

DRAFT MEETING MINUTES – FOR APPROVAL ON MARCH 8, 2017

A MEETING
OF THE UNIVERSITY FACULTY SENATE
WEDNESDAY, FEBRUARY 8, 2017

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 [December 14](#) minutes. So without objection, we'll move to approve the minutes.

“So moved. 87

“Without further ado, Charlie.”

2. DEAN OF FACULTY MATTERS

Charles Van Loan, Dean of Faculty: “Please review pending legislation that we will vote on in March:

1. [Environment and Sustainability Major](#)

Next we will move on the Arts & Sciences Curriculum Review.”

3. [UPDATE ON CURRICULUM REVIEW IN ARTS & SCIENCES](#)

Professor Ravi Ramakrishna, Department of Mathematics: “abbreviations, and is that something that's deeply embedded into your descriptions of things? And what sort of impact would these sorts of changes have that I have not put up on these slides and have not foreseen yet. That's really all I had a say, and we wanted to see what you had to say and what questions you had.

“And I don't know, Tracy, whether there were any issues that you wanted to amplify on? Yeah, you probably need to come up here.”

Professor Tracy McNulty, Comparative Literature: “I am Tracy McNulty from Comparative Literature. I am not involved with the Curriculum Committee itself, but I'm one of the people who's in the humanities chairs group, and I wanted to say something about the freshman writing proposal, which partly came out of that group, although it sounds like it's come from other sources as well.

“Even though this was part of a humanities proposal, it's by no means an uncontroversial idea, even among humanists. So I don't want to give the impression there's necessarily a lot of backing for that idea, but one proposal that we were floating was the idea of, as opposed to having a writing seminar, which

was only a free-standing entity unto itself, not changing the fact that you still have a small writing seminar for all of the reasons that have already been mentioned, but also associating a cluster of writing seminars with one of these foundational type courses.

“And there are various ways of thinking about that. One model is probably what many of us had in the traditional Western Civ type course, where you also do a lot of intensive writing in your smaller sections, but we could also imagine something that allows much more independence and autonomy to those individual sections, but where the idea would be opportunities to also hear lectures from faculty who work in these areas. Those faculty might also be teaching individual sections.

“Also, opportunities for graduate students who are teaching those sections to be exposed to a larger kind of course, to get more guidance and direction from faculty, in particular when they are beginning to teach. So I want to clarify, because I know this point has been controversial, that we are not proposing new big lecture courses that would take the place of these smaller individual seminars, but rather just a way of thinking about what is the liberal education kind of work that the seminars are doing.

“So as Ravi said, this might be something that has a particular impact and significance for people in other colleges, where the writing seminars might be among the only courses that your students are actually taking in the college.”

Speaker Susskind: “And so if you have questions, raise your hand and we'll get a mic to you. Don't forget to state your name and your department. Thank you.”

Senator Richard Bensen, Department of Government: “Just two things. I really like the idea, in theory, of a foundational class, and the idea that smaller seminars be linked to it. I think that's a really good idea.

“Just two detail points: One is the freshman writing seminar have been growing in size. This is a mistake. They are now at 18. The first time I taught one, I think was 15. As they grow in size, it gets more and more difficult to teach writing and have a seminar. So however this design works, I would go back to making them seminars, rather than small classes.

“Oh, and one other thing. The freshman writing seminars, they're not enough.

The kids still can't write. Too many of them, when they're seniors, they're not quite at the level of literacy we would like. So I'd just make a point of that too.”

Student, Andrew: “My name is Andrew. I'm in Art History and Visual Studies.

Graduate students tend to get the opportunity to design their own courses for freshman writing seminars, which is an opportunity for them to turn their research into a course. It seems like under this plan, there would be a significant

number of graduate students who would be told that they have to now design a freshman writing seminar around a foundational course that they might not have any understanding of.

“Especially, it's a problem when I think one of the foundational courses that was proposed in the last meeting in this room was The Human Genome and You, but I don't think graduate students in the biological sciences teach freshman writing seminars, and so I can imagine a situation in which there's a number of graduate students who aren't going to be able to design their course and have to learn something new in order to teach this; because certainly, there aren't going to be enough TAs for that.

