

**A MEETING
OF THE UNIVERSITY FACULTY SENATE
WEDNESDAY, DECEMBER 14, 2016**

1. CALL TO ORDER

Speaker Alex Susskind: "We would like to get started, if we could. Thanks for coming today, so I guess I'd like to begin.

Before we move into Charlie, we have a single consent item that we would like to move forward, which is the approval of the [November 9th](#) minutes. So without objection, we'll move to approve the minutes.

"So moved. That was easy.

"Without further ado, Charlie."

2. [DEAN OF FACULTY MATTERS](#)

Charles Van Loan, Dean of Faculty: "Hi. So I just have two announcements. One is like where we meet next semester. It is not like a trivial problem, but since we moved the slot into the class period, it took a little work. We are going to meet in Klarman four times next semester, okay?

"And just a little heads-up on some of the topics that come up; the UFC, we talked quite a bit about budget model issues pertaining to, for example, how graduate students are funded, so we thought we'd have a session on that sort of topic and related things.

"We will talk more about the calendar today, but that's a big deal and it will be a two-step process. We will show up here in April with a proposal. Everyone will think about it, then we come back in May and vote on it, with perhaps amendments.

"Other topics that will show up, but not sure exactly where, with various committees and so on look at academic integrity. Various campus climate issues that intersect faculty; and then, well, new president who starts on April 17th. And so maybe this is a chance for a nice interaction there. And as usual, we're always interested in what you have to suggest for topics.

“Wanted to have a faculty forum in the fall, but it just took too much organizing, but we have one first thing in the spring, sort of a follow-up to the interest in liberal education and the undergraduate curriculum. The title is Get Out of Your College, which is slang for what can we do to encourage students to take courses far from their majors.

“We have a panel set up, and more will follow, but we start on a Wednesday. The following Tuesday is when that is. We thought it's a good idea to put the forums real early in the semester, before people get too busy. Okay, that's about it.

“Any questions? I'll pause there. Okay.”

Speaker Susskind: “All business today, all right. So we're going to have a resolution discussion about postelection events, and we have a faculty panel here.

“And I just want to give you your monthly reminder that when you come up to speak, please come up to one of the microphones on the floor, state your name and department. And please don't speak from the audience, because we can't get your comments on the record, unless you speak into the microphone. So I'll remind you as needed, but I just wanted to make that monthly reminder to you. So without further ado, I guess we can have the panel come up.

“Okay, so Cynthia Bowman will take the helm.”

3. [SANCTUARY CAMPUS RESOLUTION](#) – Background Material: [Cornell Sanctuary Letter and Petition](#); [President Rawlings November 22 Letter to the Community](#); [DACA Support Statement by College Presidents](#) & [Recent NYT Articles](#)

Professor Cynthia Bowman, Senator, Law School: “Hi. I'm Cynthia Bowman, and I'm a professor at the Law School. And along with five -- there's five of us total, cosponsored a resolution that you have a copy in front of you, and I also placed various background materials on the web site.

“And this is about a postelection response on the part of the university to the now uncharted, but possibly very dangerous legal and political waters that lie ahead as a result of the presidential election. And before turning directly to the resolution, I wanted to give a bit of background, and the people who are here with me are going to help.

“As I’m sure you all are aware in your own departments, that department after department at Cornell has issued statements that are responding to the election and to issues that have arisen, including attacks of violence and some hate crimes on campus and the immediate vicinity here. A petition, which is also on the back of our resolution entitled Make Cornell a Sanctuary Campus, attracted over 2,200 signatures by the time it closed on November 27th.

“On November 21st, a large group of faculty and graduate students met to begin to try to discuss and organize a response to what was going on and how it affected Cornell students.

“The result was the organization of a group, which is called the Cornell Coalition for Inclusive Democracy, CCID. The group has several purposes and, therefore, several subcommittees. I will describe both the one I am personally on and the one that Russell Rickford could not be here to describe today.

“So that’s two committees. Russell Rickford, who’s a professor in the History Department, chairs a committee called the Action Group, and it is intended to work on ways to respond to, ways the entire community can respond to the recent increase in hate speech and harassment of students, who are perceived to be foreign, Muslim or in some way different.

“So they are working on setting up a CCID web site, and discussing one idea was to have some sort of hotline and a group of faculty and students who would be available to be a kind of rapid response team, if there was some kind of incident on campus, and/or to escort students who felt threatened, perhaps because of their garb.

“They are checking out what already exists at Cornell -- I’m sure you know that there are police escorts, Cornell Police escorts available -- and how to interface with that. Many students may be uncomfortable, in fact, with the police as well, and so the idea was that volunteers could be needed to respond to this.

“The other thing they’re checking into is what the protocols are both at the university and at New York State for tracking and recording these incidents, because it will be very important to develop information about them.

“The committee that I personally am on is called something like Law and Policy, and it’s chaired by Law Professor Aziz Rana. And it has sort of two purposes, one of them being to work with the university in developing its policy about

undocumented students. And the second part, and that's the part that I've been trying to set up, is to organize a legal counseling group at the law school.

"And I can report that as of now, a total of twelve law professors have volunteered to be trained by our immigration law professor, who is a national expert, and then to be willing to counsel undocumented students and to advise them about their options. Actual representation, if there's litigation, would be much more complicated and would require additional resources.

"We are advised that a large-scale deportation of students on campuses is unlikely and that it is beyond both the capacity of the government agency, ICE, and kind of down on their list of priorities, right? They are going to go after all those criminals first, but we recognize that students are nonetheless very anxious, and we'd like to be able to provide counseling to them. There are many relatively simple issues that faculty can learn about in terms of should I reapply for DACA status? Should I not? Can it leave the country? Should I stay at home, et cetera, as well as pointing out a variety of options that they might take.

"CCID also set up a delegation committee that was charged with presenting the petition that was signed by 2,264 faculty members and students to the administration, and I have here three members of the delegation -- do I have three? I only have two at this point, but a third is expected, Sherry Johnson, a law professor, and Esmeralda Arizon-Palomera, a graduate student, who are both in that.

"And I'm going to turn it over to them now. First, Sherry.

Professor Sheri Johnson, Law School: "So what I think I'm supposed to tell you about -- I sit here?"

Senator Bowman: "Yeah, but only if I give you a mic."

Professor Johnson: "I have one."

Senator Bowman: "Oh, you do."

Professor Johnson: "Okay, closer. So I'm Sheri Johnson from the Law School. And the delegation committee, which was 13 people, went to meet with President Rawlings on November 29th, and it was a meeting in which Esmeralda presented the petition to him.

“And he listened to what our major concerns were because, in some part, he had issued a statement previously and he wanted to know what further we wanted beyond that statement. So there was a fairly lengthy discussion from a number of people as to what was wanted, and he said of course you could not respond immediately.

“And he also expressed some concern that he did not want to exacerbate rural/urban divisions in this country, and that was actually responded to Julia Montejo, who said that she had been working in farms nearby and that actually protection of the undocumented people would be favorably viewed in local farm areas.

