not be frowned upon. It's taken us a couple meetings in this body to lay out those nuances and then really understand what's being said here, and I think everyone would appreciate that level of clarification."

Professor Levitt: "Perhaps Bill can send out the most salient of the 250 e-mails he's received on this topic from last semester."

(LAUGHTER)

Speaker Beer: "On the aisle."

Professor Shawkat Toorawa, Near Eastern Studies: "It is clear if you read it a few times, but one shouldn't have that to read a few times. Maybe we should change reminder to notification or change reminds to notify, to change one or the other, that would be a friendly amendment, I think. So it shouldn't be a problem."

Professor Levitt: "Okay, thank you."

Speaker Beer: "Gentleman in the center."

Professor Jeff Niederdeppe, Communication. "I am in support of the resolution, but I would just point out that in my observation and with comments I have heard from students, the weeks prior to spring and fall break are among the most stressful in all the semester. So I think that's in part because faculty are cognizant of wanting to protect break, but I would encourage the EPC in the future work and resolutions to consider that aspect of this too."

Professor Levitt: "That actually -- some of that is, I think, the intention of this Resolution 40 that Bill summarized for you from the students that's being looked at, and I think vice president Murphy's office is working with them on that resolution. So I do think that that will be -- the whole issue of stress and student workload, et cetera is beginning to be addressed on several levels."

Speaker Beer: "Senator Cohn."

Senator Abby Cohn, Linguistics. "I would like to speak in favor of this, but particularly embedded in the larger discussion that has started to take place; and in that regard, I'd like to fully endorse Bill's idea of having an ad hoc committee taking up not the specifics of how this is realized, but coordinating and bringing together the broader themes we have now been discussing in the senate since last spring."

Professor Levitt: "Thank you."

Speaker Beer: "Any other speakers in favor or in opposition to the resolution?"

Professor Eric Cheyfitz, English. "On the face of this, it is fine, but didn't we see something in the survey about what causes stress, and it says work over breaks doesn't cause stress?"

Professor Levitt: "We did, and I actually talked to people at Gannett. They would vehemently disagree."

Professor Cheyfitz: "So what we are saying now; the students don't know what they are talking about?"

Professor Levitt: "I think it's both. I think the students know what they are talking about; but the work over breaks, there are some people that would be sympathetic to banning any work over breaks, from a psychological mental health state."

Professor Cheyfitz: "Right. Okay."

Speaker Beer: "Any other speakers on the resolution or seeking more information concerning it? Is the body ready to consider the resolution? Okay, it appears the body is ready for the resolution, so I'll try to start the clicking mechanism. I would remind you if you are in favor of the resolution as presented at the bottom of the slide, click A; and if you are in opposition, click B. If you wish to abstain, click C. Go."

"Does anybody need more time to click? All right, seeing none, then we'll see what the sense of the body is. The sense of the body is quite clear. Vast majority,

92% of senators voting, vote to approve the resolution, 4% in opposition, 4% abstained. Okay, so clearly the resolution is adopted.”

“So now -- I'll deal with that in a moment. So the next item is a report from Mr. Tim Marchell, Director of Gannett Health Services, or presumably Dr. Marchell, on the matter of bridge restrictions.”

## **7. REPORT ON BRIDGE RESTRICTIONS**

Tim Marchell, Director, Gannett: “Good afternoon, everyone. This is going to be a shared presentation with my College University Architect Gilbert Delgado. There's Gilbert right here. So I'm not sure -- you have our slides. Let me just set the frame for what we are doing here. I'm going to spend a couple of minutes providing a broad context for the issue of suicide prevention and mental health promotion at the university, and Gilbert will be talking specifically about the restriction study the university is currently engaged in with the City of Ithaca and architecture firm.”

“So I'm going to explain what the graphics that we are trying to pull up, it provides an overview of several components of the university's overall approach to student mental health. I think I've got this one memorized. So what we have is a series of components.”

“The first component is to foster a healthy educational environment. And that has to do with multiple strategies that look at everything from the academic environment and the resolution that you just passed to the social environment and issues around alcohol, for example, Kent Hubbell will talk with you about after our presentation. We also focus on trying to cultivate capacities around resilience and stress management and life skills for students to help them deal with the inherent challenges in college life and life in general.”