“Anyway, that seems to me like one problem, especially because we don't even know exactly what the foundational courses are even going to look like or be.

We're not even close to that point, as far as I thought right now.”

“Professor Ramakrishna: “So yes, that is a problem. I mean, there is desire for more science writing seminars. I mean, this is sort of every conversation we have. People are saying we want more of these things.

“So implementation is certainly an issue, and it's something that we've actually stayed away from, for most of the course of the first year, when we were just trying to sort of think just strictly in terms of pedagogy, and then we have to

think about implication. So some of it will boil down to numbers and how it's phased in.

"If you started with one foundational course that had eight or ten sections, that's not having a huge impact on the number of people who are designing their own course, and some of it depends on for how many years you are offering it.

Maybe you start your writing seminar earlier in your career, working with someone else, and graduate to your own writing seminar.

"You are right; these are all questions where we don't yet have the clear answers, but we are aware of these. We are aware of that issue that it's an important piece of pedagogy for the graduate students and in their career and in terms of for when they leave Cornell, yeah."

UNIDENTIFIED SPEAKER: (Off mic.) -- prevailing thought among the humanities chairs that the first-year grad students maybe have trouble designing their course in a way the fifth-year grad students don't. In my department, the FWSs are taught exclusively by fifth-year and sixth-year students, and I think they're in really great shape to design their own courses and, as you pointed out, who actually design courses that are centered around their own dissertation research.

"But first-year students, I think, are very different. And I think they could benefit from being part of one of these larger courses. And a point that Tracy just made, maybe you could --."

Professor McNulty: "Oh, I think one thing we were thinking about is even though we know that graduate students do a great job in the classroom, the fact that three-quarters of the writing seminars are taught by graduate students also means that it's a lost opportunity for more of the faculty to actually have a one-on-one contact with students. So this seemed like a way to do both. You are still employing graduate students, but there's also a faculty involvement in the course."

UNIDENTIFIED SPEAKER: (Off mic.) – "classes, one in ecology and environment and one in evolution and diversity. Both of those are 250 students or so. We offer them every semester, and we have multiple sections. So at the moment, I'm teaching the ecology and environment class. We have 230 students. We have 21 sections. Two of those sections are devoted to writing in the majors, and they are taught by second- and third-year ecology students. I think it works extraordinarily well, so I would hold that up as a positive model."

Senator Richard Miller Philosophy. "I am ambivalent about -- lots of emphasis on foundational courses. I am inclined to think it's a bad idea, with good ideas inside it.

“The distribution requirement seems to me to be basically working well, seeding different students' interests, but requiring diversity. In some fields in this diverse array, it's important to have extremely broad crosses to introduce students. In some fields, philosophy, for example, it's just as good for students to start out with a course in a specific area, let's say ethics.

“As far as conversation of a concentrated kind, instilling student interests is a concern. I think first-year writing seminars are great and, ideally, they become little communities with a life of their own, which would not fit a foundational course, as I understand it, getting to the good ideas that I think are lurking.

“I think it would be very good if there were emphasis on innovative kinds of courses, and some of them could be courses on challenges of justice in our time of an interdisciplinary time. Some of them could be small courses, the opposite of a foundational course.

“Philosophy has started to offer once-a-week courses in undergraduate residences, discussions of justice that have turned out to have broad appeal. So I hope there's going to be emphasis and evocation of a broad range of innovative courses, some of them broadly interdisciplinary.

“And I deeply agree with Charlie that that requires lots of broadening and going beyond the budget model, which right now discourages interdisciplinary courses

and doesn't have a budget for innovative courses that don't create lots of credit hours."

Professor McNulty: "So I agree with a lot of what you just said. One thing we have noticed in our discussions in meetings with people is a lot of great suggestions come out, and I would say a lot of them are within the purview of this committee and a lot of them are things that are sort of independent of a curriculum committee that's revising some of these things. I would want to sit down with you and go through it at further length, but I would guess I would come to the conclusion that a number of them are sort of independent of what the curriculum committee is doing."