“And then the president said that he had been in contact with our incoming president and that she did not wish to be making the decisions at this point, that the decisions were his to be made; but he said of course he would be consulting with her before he made any decisions. And then he promised that a smaller group would be welcome to follow up with him and that he would decide who else should be representing him, because he was leaving town that evening.

“And then we were pleased to see that the next day, there was an invitation to meet on Friday, December 2nd. And a small group, and that was Esmeralda Arizon and Maria Garcia and I, went to meet with university counsel Jim Mingle and the vice president for media relations, Joel Malina.

“And when we did that, I think we had several items that we were most concerned about. Their take was really what do you want more than what the president has already done. So we raised several things that we thought were still not really resolved by his statement.

“One thing, which I think Esmeralda presented, was that the statement refers to DACA undergraduates and their funding; but of course, we actually are also concerned about graduate students and also about the undocumented persons who are not DACA; and then also, whether the status of DACA students might change if the program is terminated.

“And on that, we received a fair amount of reassurance that they would make a clearer statement that graduate students are covered as well, and that certainly all DACA students, whether their status should change because the program changes or not, their funding would still be assured. There were not any promises about undocumented students generally. I think that's fair to say.

“Then we also got reassurance that there is no intention to release information, private information about students, absent a court order or at least some requirement by law that they do so. So they are not doing that now, and they do not plan to do that. So I think they will reiterate that, but I don't know that they're going to say anything more.

“Then there were really two remaining issues: One was legal services for undocumented students. And with respect to that, there was really an agreement that there would be discussion further with the dean of the law school and the clinics, and that is ongoing. Cynthia reported on part of that.

“There was also some talk about maybe there would have to be some fund-raising if representation were involved, but that there would be some ongoing discussion about at least advising of people who are undocumented.

“And then, with respect to the police, the first response of university counsel was that the police are not enforcing immigration laws, which we were certainly happy to hear, but Esmeralda pointed out we needed something more specific because students were uncertain about that and actually had an account of something that maybe she'll share more about, where a student hesitated to call for help because of their status.

“Upon hearing that, counsel did say that they could see making a more detailed statement. I handed them the statement that's made by the University of California as a real model of providing detailed reassurances about what the university would do and cooperate in and what it would clearly not do.

“And they said that they -- rather, Jim said that he would come back to us with a draft. And it wouldn't be as long as the University of California statement, but it would be more detailed than what they have put out thus far, and we are waiting to hear from them.”

Senator Bowman: (Off mic) -- urgent concerns of students who are -- you are a document student.”

Esmeralda Arrizon-Palomera, Student, English Department: “Yes, I am a Ph.D. candidate in the Department of English. I am a DACA student and also an RA on west campus. I have been very involved in getting people to put out their statements and to become more aware of just how severe the threat that has been issued against immigrant communities really is.

“All the statements that have been released since the election, since the petition are a good first step, but I think a stronger statement of support and then that followed up by concrete steps to actually ensure the safety of all members of our community is necessary.

“I think for me, as a DACA student, one of the most pressing issues is the atmosphere on campus. I think declaring Cornell a sanctuary campus is going to set the tone, it is going to discourage incidents of hate, hate crimes, that several reports have already shown have increased since the election.

“I think it sets the tone of inclusivity and it's consistent with the university's mission, and I really believe that declaring that a sanctuary campus affirms the humanity and dignity of every member of our community. And that's something we need to remember here.

“I am very, very aware of just how complicated the relationship immigrant communities and so many other communities, especially communities of color have with the police and other law enforcement agencies, and while I was reassured to hear that UPD does not cooperate or does not operate in the capacity of an ICE agent, I think it's important to clarify that for all.

“There is overwhelming evidence -- and there may be many people in this room who study, who write about this -- evidence that when people don't feel like law enforcement agencies are there to protect them, they're less likely to report crimes and ask for help.

“And I can already see this becoming a problem with student life. A lot of the calls I get as an RA are very difficult calls to make, and I can only imagine how much more difficult it's going to be to call for help for yourself or for a friend if you are unsure about the people who are there or who are supposed to be there to assist you.

“I think it's important to remember also that while we want to do everything we can to make Cornell feel as safe as possible for everyone, many of our students are going to be coming back after the inauguration. And I'm not sure what this might look like, but we need to have a system in place that can respond to our students being detained on their way here or on their way back or on their way out and around the Ithaca community and the surrounding areas.

“In addition to that, if DACA is discontinued, the numbers are 75,000 students we are going to have affected; but the larger threat to the immigrant communities affects millions of people. And many of them are related in one way or another to lots of our students who are documented. Many of them are members of mixed status families, so it's possible they have a parent, a sibling, a friend who is under a threat of deportation under the current administration.

“So that's also something to remember. This affects a larger part of the Cornell community. It extends beyond that of the undocumented and documented students.

“And then finally, it's great to see Rawlings' commitment to undergraduate DACA students, and the Graduate School recently released this statement about maintaining their commitment to current DACA graduate students. And it's a step in the right direction, but I think we need to call for the university to extend the same commitment to all undocumented students, regardless of temporary status.

“My worry is that by committing only to those who have DACA, which may be discontinued, the university can use this as an excuse to close its doors to other undocumented students, with whatever kind of temporary status they have, and I want to make sure that we live up to the mission; because almost any person, almost any study is essentially what we're saying, if we don't extend funding to people, regardless of temporary status.

“So I hope you keep all of this in mind. And any questions you might have, I'm happy to answer.”

Senator Bowman: “Our next speaker is Professor Elizabeth Anker from the English Department, who's going to discuss issues involving academic freedom that may emerge as a result of the election.”

Professor Elizabeth Anker, Senator: “One of the things that the Law and Policy group and the CCID in general is trying to do is to anticipate other legal challenges and threats that we might all face as academics, and of course academic freedom is a big one. We are already witnessing various assaults on it, and it's likely those will only multiply in the months to come.

“So what we're really trying to do is to anticipate and foresee what some of those issues might be, and to really think proactively about them, rather than just in a

reactionary way, especially in the event we might really be thinking on our feet in the months that await.

“Just to outline a few of the different kind of threats and specific categories we've been thinking about, and I'm sure there are many more -- we're planning to discuss more of this later this week, so if there are other issues that come to mind, feel free to e-mail, and I'll kind of compile all of those, but we're obviously right now witnessing a lot of backlash.

“This is kind of the Twitter phenomena, which also licenses other forms of retaliation, where particular journalists or writers or thinkers are being really singled out and targeted and then intimidated for expressing particular viewpoints in public. So we're trying to think how to respond to that kind of thing and to think about how the university will.

“Another thing that's actively taking place are the existence of blacklists or watch lists that are very reminiscent of other eras in American history, kind of new forms of McCarthyism.