“We are also promoting help-seeking. As you may recall, David Skorton, after the suicides of last spring, said to students if you learn nothing else while you are at Cornell, learn to seek help. We had an 18% increase in calls to counseling and psychological services this year, as well as increasing numbers of students reaching out for support services throughout the campuses and, in particular, the college advising offices.”

“In addition to that, we have a number of strategies that we put in place to help prepare the community to be able to identify people that are in distress. One of the programs we have, which some of you are familiar with, is called Notice and

Respond. We go into faculty and staff departments with a brief DVD that we developed with Cornell Interactive Theater Ensemble that portrays faculty members talking with a student that's in distress and the interaction between one of those faculty members and the struggling student. We do the same with a program for students. We piloted one in the College of Engineering, all first-year engineering students.

“So this graphic -- I know it's difficult to read in the back, but this is that framework, this is the educational environment, the life skills, the help-seeking, identifying people in need of care. In many cases, we are trying to get students into Gannett Health Services, where we provide integrated medical and mental health services, and we also deliver coordinating crisis management services around campus.

“Following the suicides of last spring, we brought in international experts on suicide prevention who examined the totality of our strategies at the university and said that in these areas, we are doing pretty well, very well in some ways, although there's always work to be done. There is room for improvement. They said this area up here, where it says restrict access to the means of suicide, this is what they said was where we needed to do considerably more work.

“On a campus where 50% of the student suicides are from students jumping into our gorges, it presents a unique situation in any community on any college campus, and so there's a number of strategies related to this. One of them is that we immediately had people patrolling the bridges in the aftermath of the suicide, then they advise -- the experts said you need physical temporary barriers.

“So we had the initial chain-link fences put up, then replaced with the current black fences that you see today; and what was initiated was a study process that I mentioned earlier with the City and the university and the architecture firm.

“And Gilbert Delgado is now going to walk you through that project and where we are currently in the design phase.”

Gilbert Delgado: “Good afternoon. Before I get started showing you some examples of the architect's work, I wanted to give you an appreciation to where we are in the overall process and how the process was developed to foster discussion on the overall assumptions that are undertaken. If you look at the overall schedule, today is -- we are further to the right as to what's called today, after the third blue block.

“The first blue block you see is called site analysis, technical and Cornell literature review. This was a period of time of about six to eight weeks. We gave the architect a period of time to get to understand our local community, our culture, and the actual bridges and to actually investigate the whole idea of means restriction, both technologies approaches across the world.

“And once that was completed, that work would be the basis for what we call the pre-schematic phase. It is called pre-schematic, because that's exactly what it is. Prior to any decision-making made regarding a design approach for each of the bridges, we had tasked the architect to develop three different schemes for each of the major bridge types.

“The reason we did that was that, one, we didn't want to jump to any preconceptions. We did see that San Francisco is contemplating the idea of putting nets underneath the Golden Gate Bridge, we have seen examples of glass, examples of rail, of bar systems, but we didn't want to jump to any conclusion regarding our specific condition, the scale of bridges that we have, the family of bridges that we have. So we asked them to do this exploration.

“The other part of that approach is that it allowed us to put those designs out in the community to get some kind of feedback to understand what the public feels about these different approaches. So what you are going to see -- before we go into that, this painting called kindred spirits, the architect that we selected was very important.

“I think that you either make architecture or you don't the day you select the architect. We consciously did not select an architect with a track record in means restrictions, because that would have given us perhaps a civil engineering, slash, security approach to this problem. We instead focused deliberately and very intentionally on an architect that had a wide portfolio of a very interesting response to solving complex issues, and I think that that kind of architect and that kind of approach has paid off, even in his initial design schemes.

“These are the seven bridges that we are talking about. In very broad terms, the bridges fall into three families. There is one family of bridges that is vehicular. Those are larger, heavier; the way you would approach means restriction is somewhat different. Then there are the pedestrian bridges that are lighter, that you would actually maybe come in closer contact with the actual means restriction devices. And then thirdly, in a class all itself is the stone arch bridge,

which in its construction, in its cultural connections to the campus, the way the role it plays as a completely different role unto itself.