Senator Roger Gilbert, English Department: "I want to say that I appreciate very much what Tracy said about the sort of controversial status of the freshman writing aspect of the proposal. I guess English, obviously, has a big investment in the program, and while I wouldn't say we're unalterably opposed to the kinds of changes that are being discussed, we certainly haven't yet bought fully into this idea.

"And I guess the one point I would like to make is that one of the principles behind the sort of stand-alone model for first-year writing seminars is the content and the skills of writing are inextricably connected, that they're taught as an absolutely kind of continuous hole.

“What I could imagine happening, when you have a big foundational extra course with sections devoted to writing, is that you kind of reproduce the standard model in which writing is seen as a kind of secondary or subordinate activity in relation to content.

“I am sure that might not necessarily happen, but it seems to me a danger; and it does violate, I think, the central principle behind how writing has been taught at this level for many, many years. So that's one concern I have.”

Professor Adam Arcadi from Anthropology: “So following that idea and connecting to the very first comment that was made, it seems to me there's a tension between the fundamental purpose of a writing seminar, which is to learn how to write, and this issue of employing graduate students. And my apologies to any graduate students, but that shouldn't, to me, be the priority.

“And so I would think we'd want to have a system in which full faculty faculty are the ones teaching these things, so that writing is at the core of them, because I think it is true that a large percentage of our students can't write when they leave the university. And so the solution to that is either to make the writing seminars better or to require more writing in subsequent classes, or both.”

Professor George Hutchinson, English Department, Director of The Knight Institute. “At every university I've ever been, professors who do not usually teach freshman writing seminars or first-year writing seminars complain that

their students don't know how to write, so what the hell are they doing in those first-year writing seminars.

“The first-year writing seminars are like boot camp. I consider them to be absolutely necessary, and I also think they're great for undergraduates settling into a new place into Cornell, making contact with students from many different disciplines, with many different interests from around the country and the world, for that matter, and dealing in relatively small classes.

“I agree they've grown. Because of budget problems, the cap went up to 18. We managed to get it down to 17 for this year. We'd like to get them even smaller, but that contact one on one with an instructor is very helpful to them. And I know from when I've taught them, it's been very invigorating for me, but I think the students got a lot out of it. And in later years, crossing campus, they would remember that class and come up and talk to me and so forth.

“So that seminar experience, I think, is one that's very important to undergrads. I've even heard the kids that do the guiding, you know, when the parents and applicants are visiting campus, I've heard those student guides bragging about how great the first-year writing seminars are and that it's a special experience at Cornell.

“I completely agree; the writing needs to be reinforced over the course of the entire college career, which is why we have a writing in the majors program, we

have seminars, workshops that faculty members can take right after the spring semester ends for a few days; get stipends for doing that.

“And we would love to see more faculty in more departments and more colleges (Off mic.) first-year writing seminars. That hasn't been happening, and it's kind of hard to get that, for good reason. Some people in some colleges and departments are not able to teach first-year writing seminars, but I would just emphasize the fact that first-year writing seminars cannot solve the problems of writing, in and of themselves.

“It is very frustrating, as a writing teacher, to not see greater progress; but what we do know, from those who are specialists in this field, journals that deal with writing pedagogy and so forth, is that the way in which we teach it is the best way. I mean, these are -- Cornell is considered a model to many other schools.

“It is not the only other way of doing it. I would not be entirely opposed to having some foundational courses that have writing seminars, as long as those writing seminars remained writing seminars. But Roger Gilbert's point, I think, is a very important one; that the focus really does need to be on learning the writing. And there's the danger that it will become more content-driven and less driven by the need of learning how to write, practicing writing, as opposed to practicing interpretation. Thank you.”

Senator Jerry Stedinger, Civil and Environmental Engineering: "I just want to note the Engineering College requires that students take an additional course in communication, which is a writing, communication issue. So I don't know if other colleges follow up with the writing seminars with their own concern, but clearly, at least in my experience, technical writing is not the same as just writing.

"And so our alumni, when they are a few years out, always respond that communication was one of the problems they felt deficient at when they got in the real world, which is natural for engineers, because they often go into engineering so as not to have to communicate.

"When someone said our students can't communicate when they graduate, I would like to remind them we're Cornell. And if our students couldn't write, they wouldn't have gotten in. And I'm always very privileged to teach at Cornell, because we have such incredible students."