“Right now, the AAUP has a statement out where they're asking faculty to voluntarily sign their names to these watch lists. A lot of people have talked about if there's a Muslim registry created, that we should all register as Muslims, right. One of the things the Law and Policy group is hoping to do is to really think through some of those issues. Is that really an effective strategy of resistance? What are the risks to that?

“And that really kind of brings me to a third issue we're hoping to think about, which is to what extent should we self-identify as Cornell faculty when we do engage in forms of activism in the months to come. As many of you become an avid petition signer and Congressperson telephoner in the last five weeks, is that something we should be doing with our Cornell e-mail addresses or personal e-mail addresses? Obviously, if people are engaging as public intellectuals, we would expect that they would do so kind of from the platform of a Cornell affiliation, but we're really hoping to kind of think through some of those issues.

“And then last, but not least, another perhaps less predictable threat to academic freedom involves the potential criminalization of entire research areas and areas of study. For instance, one scenario is that the State Department would declare certain organizations terrorist organizations. You know, there's a worry that a

group like the Muslim Brotherhood or certain Islamic policy organizations would be labeled foreign terrorist organizations.

“That is something that can happen with relatively little judicial oversight, and that basically renders providing material support to these organizations criminal, even if it's nonviolent political advocacy. And in the event that current list is expanding to something like the Muslim Brotherhood, it really risks stifling not only things like student groups and student activism, but having a profound effect and really jeopardizing things like Muslim charities.

“It might threaten the existence of Middle East studies program; it might make faculty research simply on the Middle East newly charged. So those are the kind of scenarios that may seem extreme that are actually very much within the realm of possibility, and that would bring us onto somewhat uncharted territory.

“So we're trying to actively think and hopefully work with the administration to propose policies in areas where there aren't any on the books or the existing policies don't really speak to the kind of issues that we're going to confront as a university in the months to come.”

Senator Bowman: “We have an undergraduate student, who is Julia Montejo, and she was representative to the Student Assembly, which also passed a resolution.”

Julia Montejo, Student, Latino Studies: “Good afternoon, everyone. My name is Julia Montejo, and I'm a senior in the College of Arts and Sciences, studying Spanish, with minors in science and technology studies and anthropology, and I also serve on the Student Assembly as vice president of diversity and inclusion, but I'm also a documented student.

“And I've lived in this country since I was 7 years old, and my dream was to come to -- I literally dreamed about coming to Cornell, and so when we see these really amazing videos coming out about students getting into Cornell, you see this really excited and amazing moment; but for me, that moment was really charged with a lot of uncertainty.

“So if it weren't for DACA, I wouldn't have been able to get a driver's license for me to be able to easily get on a plane and get here. I wouldn't have been able to negotiate with the university to find financial aid, which I wasn't able to access

until my senior year, because Cornell was so lagging behind, catching up to DACA.

“And so I think that's one of the things that I really want to address in terms of why endorsing this petition and really being able to push for a lot of institutional support of undocumented students is really important. Cornell, as an institution, in the past has lagged in being able to support undocumented students, and this is a very precarious time for us as students.

“But in addition to that, I want to reinforce a lot of the statements that have been made in terms of both academic freedoms in terms of undergraduate students. So it's great that students, like myself, are able to come here and are able to access a quality education.

“But the fact of the matter is, if your safety is threatened, if we feel like by walking through campus and having an interaction with CUPD we could be in danger of deportation, then we're not going to be successful as students. Even if it's just a perceived threat, that can be a very precarious situation and ultimately hurt our academic performance.

“And second, to the note about the specificity of statements, it's really, really important to have a lot of these specific statements for us as students, because we want to know that there are specific levels of support and we want to know that that exists.

“And finally, when I presented the petition to President Rawlings, I think there's -- he reflected a notion that had been talked about in politics, that there's a rural/urban divide, there's like political identity divide in terms of quote, unquote identity politics and people who don't align with that.

“And I think by supporting this petition, you're in no way saying that you don't support America as a whole or you don't support people across any gender or identity as a whole. I think what this says that by protecting some students, we in essence protect all of us, we protect our ability to exist on this campus freely.

“And overall, as an undergraduate student and someone elected at large by the student body, I truly feel many students on this campus feel threatened. And by protecting some of us, we protect all of us.”

Senator Bowman: "I think these students are more articulate than some of us faculty members, aren't they?"

"So now to the petition. Those are the cosponsors, all of whom are in the room. And you have a copy of the petition in front of you. Everybody who came into the room was handed one. And this is a sort of simplification. The first part is pretty self-explanatory. It is the background.

"And then, when you get to the next, these are the things that the faculty senate would be resolving. And I'd say they're pretty unexceptional, except that when you get to the last one, it endorses the statement on the back. So you have to then turn to that, which is the November 18th letter that was taken to the president.

"Charlie, is that on here too now, or no?"

"It is just on here, okay. And if you look at that with me, you'll see that it -- what it's asking for, first, second, third, fourth. Not like us lawyers who say whereas and be it resolved, they just say 1, 2, 3, 4.

"They are asking for protection of students and other members of the Cornell community against violence and hate speech, commitment to funding for undocumented students, refusal to release information about student immigration status, and voluntary cooperation with ICE, the Immigration and Customs Enforcement Agency; and finally, provision of legal and counseling services.

"So that is the resolution that is before you, and I'd like now to open it up to the floor for questions of any of us up here, plus comments, criticisms, amendments, whatever you would like to do. Remember to come to the microphones, and I guess you announce your name and where you're from, okay?"

Professor Chris Schaffer, Biomedical Engineering and Associate Dean of Faculty: "I'm Chris Schaffer from Biomedical Engineering, and also Associate Dean of the Faculty. This was briefly mentioned, but I wanted to make sure it was clear for the room in the context of the discussion.

"Yesterday, the Dean of the Graduate School, Barb Knuth, announced two things: One, that she spent some time in Washington, D.C. lobbying for a bill

that would make DACA status law. I don't know what chance that has of passing, but it is an effort in the right direction.

"In terms of support of graduate students, the Graduate School has committed to maintaining funding for all currently admitted students who are under DACA status, switching them over to fellowships that are coming from indeterminate sources of money, should DACA be ended and their federal work authorization no longer valid.

"I just thought it would be helpful for everybody to know that's where the Graduate School is standing currently, as of yesterday."

Senator Bowman: "Thank you. Any more? Are you coming up?"

Professor Dan Brown, Senator, Department of Animal Science: "I have a suggestion and a comment. I am in favor of all the stuff that you have there and the specific steps on the back of the page. The one thing that I would change -- and you don't have to, and there's greater wordsmiths here than I, but the wording of the last "therefore" seems to act like we're asking Cornell, we're asking them to do something.

"I mean, we are Cornell. And to a great extent, Cornell is already a sanctuary. Not as strong as it needs to be with this kind of onslaught, but it is.