“The architects went a little beyond what we asked them to do. They actually did three different variations on each bridge, but we will see some of them are actually transportable between one scheme and the other and what it does. It gives us a wider palette of ideas to actually consider.

“In the research for different materials to means restriction, they looked at various options and arrived at three basic approaches. One is bar systems, which is the most orthodox type of fencing system in urban landscapes. The second major exploration was that with glass, which presents some challenges, but it has really interesting opportunities; and the system that you may not be as familiar with is a steel tensile mesh, which is stainless steel, comes in a wide variety of openings and gauge of wire.

“Here's an installation in Austria, where the mesh is suspended above, comes down, is held taught by this tensile mesh, and comes down. As you can see, it's barely visible, and we're working with one of the providers of these meshes to provide us a 4-by-6 foot panel that we could actually test on-site in campus at maybe different distances, 10 feet, 15 feet, 20 feet, because some of the things you'll see, say a suspension -- a net system is 20 feet from your vision, you probably won't see the actual mesh system.

“So the first bridge we'll take a look at is at Cascadilla Creek Bridge, a large vehicular bridge, a steel arch suspended. This is the current condition. I will go through this quickly. I think you will see a pattern in how they present the work. It is presented in very much the same way, so you can actually take a look at these different bridges with the understanding the views have been standardized.

“If you want to look at this more carefully with more time, if you want to see the presentation by the actual architect, I encourage you strongly to go to the web site, meansrestrictionstudy -- one word -- .fs.cornell.edu. And if someone has questions, I could say that again, but you will see the PDF files, a video, and also there will be an opportunity for you to provide comments. I encourage you to do so.

“The first exploration is what if we went with a bar system, and whereas we have these wonderfully artful architects, what if the bar system was modulated,

so it's different across the entire length of the bridge. I am not sure if you can see this in this slide on this projection, but it is contoured in such a way that it follows a general arch of the bridge, it becomes something more sculptural, equally spaced rail system. This is the way it presents itself from the sidewalk.

“This is the way it would present itself from below. It has a gentle contour, in some way resonates with the bottom support system of the bridge.

“A second alternative for the same bridge is what if we came with a 15-foot and 15-foot-deep net system fabricated out of steel support system and some of this tensile mesh I'm speaking of. This would have no visual impact from the top. It would have visual impact from the bottom, although I would say that this treatment would be different, based on what type of mesh we actually select.

“And the third option would be, what if instead of attaching to the bridge, we attach to the gorge in some way, so we could get even a higher drop from the top, so you wouldn't even see the net. No visual impact from the top, a visual impact to the bottom.

“Stewart Avenue Bridge, the second bridge of that type, of the vehicular bridge, current condition. So again, the first alternative they looked at was a bar system; but this time, they took the opportunity of a different bridge to explore different treatment of the bar system, one that is actually modeled and actually picks up a rhythm. This is the presentation from the street, from the sidewalk, from the bottom. You could see -- towards the road.

“Option B is a mesh system suspended from the side. In this particular instance, because the existing condition -- it's a truss system with this filigree below, it's possible to introduce a structural system that could actually blend visually with what's going on there. You will see one of the renderings shows even the structural system starts to dematerialize in the context of what's behind it.

“It would present no visual impact from the street, no visual impact from the sidewalk. Then from below, this is what we're looking at. Very different to see. And the third option is very similar to that's being employed at the San Francisco Golden Gate Bridge, a straight-off 20-foot net. This is what it appears from the sidewalk.

“And then the Thurston Avenue Bridge, even though it falls in the same family of vehicular bridges, the geometry that it presents inspired the architects to take

a different look at this slightly differently. This is the current condition. So the first idea was they were trying to find some way to reconcile the geometry of this arch with the overall span of the bridge.

“So the first approach they took was to actually come with a tensile steel mesh system suspended off the steel arch in such a way that it actually reconciles the geometry of the arch with the overall length of the bridge. The other interesting idea they looked at was that what if, to keep automobiles as a barrier, what if we put something here and were able to open this up, right? So all of a sudden, even though we have a mesh system higher than the current one, for the first time you would be able to appreciate what's below you, which is currently encumbered by the current rail system. And here you see that idea in terms of how it presents itself from the sidewalk.