Senator Greg Page, Art: "I teach the architecture art and planning, and in the department of art. The writing seminars are a big part of our curriculum. Currently, the students are taking one writing seminar. We have had them do two a year.

"I think one of the things we really like about the writing seminar is simply the diversity of them. And the students go through a large -- in terms of going through their four years, they do a lot of criticism and seminar courses that deal

with and require a lot of writing; in this case, more specific perhaps to art, but what's happening also is that the students are beginning to venture out into the university and collaborate with other departments and having a large interest in other departments with the context of their work.

“And that component of it as, let's say, foundational courses could very well be an important part for them, getting some sense of how things are discussed and how things are talked about and how writing is conducted in those types of courses.

“So I think one thing I would say is to maintain the diversity of the seminars, particularly. And your numbers there in terms of the 30 out of 200 for foundational, I'm not sure if that would be something that would impact the diversity that much.

“One of the other questions that I have; there's been a lot of the gateway courses. And whether those courses are also components of preparation for majors and how much the writing seminar courses play a part in that type of preparation for those gateway courses as well.”

UNIDENTIFIED SPEAKER: “So thank you for pointing out the thing about the numbers. I was going to reiterate that; that if we went 50%, that would be 30 out of 200, and that would have an impact, but it isn't completely changing the system.”

Senator Simone Pinet , Romance Studies. "I find the idea of the foundational courses attached to the writing seminars very interesting to me. I think one of the problems I have had with students taking classes with me in years other than their freshman year is that they don't know how to write in the humanities.

And this goes back to a session I attended on the curriculum thing that I found very interesting, in that we all have different styles for writing. There is a writing in the sciences, there's a writing in the social sciences, there's a writing in the humanities. And I was wondering why couldn't we reconfigure the writing seminars.

"We all agree writing is essential to all our disciplines. Why can't we reconfigure this to have foundational courses with writing sections attached to those that teach writing in the sciences, writing in the social sciences, writing in the arts, and have students maybe take not only two, but four of those, so that they learn the different specifics of writing in all of these disciplines.

"This does go against the opportunity that grad students see in teaching their dissertation research in these classes, which I understand how important it is to them; but seeing it from the students' perspective, I don't think it's useful to them to learn writing through the research of the dissertation writing.

"I really think we would need also to think about how to offer opportunities for grad students to teach maybe not at that level, but maybe at a higher level, so

that they could, in fact, get these students to really understand what it is these graduate students are dealing with, so that we don't take that opportunity away from them, but that we don't impose these kinds of things on undergraduate students, who I think need this kind of teaching at a much more basic level and not at this specialized level of research."

UNIDENTIFIED SPEAKER: "So we've had a lot of discussions with a lot of stakeholders, and especially with people in The Knight Institute. And certainly, everything we hear is the students who are trained to teach these courses are told not to teach their dissertation, and that's something that's sort of drummed into them in the beginning.

"Not sure if we have a 100% success rate on that or not. Sounds like we don't, but people are certainly aware of that problem and trying to correct it.

"There has been a common refrain here and in all of our meetings with lots of the people we've talked to that our students can't write. And I think it is an ongoing process, and it just expects someone at age 19, after two semesters of a writing seminar, magically that they can all of a sudden write well. It is not going to happen, at least not at the level we're looking at things.

"It was referred to there are many types of writing. When I teach my students to write proofs and we grade their proofs, I tell them, this is going to be a year's

long process before you can write a proof well. And 30 years into the game, I'm not sure how well I write proofs at this point.

“So I think that's one thing we do need to bear in mind, that the writing seminar isn't sort of this magical thing, at the end of which students are going to be writing right and we can get onto the next thing with them in their writing.”

Professor Verity Platt, Classics and History of Art: “I would like to put in a pitch for The Knight Writing Institute for faculty, which I found really transformative for teaching writing myself for students who are further on beyond those freshman writing seminars, but I just wanted to follow up on the point about teaching communication skills in engineering or this issue of how foundational courses might be leading into majors.