"I would suggest, or something like this, after it says "joins with other faculty," I would put "joins with other faculty and President Rawlings to strengthen Cornell University's various campus sanctuaries in Ithaca, New York City, Geneva, New York and Doha," so that implicitly, it recognizes that we believe we already have part of a sanctuary, the beginning of a sanctuary that needs to be strengthened.

"That gets away from asking some small group like the administration to declare it. I mean, to a great degree, we have sanctuaries to some extent, all these places, but they need to be strengthened. So we don't have to go begging that it be declared and, if it isn't, then we don't have a sanctuary. Just a suggestion."

Senator Bowman: "Thank you. Oh, great. Thank you. Others?"

Senator Brown: "The comment that goes with that, in terms of this rural/city divide, I don't understand that as an objection to this at all; but as imperfect as they are, and there's a lot of issues to be worked out, but there are farms all over

this state that are trying to run little sanctuaries against this sort of thing already. And I think that's what somebody here eluded to is that, at least in this state, I don't think you're going to get a lot of pushback about sanctuaries; that they're operating. They are already operating."

Senator Thomas Bjorkman, Horticulture: "Thomas Björkman, Horticulture. I was going to speak to the pushback issue, and I think thinking about how things might ripple is a good idea. So this is just for information, not a particular suggestion.

"So a week after the election, I was in Washington, lobbying for a completely unrelated thing, and spoke with a member of Congress who represents an area right next to one of the large land grant universities. And he was incensed at how universities had responded to the election by offering support to students who are disappointed by the outcomes. That is how he put it.

"And speak to this one: That the word "sanctuary" means defying U.S. law, in their minds. And so having some communication to say that we're not declaring ourselves independent from U.S. law might be helpful in getting an appropriate interpretation of the action.

Senator Bowman: "Thank you. Sherry, can you speak to that? Because we were talking just before this meeting about sort of what we are meaning when we use this word."

Professor Johnson: "(Off mic) I think it's being used all across the nation to mean a safe place for people. What exactly that means with respect to any particular decision about the law, I think, is impossible to predict, because we don't actually know what the government is going to do.

"So I think it's true we could not expect the administration or any one of us to make a blanket commitment to doing anything, murder, whatever, to -- I don't think anyone is expecting that, but I think the use of the word "sanctuary" is one that conveys that we want to make a safe place and understands that there will be individual decisions later on."

Ms. Arrizon-Palomera: "And yes to all of that. I also think it's important to keep in mind that many of the universities that have been declaring themselves sanctuaries have been defining what that means for that particular institution. I

don't think it puts us at odds or it would put us -- frame us as being independent from U.S. law or territory.

"I think we have a distinct opportunity here to reaffirm the commitment to the values of this institution and to each other. And if that means that we have to add a couple of sentences to explain what sanctuary means, then we can do that.

So let's keep that in mind; that we have an opportunity here to define that in this moment, not just for undocumented students, but for all members of our community."

Senator Richard Benschel, Government Department: "(off mic) -- a connection with those last two comments, to think about this historically. This reminds me a lot of the Fugitive Slave Act before the Civil War and the enforcement of northern states of the retrieval, capture and return of slaves, and the way in which the compliance between local governments and people and civil disobedience in that connection were carried out; the practices, the strategies and so forth.

"Also reminds me a little bit of the period in the late '60s, when universities were constantly pressured, for example, to report GPAs of male students so that they could be ranked by their draft boards, and some of those universities refusing to do that, so that the compliance between institutions and the government -- there are precedents out there for those kinds of nuance.

"One of the things that strikes me about the resolution and the spirit of it -- I'm all in favor of it, but one of the things is the relationship between institutional commitments and individual civil disobedience and action. And that, I think, needs to be clarified in some ways, so that individuals, for example -- I hope it doesn't happen -- people show up to capture, to retrieve other people, that individual action is separate from the university's commitment to prevent.

"And that has to be clarified in some way that protects the institution in retribution there, while enabling individual action at the same time."

Senator Bowman: "More comments?"

Senator Robert Thorne, Physics Department: "So the only thing about this that troubles me a bit is this third item here: We ask you to guarantee student safety by refusing to release information that can make students vulnerable. Moreover,

we ask you to resist the intrusion of U.S. Immigration and Customs Enforcement officials into our community.

“I mean, I could imagine under the Obama Administration, there would be excellent reasons why the ICE officers might have to come on campus, whether it might be a legitimate request for information about our students, independent of motives that might be attributed to the incoming administration.

“And it strikes me that just saying as a blanket we're not going to cooperate under any circumstance with the law as it stands, that there is no possibility that there are any students here who may have done something in the past that maybe means they shouldn't be here.

“You know, I don't know why we need to go -- that third one just seems like you're setting Cornell up to break laws, have to break laws, and that in not all cases would that necessarily be the right course of action, even up to this point in time.”

Senator Bowman: “You are referring to the third portion of the letter, not of our resolution.”

Professor Johnson: “If I could just say, I think to draft on the floor of this group something that's going to satisfy everyone is impossible. Actually faced that when we drafted the resolution. Everyone would word it in a different way. I don't think this is a document that is going to bind the university. It wasn't written as though it's going to bind that. That is why university counsel is working on the language that it feels comfortable is accurate with respect to what the police will and will not do.

“And I don't think that a commitment to assuring safety is a commitment to break the law under all circumstances. I don't think it's a commitment to break the law at any point. If there's, for example, someone who's committed a serious crime, we would turn such a person over to the police, regardless of their immigration status. I don't think this suggests anything different than that.

“But I think, again, if we're trying to make everyone satisfied with the exact language, I think that's really not possible, and I think this is not a statute. I think the university, the administration will describe in more detail what they are comfortable with doing, but I think what the senate, I would hope would do,

is take a general position on what we hope the university will do, at least in principle.”

Senator Bowman: “Matt Evangelista, one of the cosponsors of the resolution, from political Science.”

Senator Matthew Evangelista, Government Department: “Thank you. Matthew Evangelista from Department of Government. I also wanted to respond to Rob Thorne's comment, because it is something I've also thought about and anticipated a bit.

“And I have to offer the caveat that I'm not a lawyer, so I will willingly be corrected by the experts, but my understanding is that -- this is also in the spirit of Dan Brown's comment, that Cornell and Ithaca, if you like, are already in a sense sanctuaries in the sense that we have in mind, because the federal authorities do not have the legal right to authorize local police or Cornell Police to carry out their tasks to arrest students, for example; that the ICE organization is fairly limited in its capabilities, but also in what it is authorized to do.

“So I don't think -- to say Cornell should not cooperate with that organization almost represents the status quo, I think. Because unless there are provisions for having that relationship between the federal immigration authority and the campus police, there's not anything that Cornell would do in that respect anyway.

“So I don't think it's a matter of urging the institution to break the law, but I do want to say that there may be a point when we do want to urge the institution to break the law. Richard Bensel mentioned a couple of earlier examples.