“Second idea is a net idea. I will move quickly through these, because I think now you have the gist. Every bridge has three different alternatives, and they fall within the variety of rail and different ways to use the mesh systems. Then this is an intriguing idea; the idea of a covered bridge, that what if we used the opportunity -- and what I find interesting about this, it starts to inject the multiplicity of meanings, it actually becomes cover and actually has that connotation also, as the way it looks from the sidewalk, and you see the opportunity to create something very graceful that helps reconcile all the different geometries that come into play. I think it also rendered the current bridge to being something that's a bit lighter than the current handrail system.

“The Stone Arch Bridge, the one that I said was in a family unto itself; for this one, they actually explored the idea of using glass because of its very special condition. Glass presents with it some maintenance problems. Glass also is most effective when it's in very pristine condition, so I'm not sure it really works in this particular example; however, I think it's important they explored it and provided us with the costs and the type of implications that this approach has.

“This is the way it would present itself from the street, from below. And then the second option is that of a net system attached to the bottom of the Stone Arch Bridge. This would have no visual impact either.

“And now I jump to the pedestrian level bridges. These are smaller bridges, also where the architect took a more lyrical approach perhaps to solving this problem because of the delicacy of the bridges. This is the Trolley Bridge, in its current configuration. So when they first came to me with this idea, the idea of creating a room within a room or outdoor room, I wasn't sure the community would go

for that, but there's a lot of interest in this very provocative idea, this idea of creating a cathedral in the gorge. It would close at one point, then open towards the middle, it would provide a place to sit. It is the idea that why be restrained by the idea that a fence only needs to come up to your chest? What if it came to a higher level?

"This is the way it would present itself as you approached it. Then the possibility that this shows is the ability to model and sculpt the rail system in such a way that starts to resonate with some of the trees in the background; also taking up the existing handrail so that it becomes a much more open view of the gorge, which was not possible before. This is the way it would present itself from the exterior. This is a tensile mesh exploration.

"Beebe Dam, as it currently exists, and the exploration of coming with a bar system. It is asymmetrical because the site condition is asymmetrical; the waterfall here, it's up to a wider view. I think this is actually a very interesting image. The bars are contoured and there's this crest here that is fabricated in a very sculptural way. It is as if it were a fine piece of sculpture at the scale of the bridge.

"Looking out, and this is the idea of pairing smaller gauge bars in such a way they are also not the same length, they are also fashioned in such a way they are actually more organic in their geometry, and I think this is a very evocative rendering. I think the coloring, the texturing of that rail system in some way picks up what's going on back here; tensile system and the creek gorge, the idea of creating a cocoon-type structure, using the steel mesh almost like an aviary of some sort, the way it would present itself from below.

"And then the idea -- currently there's a bar system, but the bar system is not to be so uniform and rigorous that it appears to be so oppressive. There is a code requirement that below -- I think it's 40 inches or so, you can't pass a five-inch sphere. That is to inhibit a child from falling through a handrail, but the limitation doesn't exist from that point higher, so what if we defined that lower datum with this, and then above that we open it up and then bend it and contour it in a similar approach with the ambition of creating urban and civic sculpture as opposed to just a fence. And that's it."

Speaker Beer: "Well, thank you very much. Please -- perhaps there's some questions by members of the body on the proposed solutions to the bridge situations? Gentleman in the back, please wait for the microphone."

Professor Michael Tomlan, CRP: "Hi, Gilbert. Michael Tomlan from CRP. The Thurston Avenue Bridge, as it was recently reconstructed, had observation bump-outs. None of the three scenarios, as I see them, acknowledge that. And we spent a great deal of time in a previous time, a previous period, examining what -- do you have any thoughts about that?"

Mr. Delgado: "Especially since I spoke with your wife yesterday and she brought up the same concern, and also the plates that are informative and tell of the history. I didn't know they were taken down -- many of them, in terms for the temporary fencing. We will bring that back to the architects and make sure they address it in some way."

Speaker Beer: "Any other questions? In the front, on the aisle."

Professor Carol Boyce Davies, Africana Studies: "It is not so much a question on your process, but why is there an iconic, only a female student appearing in all of your images? It is a bit distracting, and I think it would be good if you had an arrangement of types that would show up there, if you don't mind."

Mr. Delgado: "Thank you. That is a good observation."