“One of the suggestions that the civic group, the provost's group on the arts and humanities made was for courses which would build on this idea of teaching techniques. So parallel to the writing seminars, also cultural techniques in a broader sense, so focusing on this idea of learning through doing.

“So for instance, in answer to your question, something like the introduction to visual studies could be turned into a foundational course which brings practice into processes more and works with Cornell Collections. This is another kind of broader way of thinking about how a range of techniques might be brought into the curriculum; not to replace writing, I should add.”

Dean Van Loan: "Now we'll go on to the second part.

**4. DISCUSSION ON IMMIGRATION EXECUTIVE ORDER AND ITS
CURRENT AND FUTURE IMPACT ON THE UNIVERSITY – ([SEE
SANCTUARY CAMPUS RESOLUTION PASSED 12/2016](#))**

"Okay, too excited here. So we're happy to have both Hunter and Mike here to lead an -- so unfortunately, we have a new Cornell in Washington program, and we've been all following this with alarm and great concern.

"What I'm hoping happens here is that we all sit in different corners of the university, we all have our own professional societies, we all see graduate students in a certain way. It would be really good to walk out of here with a sense of what we're seeing as a campus, and certainly Hunter and Mike are able to also offer their views on this.

"So without further ado, Hunter, I have two chairs there. This is also the piano bench. Not sure how you want to do this."

President Hunter Rawlings: "Thanks, Charlie. I would like to say I really appreciate the faculty's interest in curriculum. I thought that was a very good discussion of some of the issues that have come up in the Arts College, review of the curriculum.

"And it's really good to see, because I think the curriculum has not had a lot of attention in quite a while, and the Arts College does, as some of you said, stand

at the center of the curriculum of the campus. So when the Arts College makes changes, everyone is impacted one way or another. So I applaud the faculty effort to wrangle with this issue, which I know is a difficult one.

“Charlie asked me to say a couple of things about what's been going on in Washington. It seems as if the first two and a half weeks of this Administration feel like two and a half months or two and a half years. And so we're trying to respond as effectively as we can and, frankly, to stay on top of things as much as we possibly can. So I'll just say a couple of things about what we're doing, and then encourage you to ask questions, make comments.

“I think the first thing to emphasize, that we're working very closely with our colleagues at other research universities and with the AAU, the Association of American Universities, which has 60 leading American research universities as its members. And AAU has as its primary purpose to serve as the liaison between its members and the Congress and the Administration.

“So if you go to the AAU web site, which I encourage you to do, if you have an interest in this, you will see that AAU has been churning things out every day in response to what's coming from the Trump Administration. They are on top of just about everything. They work with not only their university members, but with the other higher ed associations in Washington. They are professionals, they know what they're doing.

“So what I've heard mostly from them so far is grave concern especially around the executive order, which has impacted students here at Cornell, as well as other universities. That is probably the number one problem on the plate right now. And they're responding, and we are too, in some coordinated ways.

“So we are very likely at Cornell to join an Amicus brief against the executive order. We don't know the exact other universities that will join with us, but it looks to be a very strong group. And in the next 24 to 48 hours, I suspect we'll have detail about the nature of that Amicus brief and which universities are joining in signing it. There is several different efforts, one in Massachusetts, one here in New York, and I think there are others around the country as well, but you can be sure that this will be a strongly worded brief.

“We have also tried to put information out on campus very widely about the executive order and our response to it. I hope you've had a chance to see some of the things that have been sent out in the past week or ten days. And then Mike Kotlikoff and several other members of the administration met -- was it yesterday or day before? Day before, with a group of faculty and some graduate students, which has taken this up in a very direct way and, I must say, quite effective way. And we've established an ongoing dialogue with them.

“So we have resources, the Law School, for example, which are being made available to DACA students, and we have a lot of information going back and

forth between the mostly faculty group and the administration. And I expect those meetings to continue and to be made more or less regular for at least the next few months.

“Mike, you want to say a little more about that? Because you were in the meeting.”

Provost Michael Kotlikoff: “The meeting focused mainly on issues, as Hunter has said, around undocumented students and Muslim students and faculty, and the problems those individuals are facing, what both the initial ban has created, as well as the concerns about future actions. And I think the faculty are quite well plugged in about proposed legislation, other things coming down the pike. And it's a very good way for us to engage with faculty, to try and think about what we can do with the institution and what we can do in terms of our lobbying efforts, both as Cornell's lobbying efforts and, as Hunter said, with the AAU and other organizations.