“Another one that is closer to us in historical time was the mass roundup and placement in concentration camps of people of Japanese ancestry starting in 1942. It was legal. It was the law, and the Supreme Court reinforced it as the law in the Korematsu case.

“We now think that was a terrible mistake and a moral failing to round up people just on the basis of their ancestry, without any evidence they have actually committed any crime. We could face that situation again, so I think we do need seriously to think about the possibility that we may advocate to our university break the law, but I don't think we're at that point yet, because as I

suggested, the federal immigration authorities don't have the right to intervene on our campuses.

“So in a way, this is an expression, I suppose, of the status quo, but also a way of reassuring our students and colleagues that we would resist that.”

Senator Bowman: “Thanks.”

Ms. Montejo: “Can I just comment on that really quick? So I think we also need to keep in mind, though, the context of how ICE interacts with immigrant communities right now. In Ithaca and Cornell Police Department as well, we don't see as much of this interaction of ICE in local departments, but in the Upstate New York area and throughout the country, we have sheriff's departments, state troopers calling ICE for translation services. And so that is why we need to have these statements made.

“I worked for the Cornell farm worker program this summer, and I live in an immigrant community in Florida. And the word ICE scares people, just the word. The fact of the matter is, in a lot of other places, people do have those frightening interactions with police because historically, these police departments, sheriff's departments, state troopers have called on ICE for quote, unquote translation services, when in actuality, these are racially charged calls to have ICE question people who are pulled over for traffic violations.

“So that's part of the context here. So even though in the status quo we are already following the law, per se, but by saying that Cornell Police Department isn't going to comply with ICE because, frankly, they don't have to, in other places this has historically happened. So this is a perceived threat for students within Cornell, and it's a real threat outside of Cornell.”

Senator Bowman: “The universities that have issued statements with the kind of specificity that we intend to be urging Cornell to also do state that they will not voluntarily cooperate with ICE. I think what happens in many places, that people rush to cooperate with ICE, and that until there's actually a judicial warrant, at that point, obviously, the university, in the face of a judicial warrant, would probably have to give up whatever information it wants.

“But ICE has something called an administrative warrant, which they say you've got to respond to this, and it's not mandatory. So the question is defining precisely what will be resisted. Yeah.”

Senator John Brady, Food Science Department: "I would just like to ask a question of somebody with legal knowledge. One time in my neighborhood, which is miles from -- couple of miles from campus, I was given a traffic ticket by a Cornell police officer because we happened to be close to a dean's house. And he explained to me at the time that he was a deputized state highway patrolman. Is that true? And if so, does our campus police answer to the state police? Or do we have complete authority over them?"

Senator Bowman: "Does anybody know the answer to that question? They are department sheriffs? Uh-huh, so if they're off duty, are they authorized to arrest people? I mean --"

Senator Brady: "He wasn't off duty. He was patrolling that road because there was a dean living on it."

Senator Bowman: "I see, I see. I think the answer is that no one specifically knows. Are there other comments people would like to make? I am hoping that we'll be able to get to a vote.

"Yeah."

Professor Harold Hodes, Philosophy: "I am Harold Hodes in the Philosophy Department. I was wondering about the phrase "refusing to release information that could make students vulnerable," and wondering if that's even strong enough, because my impression is that there's a lot of information about students that's publicly available; going to the Cornell web site and looking up a student's name, for example. And I wonder whether we should be asking that less information about students be made publicly available.

"Going beyond that, there's also a concern about what sort of information could be obtained by relatively low-level hacking. So I wonder if there might be a case for even tighter protections on information about students."

Senator Bowman: "Now, it's my understanding and other people who were at that meeting on November 21st, that someone from the administration got up and said that they were in the process of attempting to merge records, at least undergraduate students, in such a fashion that they would not be able to respond to our requests for all the undocumented students because they wouldn't be classified in that. That's right?"

“So that's one thing that I think is kind of a proactive make it less easy to find the information, but I don't know how you prevent people from going online. I don't think ICE has enough personnel to do that, frankly.”

Professor Hodes: “My thought was that some official at ICE has a name of someone who'd they think is a Cornell student and think is undocumented, how easy would it be for such an official to get information about the person with that name.”

Senator Bowman: “I mean; I think that's something we should bring up in further negotiations about what the specifics will be of the Cornell policy; that that's a concern as well.”

Ms. Arrizon-Palomera: “If you register for DACA, ICE has all the information it needs to locate you, down to your fingerprints, so they may not even need to come to Cornell. But there are things that we, here at Cornell, can do to resist that, to slow down that process. And those are things that the institution can commit to.

“And then speaking to an earlier point about individual choice and what you do, then that's up to us. How committed are you, how much are you willing to do or offer in this situation, and so that's important to remember?

“I know that a lot of people are really scared about what's happening right now, and a very interesting moment for me. I am of a different DACA generation, and for me, I'm not as afraid as I would have been back in 2005/2006, but I see a lot of us who have the best intentions and who have our best interests at heart acting on those fears and projecting it onto those who they perceive to be the most vulnerable.

“And while that is appreciated and necessary in so many instances, I would want us to also be cognizant of that dynamic and how that's kind of unfolding in this moment. So that's something to think about and it's something that I'm still trying to figure out, but that's what we have to remember when we're interacting with students who are threatened in this moment.”

Senator Bowman: “I think it's time for us to vote, because we have to get on to this other issue about the academic calendar. I know a number of amendments were introduced and, in my mind, they actually were kind of inconsistent with one another.

“And if I have this authority, I'm not going to accept them as friendly amendments because the intent was to basically draft something that's very general and that basically says the senate is behind the administration in defining the ways in which Cornell will not cooperate with harming our students. So I'd like to basically call the question on the resolution.”

Speaker Susskind: “So at this point, we'd like to call the question. So for all those who are in favor of the resolution as proposed, we could just do this by a show of hands and a quick count. In favor?”

“Opposed?”

“And any abstentions?”

“Okay, so the resolution passes.”

“Okay, now Charlie is going to come up and talk about the schedule. Thank you.”

4. WHAT FACULTY ARE SAYING ABOUT THE ACADEMIC CALENDAR – VICE PROVOST BECKY STOLZFUS AND DEAN OF FACULTY CHARLIE VAN LOAN

Dean of Faculty Van Loan: “Okay, so thank you to the previous group for orchestrating an interesting and informative discussion.”

“So everyone here has received an e-mail from us on the academic calendar, and Becky Stoltzfus and I are chair of that committee. To follow in the footsteps of the other assemblies, I think it would be good to have a discussion here.”

“Just a little bit of background, we have had the current calendar since 2013. Part of the deal when that was approved is that it be reviewed sort of at the four- or five-year point. That is where we are right now.”

“When we first looked at this, partly because the February break, it was such a lightning rod, we thought hey, the fall is okay; it's all about the spring. But since we went online and we've collected over 1,000 comments, and we have an e-mail address that's received about 100 comments, it seems that there are definitely issues with the fall semester as well.”