Professor Cheyfitz: "I just wondered what the timeline was on this in terms of completing something."

Mr. Delgado: "Right now the most critical timeline -- going back to the lady's question, I'm also uncomfortable with the images; but with regards to yours, the milestone driving us right now is the May 31st submission to the City. That is our commitment. We need to do that as part of the agreement to install the black fences. So the schematic design; in other words, what we take the current condition to a design for each bridge needs to be submitted by May 31st to the City. And from there on out, we'll plot again or plan again."

Speaker Beer: "Any other questions? Gentleman in the second row."

Emeritus Professor Richard Durst, CAPE. "One of my pleasures when I'm on a bridge is to look down, take pictures. Are any of these measures consistent with being able to look straight down and getting a view?"

Mr. Delgado: "Well, as you saw, some approaches were actually to enhance that experience by taking up the heavier gauge current waist-high or chest-high systems, but I would encourage you to go to the web site and put that in as a comment. What is going to happen, we are going to do a dump of all the

comments that were out there and try to address them in parts, see if there's any kind of major themes that arise, but things like that are things that are operational, things we can actually address specifically, so I encourage you to put that in; but I think in general terms, we have done a better job than the current situation to be able to look down. Whether or not you get a camera in there, that would be a good test. Thank you."

Speaker Beer: "Before we let you go, could you remind the members of the body of any mechanism by which they can let the deciders know their opinions on the various options."

Mr. Delgado: "Absolutely. Meansrestrictionstudy.fs.cornell.edu. And I can't believe I remembered that. I have been doing this six times already."

Speaker Beer: "Great. Well, thank you very much, Mr. Delgado."

Mr. Delgado: "Thank you."

Speaker Beer: "Okay, so we'll move ahead now and hear from the Dean of

Students Kent Hubbell with a report on alcohol and Cornell students. Those two go together?"

## **8. ALCOHOL AND CORNELL STUDENTS**

Dean Kent Hubbell, Dean of Students: "No, never, never. Thanks for having me. Bill asked me to speak briefly and entertain questions around this matter of alcohol, and I'd like to recognize Tim Marchell, who is here in the front. Tim has labored tirelessly over the last decade and a half or so around the challenges that we face when it comes to the use and abuse of alcohol on our campus. He's also a national authority, so I'll look to Tim to answer some of the harder questions you may have for me.

"Let me just begin by making a few points. I guess the good news and the bad news is that the surveys taken on this campus suggest the levels of alcohol use and abuse and their negative consequences on campus are consistent with national averages in higher education. Like I said, that's I suppose good news and bad news at the same time. You would hope that we'd have a better record than the national average.

“Just for your information, the university's campus code of conduct explicitly prohibits alcohol use and distribution to persons under 21. That's state law. And violators may be referred to the JA, and potential penalties include suspension and expulsion in cases of violations. And I'll talk about that more subsequently.

“Likewise, this year the trustees changed Cornell's recognition policy with regard to the use of alcohol in recruitment, Rush members and initiation, and we are in the process of realizing that going forward. Let me give you a few other bits and pieces here. By way of the University Health Services and the Office of Dean of Students, we employ a community-wide public approach to alcohol and drug-related harm.

“Let me give you a few examples. All incoming first-year students are expected to complete the online alcohol education course Alcohol Wise. I would have to say we've enjoyed mixed results with that; but suffice it to say, it's made your students more knowledgeable and intelligent about their drinking habits. Parents are provided with information about alcohol through multiple web and print channels.

“Information about alcohol poisoning is communicated through advertisements and posters and web pages that you have probably seen in various places around campus. All residence hall members; that is your HDs and RAs and residential program staff receive training on how to recognize and respond to alcohol-related emergencies in students who may have problems with alcohol and other drugs.

“Many of you probably know that 10% of the population is at risk for dependency and, of course, our students are no exception. So we have a little less than 4,000 students living on north campus, so you can imagine we have about 400 or so students at risk for dependency, by virtue of their genetics.

“Some students come to Cornell already having consumed alcohol in high school and have realized a certain level of dependency. Other students, given the freedom that they have here to consume alcohol, become dependent in their first year, and so we are always at work trying to find ways and means to identify those students to give them the help they need.