“So we'll continue to have that dialogue. I think it's very effective, and it also provides some reassurance, particularly for students who are really quite concerned. I don't have to tell faculty that, but a tremendous level of anxiety amongst our students currently.”

President Rawlings: “Then in addition to the executive order, there's a lot of concern about federal funding for research. There are clear threats to federal

funding in some areas in particular, such as climate science and in some social sciences. So the AAU has that as a principal charge, and we're quite engaged with them.

"I think the first concern this year is that with the sequester continuing, there's a limit on the budget, and it is lower than it was last year. The last time around, we were able to get a bipartisan exemption to the sequester levels of funding that was extremely helpful. Senator Patty Murray was crucial to that, along with Paul Ryan.

"We are hoping there will be that type of bipartisan solution again this time around. If there's not, funding levels will go down, except at NIH, which got a nice boost, as many of you know, in the life sciences.

"Some of the NSF funding issues, I think, are the ones that are front burner now, because there are areas funded by NSF in the social sciences that a fair number of members of Congress do not favor. And so that's been a problem for the past 18 months or so, and I expect it to continue.

"As usual, with a new administration from the Republican side, there's said to be a serious threat to NEH and NEA. It is hard to know just the extent of the threat, but I can tell you the people on our side in Washington are ready to work on that, if they hear anything further along those lines.

"Let me stop there and see what questions you all might have. Yes."

Senator John Brady, Food Science: "With respect to the resolution that was passed back in December about being a sanctuary campus, there have been various vague threats from the Administration to withhold federal funds for polities that adopt that sort of approach. Have you thought any at all about how you'll respond if they try to interdict federal research funding to Cornell as a result of that action?"

President Rawlings: "No, we honestly haven't. I don't think that's an imminent threat. I hope I'm right about that, but we haven't seen that as anything imminent. I don't expect that kind of action to take place.

"As you know, we've tried to be very responsive to those who want us to declare that we are a sanctuary campus, but we're not actually using that term, because it seems that legally we can't. It wouldn't be any good if we did. But we are trying to live up to many of the aspects of a sanctuary that people have in mind, and I think we've reached a pretty good point on that."

Professor Brian Chabot, Ecology and Evolutionary Biology: "Mr. Trump undoubtedly will give universities many reasons to become more active in the social and political sphere. I would like to call this group's attention to an editorial in today's "New York Times" by the president of Bard College, pointing out that attacking the reality, providing dishonest representations, disputing facts hit at the heart of what universities are all about.

“And I would encourage this group to take a look at that article. And I think we should be entering this discussion also about the roles universities play in moving the country ahead in many directions.”

President Rawlings: “Yeah, thanks, Brian, for pointing that out. And I do encourage any of you who has a personal interest in getting engaged to take a look at the opportunities for involvement of that type and many others. There are all kinds of internships for people in Washington. We have faculty members who avail themselves of those. It is possible to join PACs, which is especially important. To me, there's no time in my memory when it's more important to engage in public sphere and public policy, especially for faculty members who have something to contribute.”

Professor Kim Weeden, Sociology: “You mentioned funding for the social sciences being under threat, and particular NSF and other sorts of agencies that typically fund research. Another issue that's related to that that I think is almost more troubling in some respects is the threats to eliminating federal data sources themselves.

“So Senate Bill 103, for example, is proposed that will actually make it illegal to spend federal money on collecting any data that would allow us to examine racial inequality in housing. There's another discussion right at this very minute about eliminating the American Community Survey, which is a huge, huge data

source for a lot of social scientists and, in fact, how we know a lot of things about our communities in our social world.

“And to some extent, yes, it would be absolutely terrible if there was no NSF sociology budget anymore, to the extent that it exists at all; but without even the raw material to do our research, I think that's even more under threat. And this gets back to the comment I think Brian made about basically the role of knowledge and the role of universities in producing knowledge. Without that raw material, we really can't.