“So everything is on the table, including moving graduation date. That was not on the table before. We may end up rejecting that movement, but at least we’ll scientifically look at it and consider all sides.

“I mentioned this; the flow goes like this. We have gathered all this data and it can still come in, but over the break, the committee will look at this data, try to assemble or interpret it, and we’ll give you and the entire campus we’ll call a half-time report right when we all come back in January.

“It will look at those 1,000 comments, those 100 e-mails, distill out the key issues, maybe restrict the search space for that perfect calendar a little bit and resurrect discussion again at that point. I would say up to now, a lot of the discussion is kind of one-dimensional: I am an undergraduate, I’ll look at the February break and I’m going to draw a conclusion.

“And we all are like that. We have to come back now and think big about the whole big picture and also about students, employees and faculty are all in this together. We will come back here in April with our proposal crystallized in the form of resolutions, and then there will be a vote in May possibly with amendments. It then goes to the provost, who is the person who decides.

We are very, very special. Here are three attributes of our calendar that make us unique. We start very early. I mean, you could visit schools in Florida that also start early, but we’re very early, we’re very late in May, and we have a very long in-between session. So each of those things attracts attention.

“You will see the schematics. Green is a class day, red is a break day, pink is a weekend, brown is a study day. What is that? Puce or chartreuse, weird colors are the exam days. The one purple dot you see there is graduation.

“This is this year’s calendar, and you can’t probably read the dates there, but there’s 7 different possible calendars; 14, if you include leap year. So when you get down to the details, you might make a proposal that looks good for this year, but if you have a super-late or super-early Labor Day, you may have a problem.

“We are going to be in the business of evaluating calendars, and it’s not by formula, but there are definite numbers associated with any calendar that you pay attention to; the number of class days, how many whole weeks you have.

“Here is the list. There are others, but here are key attributes of a calendar that should cross your mind when you assess it. Let us step through those and see some of the issues.

“We can't fiddle with the volume of classes. You can't say, hey, let's have 50 days of class. That's off the table. There are New York State rules. One of the things the last calendar committee did is create a balance between fall and spring. We are pretty close to that here, as you can see. So that's a constraint. If you want to start the fall later and end earlier, you'd better think about this, because it's -- whatever. That is something we can't fiddle with, but it's definitely out there.

“Incidentally, you don't just count the green squares. In the New York State scheme of things, you actually count exam days in it, and you actually have to get it up to 75. So little subtlety there, but basically, we can't fiddle with those green tiles.

“Whole weeks, this is super important if you run a class that has a Monday to Friday lab. And that's a statistic; 11 and 12 here. I believe when you plop that February break in there, you lose a whole week. So whole weeks are very important for certain types of instruction.

“Then you have, let's just call it weekday balance. Visit each weekday, count how many class days you have on that weekday, and you can see you try to get balance, but there's not.

“For example, we have 15 Wednesdays in the spring, but 13 Tuesdays. Here is a way other universities solve this problem. And when is it a problem? Like if you teach two days in a week, and you might come up short, for example, but here's an interesting trick you can do.

“Look at those first three green days up there. Declare that first Wednesday to be a Tuesday. Just act as if it's a Tuesday, and then suddenly, instead of having 13, 13, 15, you have 13, 13, 14. So you can do tricks like that.

“I believe the last Calendar Committee thought that would be too confusing, but we can use the crime alert to say set your alarm clock. We can solve that problem. So I think that's gone.

“The fact is, we don't have 70 days, so you aren't going to have 14 across the board, but we can take steps to clean up that act.

“We have more exam days than a lot of people, and here's the preface: We are looking for wiggle room. If you want to start the fall semester later, where are we going to pick up that day? Let us look at the exam period. We have quite a few exam days. Berkeley has just five. They have an interesting thing. The week before that, what we might call study days, they fuzz it up a bit; last week of review instruction.

“Also, why do our exams have to be two-and-a-half hours? Who said they have to be? Can we live with two hours? If you can live with two hours, you can put more exam slots in a given day, and you can begin to see ways of compressing that part of the game.

“In all these things, you do it with an eye towards academics. Is it a downer to have a two-hour exam instead of a two-and-a-half? Some schools have two-hour exams. We will report all these statistics as part of our half-time report, so you can see what other places do. We have to use our imagination to squirm out of some of these difficult pickles.

“The intersession and summer weeks. Here is where I think a lot of people would see a fundamental conflict between sort of students and faculty. So the driving reason why we would like to extend the summer period is jobs and internships and opportunities for students.

“We had sort of an unfortunate -- 2015-16 calendar was kind of unfortunate, simply because where the moon is and how the holidays fell. The summer was kind of short, and it actually created problems with funding agencies because we dipped below a certain level. So there's a big interest, and we should look very hard at whether we can increase the length of summers for our students.

“Then you start looking at the intersession. We have this gigantic intersession and, like the typical faculty member, I love it. You can prepare for that next class, you can get some research done, some proposals done. Tons of nice features of that long break that faculty see.

“Students feel it's too long. All their pals have already gone back to school, now you are sitting at home for those last ten days and so on. So there is a fundamental tension along these lines.

“And there are also things -- I have done town halls with employees and whatever. There is a huge maintenance in between the semesters, lots of things

go on. You can't really work in the dorms when students are there. There is tons of reasons, quote, not to shorten that intersession, but I'll show you something in a few minutes that maybe we can, in a compromising kind of way.

"This is a very important stat for parents with children in school; definition of a childcare day. You have to show up here, your kid has school off. How many of them are there? Now, there's lots of school districts out there. Tompkins County -- they're all the same, roughly. If you count them up, you'll find 11 in the fall, 6 in the spring. If you have elementary school kids, you got a couple of half days thrown in there.

"What is the point? The point is these are very serious numbers. You put a tremendous stress on certain faculty members, and if we can do anything to start later -- a lot of those 11 you see there are August days. If you can figure out how to start a little bit later, you begin to whittle away at this.

"We cannot fully synchronize with local schools. They have a very late April break, April week off. We can't synchronize with that. The February break is basically there, because we try -- that's a synchronization point for local schools. So we have to pay attention to this. I guess days are a low-hanging fruit, but it's lower than other opportunities there that we might have. We have to pay attention to that.

"So those are kind of just a breezy pass through numbers that characterize a calendar and get you thinking about things, but the reason we're here today really is to think more globally and to begin to look at possible solution frameworks.

"Now, what I'm about to show you, these are not proposals, they're just examples to get you thinking in the large. It is not as if the committee had like 100 calendars and you are going to see the best five. It is not that at all. What you are going to see are frameworks that can be fiddled with, just so you can see how we're thinking. And the whole goal here is that you think along with us, us being the Calendar Committee, as we get to the tricky decision phase early in the new year.

"Here are some of the key things: Can we start later? What about a one-week Thanksgiving? That was a huge positive response. A lot of people want that, for various reasons. Then you see a couple other spring semester things here. Let us look at some calendars that address these issues.