“There's a medical amnesty protocol called MAP. What that does, it encourages students who see students at risk, that's become intoxicated dangerously so, encourages them to move those students to get medical assistance. And in

return, they are given some dispensation from referral to the JA. I'd say they may get it. They don't always get it.

"We have in the last year put together something that we are calling the alcohol abuse amelioration strategy. Basically it's a handful of things that we want to try to undertake that will ameliorate the problem. I'm sure all of you realize solving the alcohol problem is not -- I don't think we can realize that in our lifetimes. It's so much engrained in our culture; the best we can hope for, I think realistically speaking, is to ameliorate the problem and try to deal with it as a health and safety issue.

"So some of the things that we've come up with is on north campus. For example, we're trying to increase the level of discernment amongst the students there and the staff for students who are becoming dependent on alcohol. So if they are out regular Thursday through Saturday night, if they are starting to smell like alcohol and tobacco and maybe even other things, to reach out to them, try to get them the help they need.

"Parental notification. We have a parental notification policy that goes like this: On the first JA violation, a student will get a pass, although they have to go to BASICS, which is an alcohol -- called Brief Alcohol Screen and Intervention for College Students. It's intended to give students an understanding of the nature of their use and potential abuse of alcohol. So with parental notification, the first violation is not a matter that -- where we notify parents.

"On the second violation, I invite the student to speak with me and tell them that I will -- I plan to send a letter to their parents. That letter outlines not only what happened, but the consequences if it happens again. On the third violation, the JA calls the student and explains that the student is at that point at risk for suspension. And the reason why we do that; it's not for discipline, but for health.

"Gannett has determined that really three alcohol violations is a proxy for dependency. It's a little like speeding, where if you get three speeding tickets, it's not like you have been three speeding times. It's probably 300 times. Same is true with JA violations when it comes to alcohol. So at that juncture, we feel as though that student is seriously at risk. We want them to go home and get the help they need so they can come back and graduate successfully and make good use of their undergraduate experience at Cornell.

“Then the Greek system, the trustees this year agreed to amend the recognition policy, the policy that is our tether, if you will, to managing the Greek system, to include a prohibition against the use of alcohol in those several things I mentioned: Recruitment, which happens in the fall in various forms; Rush, which happens the week before spring semester, the new membership programs that take place as students learn about the fraternity or sorority they are joining -- that's happening currently -- and then initiation, which happens later in the semester, hopefully before spring break, but oftentimes after spring break. That will all be dry. And I believe that we are going to make good progress on that front going forward from here.

“Then of course there's late night programming that's intended to be alcohol-free, which we hope will create an alternative for students who might otherwise find themselves in an alcohol-laced event. Of course not least, there are support services from Gannett, and they work -- the staff, they work very hard to assist students in reckoning with the challenges they face with the use and abuse of alcohol.

“And also Counseling and Psych Services plays an important role in that. Students with challenges often self-medicate with alcohol and other drugs, so CAPS figures into this quite prominently. So let me open it to questions. Suffice it to say, it is one of Cornell's most challenging issues, that it has been for a long, long time, and we continue to work very hard to try to create a safe and healthful environment, where alcohol -- I don't know it will ever disappear, but we'd hope it is used safely and in moderation, and legally, if at all possible. Questions?”

Professor Cheyfitz: “ So how are you going to monitor the fraternity business?”

Dean Hubbell: “We have a small staff, plus the Greek system is, I think, redoubling its efforts at self-management -- self-policing. That's a good word -- in order to mitigate the harmful behaviors we see in the system.”

Unidentified Speaker: “What about self-policing? How effective is that going to be?”

Dean Hubbell: “Well, I guess it's -- it depends upon the circumstances and the students involved. When we have very responsible Greek leadership, it turns out they do a pretty good job at it, but the staff are constantly at work trying to make sure that is the case.”

Speaker Beer: "Any other questions or points? In the second row."

Unidentified Speaker: "Can't I assume there's a relationship between alcohol and sexual misconduct? And I don't know what the Dean of Students Office is doing to help deal with that."

Dean Hubbell: "Well, it's true, and I guess we again seek to educate, seek to adjudicate where students have behaved badly with one another. Beyond that, I guess it's just a constant effort at trying to make students aware that they need to act civilly with one another, that they have to be respectful of each other in a way that permits everyone to thrive on campus; and we'd like to think, given our incredibly diverse student community, that students will also seek to reach out to students who aren't like themselves.