“So I would just hope that in the various conversations that Cornell is having, and with the groups of which it's a member, that that real threat to knowledge and real threat to universities is not kind of lost too. It's a huge piece of the broader puzzle.”

President Rawlings” It is a very good point, and in case you believe that this can't really happen, you have to recognize for quite a few years now, there's been a prohibition on federal funding for research on the impact of gun violence. It is prevented by federal law. And it's just an example of how the Congress can put a stop to any federal funding for research in a particular domain.”

Provost Kotlikoff: “Just on that point, Kim, some of this came up at the meeting in the sense of proposed legislation that we really should be aware of and

proactive about. We have three staff in Washington, good relationships. We also interact with professional societies and lobby through those.

“And so any communications that you have or any concerns that you have, please bring them to our attention so we can be proactive. Obviously, the more well-publicized one we know about, but there are some things that are potentially under the radar.

“Maybe just say one other thing, and that is that I do think we can't say enough or too many times how much we value those people that are most at risk within our community. We do have limits on what we can do in terms of aiding individuals. We have worked through legal representation for individuals that are at risk through this ban. We've worked through financial aid issues, we're thinking about other actions, should, for example, DACA go away; but I think one thing we can all do as a community is continue to articulate the support for those students at Cornell and how important those students and faculty are for our stature.”

Lian Smythe, graduate student, Mathematics, GPSA liaison to the faculty senate”

“So I have two questions, one of which is does the university have a stated policy on whether or whether or not this executive order will affect new admissions of international students? And the second question is, does the university have

contingencies or a contingency plan in place in the event that students are stuck away from campus and cannot get back and need to continue their studies?"

Provost Kotlikoff: "The answer to your first question is yes, we've stated and it is the fact that this will not affect our admissions policies in any way. We have talked about some of the contingencies or some of the issues that may arise; for example, housing of individuals that are stuck. So those issues are under discussion. I couldn't say that we have a fully fleshed-out plan for that yet."

Professor Shannon Gleeson, ILR: :Good to see you again. I just want to put a couple issues on the table at the intersection of various things mentioned here, the first having to do with academic freedom, especially for those of us who are studying many of these issues with federal funds. I think there's a concern amongst us of the security of that data moving forward.

"So there haven't been explicit discussion about that, but I just want that to be something the university is aware of. There are obviously protocols in place through IRB and the rest, but there has been precedent for subpoenas of data and the rest. So I would hope that we'd be vigilant about that.

"I wanted to express my appreciation for President Rawlings. Your statement in your email was that it is neither university's practice nor expectation to function as an agent of the federal government in terms of the enforcement of immigration law. And I think that's a very strong statement and one that I hope

that we carry out to the fullest extent of the law, as we're able to, and that includes looking at the most limited form of engagement with federal authorities on immigration and producing some clear statements about where CUPD will make those clear barriers with ICE, if they were to end up on campus.

“We do have precedent for that happening across the country, and so I think to the extent to which we can distance ourselves of that and move in the true spirit of your statement, I think, would be best. And I want to put on the table, even though DACA right now is not under explicit threat that's not been something that the president has put out, it's a very clear looming problem, once that gets phased out.

“So I encourage us, especially given the statement that we don't expect immigration changes to impact the way we consider admissions; our commitment to the students were as a matter of equity, but also to think about in terms of financial aid beyond DACA. And I know this is something you're thinking about as a pipeline issue, so we can continue to attract excellent students, regardless of immigration status. So I want to commend you for that, and hope we can continue that conversation.”

Senator Linda Nicholson, Molecular Biology and Genetics: “One of the things that's come up, and I'm on the CCID, and one of the things that has come up is a concern that the Cornell police are not aware of the different kinds of judicial

versus administrative warrants and the different places where those warrants can be executed.

“So for example, an administrative warrant can only be applied out in public, on a street, in a plaza or something, not in a dormitory. So I think it's really important to make sure our Cornell Police Department actually understands the different kinds of warrants, if they are asked to act, and therefore can do the best job they can in protecting our students.”

President Rawlings: “Thanks. It is a good distinction to make. I think our police actually are up on this now, because just in the past few weeks, they have made sure to get expertise on this, but we can always ask the question, if they're not. Thanks.”