“So starting later in the fall. So one way to do this is to adjust what happens around Thanksgiving. Academically, you can find fault with those last seven class days. The two before Thanksgiving, no one's there. The five after, what do you do? So one way of addressing this that has a nice fringe benefit is to put two weeks of class after a one-week Thanksgiving break. Then you can see you are starting later, you pick up some time.

“Another little dial you can turn is do we want two days off in October, or one day. Some schools do one day. There is no research, but all kinds of feeling about full-week breaks versus fractional-week breaks. For some students that live on the west campus, you can't leave campus during those times. So this is an example of how you pick up days.

“Down here, you can't pull all this off unless you have a shortened exam period. This is actually a pretty lucky year, but I could relabel the dates, have a much later Labor Day, a much later Thanksgiving, and then you get into trouble down here.

“But the key thing here, and this is a faculty thought thing, can we live with, say, a two-hour final exam? Is it possible to organize that last row of greens, like Berkeley does, so it's both instruction and study with review? It is when you turn in those big projects. If we think creatively about that last week, then maybe we can live with a smarter bunch of brown and puce tiles.

“And then there's a whole other thing about orientation. And that was a real downer, the new calendar, for orientation people, because it was compressed a lot. And you've all probably seen it in your departments. You have one day to welcome new grad students, new majors, new freshmen advisees. So the orientation thing is a big thing in there.

“I should mention this as an aside, lots of comments about religious holidays and how we can address those with the calendar. You can do some things, but not all things. I just thought I'd mention that.

“A later February break. Well, hey, here's something. Keep everything the same, but just move those two dots to the next week, and maybe at the tail end of the next week. Now you begin seeing the idea of breaks as dividing the semester into thirds or something like that. Unfortunately, if you do that, you're going to increase the number of child care days by two.

“Also, when you position breaks, and we're studying this deeply, you want to respect what might be called the prelim cycle. The prelim cycle is especially acute for freshmen and sophomores who are in those big, gigantic courses with those night prelims, and there's a real pattern there that you might want to resonate with.

“Another note here, you pick any break -- well, you'll get thousands of different answers about what that break means, but they generally mean different things for the three big groups in play here, and we have to respect that.

“Again, this gets to the theory of breaks. There is no theory of breaks, but maybe you have one. What about just flipping where -- you have a two-break system -- my labeling might be off. I am sorry. What I meant here is swap the order; have the longer break first. I guess I have a bad slide. Have the longer break first, and then a two-day break in the middle of April. Just swap the long and the short. Whether or not you'd want to do that has to do with reasoning about what breaks are used for.

“Let me go on to the next slide. Here is a single break system. This gets back -- fractional weeks are kind of bad. You screw up momentum. Some students can travel, some can't, all this sort of business. We used to have a single break there in the spring. That was actually the old calendar. And just putting one break right in the middle, kind of simple and it gets you a lot of stuff.

“Now let's talk about this one. This is the one let's move commencement. You might say just rigidly move everything up two weeks, and then you start getting -- you're screwing the inter-semester break. Two weeks is just too much. But if you take advantage of little wiggle rooms here and there, it may not be so bad.

“For example, you do away with the February break, you have this abbreviated kind of exam schedule, and at least for this particular calendar year, as shown here, you would end up only having to start eight days earlier.

“So maybe that's still not enough, but I'm just showing you there are little things we can perhaps do to take the edge off of some of these changes that we may not like.

“Anyway, this is just a quick cruise through some of the options that are out there, and we really want people to comment on them. Some form of these will

be in our half-time report that you'll get in January, just to help crystallize your thinking about several of the issues at the same time.

“You can't just think about Thanksgiving break. You got to think about Thanksgiving break and when we start in August and when we wrap it up in December. So we have to all begin to think at that kind of level.

“So I'd like to get some comments here, shoot from the hip comments. Just a reminder, this half-time report, here's what we are doing right now, trying to make sense of all these comments. Not make sense; how to structure them, so you don't have to read 1,000 comments to find out what was said.

“And we really need insights from faculty, and even out-of-the-box ideas. Here is an out-of-box idea that came up in one of the employee town halls that I did. The subject here is if we have a longer senior week.

“One of things here is we can clear out the freshmen, juniors and sophomores earlier, but when you start looking at this longish period from last exam to commencement, and the suggestion was made, and it's interesting, but obviously requires a lot of thought, but to have some kind of wrap-up community service, have programs out there for cleaning up the state parks or just doing stuff that would have a nice town gown, wrap up your career here.

“Yes, the senior class, here's a bench from the senior class. Or maybe instead of that, they would do something and orchestrate something to take the dangers of a long super senior week out.

“So you, I'm sure, have out-of-box ideas, and we really need that if we are to squirm out of some of these pickles here. So with that, I just want to solicit any kind of questions or reactions here. And before -- remember, in ten minutes we have a little reception around the corner, beer and wine and stuff like that. Any questions that you have that I can relay to the Calendar Committee, some of whom are here.”

Senator Hakim Weatherspoon, Computer Science: “Hakim Weatherspoon, Computer Science. One comment just about that last calendar, which I notice moving up a week or two. With that one, it started on a Tuesday, so that was already a shortened week. I was just going to say something about Martin Luther King. So if you moved that, started on a Monday, then you could still respect Martin Luther King in January, 22nd or what not.”

Dean Van Loan: "Martin Luther King Day is the third Monday in January, so this is actually the earliest possible Martin Luther King Day. So if you did this, Martin Luther King Day would always be an exterior -- you're saying what if it's an interior holiday? "

Senator Weatherspoon: "Yeah. If you move it up, I'm saying if you start on a Monday instead of a Tuesday --."

Dean Van Loan: "Well, that's MLK Day."

Senator Weatherspoon: "I thought the 22nd was MLK. I may have it off."

Dean Van Loan: "MLK is the third Monday in January. And because January 1st is on a Sunday, this is the earliest -- this calendar has the earliest possible MLK Day."

Senator Weatherspoon: "So you already solved the problem then. Thank you."
Senator David Delchamps, Electrical & Computer Engineering: "Just a question. Last time, last Calendar Committee were told by the trustees that graduation was off the table, was unnegotiable. Is that no longer the case?"

Dean Van Loan: "I asked the provost that point blank when we started. Everything is on the table. I also asked him, should we give the trustees a heads-up in -- he said no. And everybody amongst the trustees, some would like this. "I heard this from an employee: I haven't spent a Memorial Day weekend with my family in 25 years, okay. And I assume that you all amongst the trustees, the same thing. This is a great kick off the summer holiday. And graduation's great, too, but you know, don't want to intermingle those two great things.

"So yeah, we talked to Ithaca College. They aren't going to budge. They have the primo weekend. If you look across the country, that is the primo graduation weekend. It is definitely on the table. At the minimum, maybe we end up proposing that, and maybe it's rejected, but we will have scientifically looked at all the options and it's out there for everybody to see."