"Cornell is such an incredible place to go to school because students come from all walks of life. In fact, as students, we may have the opportunity to meet people we might not otherwise meet in life because of the incredible variety of students who come to school here. Yeah, Tim. Sure."

Director Marchell: "The issue of the relationship between alcohol and sexual assault is an important one to recognize. Sexual assault is not solely a function of alcohol use, but alcohol is often a catalyzing factor, and so we know that the vast majority of sexual assaults involve alcohol in some way on college campuses. And tonight, one of the ways we are addressing that is we have brought to campus, through the Dean of Students Office, through multiple student organizations and campus departments, two of the leading national experts on the issue of sexual violence and, in particular, individuals who have looked at the connection between alcohol and sexual assault. Jack Katz and Byron Hurt will speak at Call Auditorium."

Speaker Beer: "Any other questions or points? The lady in the center of the aisle."

Unidentified Speaker: "I just have a question of clarification. You were pointing to the prohibition against alcohol in the fraternities for like recruitment and specific occasions, but isn't there -- isn't it illegal to serve anyone underage in the...."

Dean Hubbell: "Absolutely."

Unidentified Speaker: "So why the specific events rather than...."

Dean Hubbell: "We felt we needed to choose something we could realistically achieve, and we wanted to focus on first-year experience. That critical transitional year to college is crucial to the success of all students. The fact that 30% of first-year students join fraternities and sororities means we want to focus on their welfare first, not to say we want to look past the underage drinking that occurs on campus. Bear in mind that 5-eighths of our students can't legally drink. Only 3-eighths can."

Speaker Beer: "Woman in the final row."

Dean Hubbell: "Susan Murphy."

Vice President Susan Murphy, Student Services: "One of the things we learned is by not being explicit in your recognition policy to the Greek system about the illegality of that, we were sending a mixed message. It is illegal, obviously, by law. It's also against all national fraternity and sorority rules to include alcohol in new member recruitment and initiation, so we -- and it's a violation of our campus code.

"We assumed those three were sufficient. Students being students we're saying, but it's not here in your university recognition policy. You must not be taking it seriously. So we decided to be explicit in the formal document, as Dean Hubbell said, that connects us to the Greek system, so there was no opportunity for misunderstanding."

Speaker Beer: "Gentleman on the other aisle."

Professor Clark: "I have, and I'm not sure if this is true, that some of the gorge-related deaths, rather than being suicide-related are alcohol-related. That is, you know, kids being too drunk and falling down into a gorge. Is that true? I'm just wondering how big a problem that is."

Dean Hubbell: "Well, I can't say the events of last year were related to alcohol, but there have been in the years past students who fall in the gorge and die as a result of it, accidentally. Sometimes they fall in the gorge and survive likewise.

"We had a student who fell in the gorge in Collegetown a few years ago. Actually, his cell phone speed-dialed his mom, and his mother heard the noise

and the disruption and called the campus police and told the police that her son was in the gorge. They went looking for him, didn't find him; but the next morning, people coming to campus across The Stone Bridge saw him down there, and the police went down and rescued him. He was hypothermic and in class the next day. That's one of the good news stories about falls in the gorge. Unfortunately, they often happen much more tragically."

Unidentified Speaker: "Does that happen in certain spots? Is there any way to mitigate that? Or is it...?"

Speaker Hubbell: "Well, the bridge barriers may actually provide some help in that regard."

Speaker Beer: "Gentleman just across."

Professor Toorawa: "Have we thought about means restriction for alcohol? Not directing this at you specifically, Kent, but I know this discussion of having a pub, which seems to me like means access, not means restriction. It's not our fault that the government has this absurd policy of having people in the university where three years' worth of students aren't allowed to drink and one year's worth are.

"It just seems kind of crazy, but we are forced to deal with it, and it seems to me - - if we are going to talk about mixed messages and we are going to talk about the need to create an environment where the responsible use of alcohol and consumption of alcohol is somehow -- if we are going to model that behavior somehow, it strikes me that something like the pub, but not just that, but even other things we do, sends mixed messages. If it's illegal to drink under the age of 21, then it's illegal, and we need --"

Dean Hubbell: "First of all, we haven't included the pub will have alcohol, for starters. And secondly, if it did, it would only be for students of age. It would be a place where all students could gather, but only students of age could drink."