Senator Delchamps: "Okay, I just didn't want to have a wonderful feeling about something that's going to crash and burn when the -- ."

Senator Debbie Cherney, Animal Science: "Debbie Cherney, Animal Science. We initially put those breaks in there for student stress days. Have we gotten any feedback from Gannett on those? Because --."

Dean Van Loan: "Here is what I did back in August, when I knew this was coming down the pike: I went over there and I talked to Greg Eells, Head of Mental Health. I said I want the statistics from the old calendar. How many visits did you get every day during -- every week during the old calendar, and then do the same thing for the new calendar?"

"And I was hoping to see, oh, February break, wow, it really works. There is no repeat, no correlation between breaks and visits to Gannett. We all know that breaks -- but they are used in different ways. The thought is that -- it's not clear they relieve stress, because if a professor, through no fault of anything other than delivering a good course, sort of packs stuff in those fractional days, then you can add stress.

"It is not a no-brainer that breaks relieve stress. So I think we have to back -- I kind of think there was a little bit of overreaction that oh, at the time unfortunately there were a lot of suicides on campus and people thought we've got to do something about it, and they thought just putting in an extra break in there is somehow going to solve problems. I don't see a correlation, quite honestly. Yeah."

Professor Deborah Starr, Near Eastern Studies: "Deborah Starr, Near Eastern Studies. In the course of discussing the calendar with a colleague, we were talking about some of the challenges, particularly about orientation, but the question also pertains to senior week as well. I personally feel like orientation should be longer than it is, in my capacity of advising.

"But in the course of this conversation, my colleague said well, a longer orientation -- when there was a longer orientation, there were more sexual assaults. And so I would actually think that having that kind of information provided for us during the course of deliberations about the calendar would be very helpful, and certainly that's true of senior week as well."

Dean Van Loan: "Absolutely. When I made this visit to the Gannett, it was the wrong office. The office I should have gone through was the police and the JA to get the statistics. And we'll do that, because the basic rule of thumb, students on

campus with nothing to do, you're inviting trouble, and we have to look really hard at that.

“And there is data out there, and we'll assemble that. But again, it's hard to discern patterns from that data, but we'll get it out there and everyone can make their own judgment about it.

“Yeah.”

Professor Paul Soloway, Division of Nutritional Sciences: “Paul Soloway, Nutritional Sciences. I am not going to make an advocacy for this notion; however, some universities do have their exams after winter break is over. And you look at all your colored blocks and brown and mustard at the end, that's actually two weeks. And we could recover more time from the fall semester by implementing that.”

Dean Van Loan: “Yeah, Princeton has the thing where you do your fall exams in January. And I, in fact, went over to the Cornell archives and looked at old calendars; for example, like 1890, what did they do. It was only up until the early 1960s that they switched to wrap things up before the holidays; but quite honestly, it would solve a huge number of problems.

“In those days, you would start like September 25, you'd end Jan 25, two days off for Thanksgiving, ten days off over the New Year's, and then the spring semester would then start up in February, end the middle of June. But if we were willing to do that, we could have the late start in the fall.

“I personally think there's kind of academic value in having a little bit of a lull between last class and when your exams are, and you'd come back in January with maybe one or two weeks of class, then you'd have exams. So that could be on the table, but I think there'd be more -- I'm just guessing there'd be kind of more resistance to that than just a straight-shooting three-week intersession. But it's a really cool idea, and that's the way Cornell was for 100 years.”

(LAUGHTER)

UNIDENTIFIED SPEAKER: (Off mic) “I am glad to see that the child care issue was on the table. I guess I'd like to advocate -- the last time we did this calendar exercise, I was with Advance, and we actually counted up the number of days that faculty and students have a shared vacation day in common. It was actually

lower at Cornell than virtually all of our peers, which is sort of interesting, given how much we advocate for family-friendliness at this campus.

“So I think that some of these versions of moving the end date actually up in May just sort of exacerbate that problem, to some extent, of not ever being around your kids. Now, I have a teenager, so maybe this is a good thing, but I do think for a lot of people, that is a real down side of the Cornell calendar.”

Dean Van Loan: “You bring up a good point, which is instead of -- I think it is an important metric, the one I showed you, the number of childcare days. But there's sort of a flip side, which was mentioned right here, which is the number of the common days off and whatever.

“But I should also mention a couple of things, and we're going to get where you live data by zip code; because remember, there are 8,000 employees, and not all of them live in Tomkins County and they all have similar concerns. So we can -- I don't know whether we should ask for it. Sorry. I floated this.

“We don't know how many faculty have kids at this stage in the schools. We don't know the answer to that. We can guess. You could look at your own department and extrapolate. It's a big, significant number, but anyway, I think.”

UNIDENTIFIED SPEAKER: We just looked at the number of faculty who had kids who were on their health insurance. That was our metric.

Dean Van Loan: “Oh, you could get a hold -- so 600 of the 1,500 faculty?”

UNIDENTIFIED SPEAKER: “Something like that, yeah.”

Dean Van Loan: “So it's a huge issue.”

Senator Rhonda Gilmore, Design & Environmental Analysis: “Rhonda Gilmore, Design and Environmental Analysis. I am very happy to see that you're working on the calendar, but I have a comment that doesn't relate to any calendar, but it only relates to deliverables before breaks. I would like to really encourage all faculty to reconsider how much work they ask out of their students before those breaks; because I've eliminated all my deliverables before any type of break, because that is the stress. The stress happens right before those breaks.”

Dean Van Loan: “Absolutely. And in fact, the more episodes there are of faculty violating the break policy, word gets out there. And then the students will look at this stuff and analyze in terms of what the professor's going to do. Oh, if you

shorten the final exams from two-and-a-half to two, you're just going to pack more stuff in there.

“So we have to be careful or be mindful that our behavior colors this whole argument in front of students, yeah. That is a very good point that you make. Sort of separate from this is that issue about the break policy, and we have to pay attention to that, because there are abuses.

“Yeah.”

Senator Brady: “The Carbon Neutrality Group has emphasized part of the challenge we face is that we have a very cold climate here. Would it have a significant impact on our energy use if we shorten the period when the students are away in January?”

Dean Van Loan: “In other words, we now are going to have two weeks of big-time winter heating of the dorms. I am going to ask facilities to give us that data. A related question is do you have worse weather in the middle of May and that kind of thing. So this is data that we want to look at. And it can be really quantified, but I don't think they set the dorms down to 40 degrees or anything like that. So I don't think it's going to be a giant factor there.

“When I first came here back in the '70s, I always thought that was the reason we have the long break; to save heating. But I kind of don't think that's true.

“Okay, we're sort of over here; but remember, there are great and easy ways for you to communicate with us. And a reminder, if you walk towards Baker in one minute, you'll come to a beer/wine reception. It would be great to continue talking there.”

Speaker Susskind: “So without further ado, we shall adjourn. Thank you.
Meeting Adjourned