Senator Toorawa: "But the burden would fall on the people who were drinking."

Dean Hubbell: "It would fall on the staff managing the facility."

Senator Toorawa: "Well, you couldn't do that to the staff."

Dean Hubbell: "Every bartender does that."

Senator Toorawa: "Right, precisely, which is exactly where they get drunk. Seems whatever one's views are, mine specifically, about student access to alcohol, I think a comprehensive university-wide statement about how we feel about it is still wanting. I think we -- it may not be our fault. It may be "The Cornell Daily Sun" reports about the pub one way and the university reports about it another, but seems to me part of the larger burden on us all, myself included, is send an explicit message about what we think responsible drinking is and isn't.

"I think it's great what's happening with the fraternities, but there seems to be this focus on year one. So for Rush and for all that, this is really very bad, slap on the wrist; and then but after that, even though the students are still underage, they have joined the fraternity, we have less of an explicit statement about that. This is my rant. I apologize for the tone."

Speaker Beer: "Please comment on the comment."

Dean Hubbell: "You want me to comment on the comments? Can I invite Tim up? Tim is someone who also spent a lot of time worrying about this. I don't disagree with you. We do need to be clear about our expectations, and the challenges are immense, but I guess you are absolutely right. We have to be clear about what we intend to do and what we expect of our students to start with."

Speaker Beer: "I think we can take one other question. Okay, one other question from the rear."

Professor Ron Booker, Neurobiology: "It is a really complex problem. One thing I hear a lot of students comment on is this whole idea of pregaming, which is becoming popular. I know a number of campuses have taken the point of view that what you really need to look at as part of reasonable drinking is also figuring what you can and can't drink. And one thing I'm hearing a lot about are students who are actually hitting hard alcohol because it's efficient. You only have 20 minutes to get shit-faced for the night, and so you are hitting hard alcohol.

"I know a number of campuses actually have campaigns about what -- if you are going to drink, what you should and shouldn't drink, suggesting that you should actually prefer or use beer and wine as opposed to hard alcohol. One thing I

worry about is that I hear a lot about how you should and you shouldn't, but reality is -- I think everybody involved will admit they do, and how do you actually work on having them do it responsibly. And it seems as though it's all about not doing. I'm wondering how effective it is. I know of some campuses that actually permit students to drink, by looking the other way, actively --."

Dean Hubbell: "Yeah, some of our peers do it regularly."

Professor Booker: "I have heard they have more success than we do."

Dean Hubbell: "I don't know, but the hard alcohol is a big problem. The soft alcohol is a small fraction of the dangerous drinking. Students have no understanding of how dangerous it is to consume hard alcohol, because they just can't judge the quantities they are consuming."

Professor Booker: "Some students say Cornell's policy promotes hard alcohol consumption."

Speaker Beer: "We will have the director have the last word."

Director Marchell: "I appreciate your question, and it's very timely. I just came from the School of Hotel Administration, where I was invited to speak to all 700 students in the wines class. Part of the message that I conveyed to them was the message that you are underscoring about the risks of hard alcohol.

"So we communicate to our students that alcohol poisoning is invariably tied to hard alcohol; not exclusively, but only hard alcohol. Our students treated are almost always cases where they have been drinking hard alcohol. We take a harm reduction approach. We educate students about the risks. We say if you are going to choose to drink, whether you are of age or under age, there are lower risk ways and higher risk ways of doing that.

"The 400 to 500 students that go through our BASICS program every year get that kind of education specifically in a one-on-one setting. We also convey that information through the online alcohol program that we use with incoming students, so I think that is an important message. It deals with the reality is that students -- many students are going to choose to drink and, if they choose to drink, they take risks in terms of potential legal violations, but also risks in terms of harm to themselves, and we want to reduce those risks."

Speaker Beer: "Thank you very much. A motion to adjourn would be in order at this point. We are adjourned. Thank you."

Respectfully submitted,

Fred Gouldin, Associate Dean and Secretary of the University Faculty