Professor Arcadi: “So on the issue of legislation that would impact people's access to data, this is a huge campus with a million different disciplines going on. Would it be possible to have, on the web site or a database somewhere that alerted us?

“Maybe there's something going on in biology that I don't know about that I want to write to my legislator about or -- could we have something that kept people aware of all the different kinds -- because it seems to me one of the things going on in the last two weeks is a strategy of this kind of they throw so much

stuff at us, we can't keep our eye on the ball. I can't. So I'm just wondering if that's something we could create."

Provost Kotlikoff: "That is a great point, and it has been created. So the International Programs has on its web site a page that really is meant to do exactly what you mentioned; that is, have all the information about what is fast-moving policy changes, announcements, et cetera, information for students or faculty or staff that are traveling, clarity about what resources are available.

"So that's all on the International Programs' web site. Laura Spitz has put that up. It was put up, I think, a week ago. It is a great point. And if there are suggestions about more things that we can put on there, please contact the International Programs office or send me an email."

Senator Stedinger: "This issue of data truly bothers me. I teach a risk analysis course in the Engineering College. There is a section on AIDS. During the previous Bush Administration, the federal government stopped issuing information on AIDS. Before that, I could describe what was going on and one could have a debate. And suddenly, the information wasn't there. And friends in EPA told me about the same thing. Issues came out, and they did not release information. And it's deeply troubling because in our democracy people are supposed to be able to decide; but if the federal government prevents the information from coming out, they prevent the public discussion so that the

people could decide. It preempts the public debate and democracy. And I don't know what we can do about that; but if the government can control what information the people have, then we don't have a democracy."

Provost Kolikoff: "Yeah, and this was much of the point of the op ed that was mentioned today; that part of this and part of what we do is evaluate facts and teach students to evaluate facts and draw conclusions based on data, and this is a real threat."

Senator Risa Lieberwitz, ILR. "First, thank you for coming. I think this is very good for us to have these kinds of forums, just to have these discussions, and I wanted to follow up on some of the points that were made as well and just ask you to expound a bit more about them.

"One has to do with the issue of what kinds of actions and policies can our university adopt that protects undocumented students generally, as opposed to looking only at DACA students. And I know that this is an ongoing discussion, but I think it would be very useful for the senate to hear your position on that issue of a more broad kind of commitment to undocumented students.

"And then the other point has to do with the CUPD and whether one of the things that's being worked on; is there going to be more explicit statements from the police department about their positions on warrants or other kinds of orders and will there be more specifics put out about things like the University's

position on resisting subpoenas by litigating them in a way that promotes our position of protecting students and protecting information. So those are two separate points. It would be interesting and, I think, useful to hear you talk about.”

Provost Kotlikoff: “I will refer to the undocumented students. First, as we've said, Risa, that our approach to DACA students, should DACA go away, will not change. We will continue to provide the same financial aid, the same support that we have in the past. That was an explicit decision by the university to extend and treat DACA students as domestic students, based on that status.

“And that both evaluates how long they have been in the country and their continuing presence, et cetera. Should it go away, the university is committed to trying to figure out how we can do the same kind of process, absent a federal recognition of DACA, for applicants to the university.

“Your question about non-DACA undocumented students is one in which we have continued to provide the legal support and advice that I mentioned before. We will continue to do that. Of course, there have been requests for extending financial aid to those students.

“That is a more complicated and difficult situation for the university, given the financial implications of that. That is something we need to understand more in terms of the extent as to what the financial commitment would be there. But I do

think, absent the financial aid piece, every other element of Cornell for those students should be the same as DACA students.

“They should get the same support, legal support, they should be welcomed as students in this community, they should be mentored and advised to the extent that we know. And we can help them, given the changing political scene, and all that should remain in place, and will.”

President Rawlings: “Risa, on your second question, I really think the CUPD is very well on top of this, but since we've had a couple of questions on that today, I think it's worthwhile to ask the police to put something out that is very detailed and clarifies exactly what their role is in these cases, including some hypothetical cases. So we'll go back and ask them to do that. Kathy Zoner's really good on this stuff, but I think it's good maybe to put something out.”

Senator Yuval Grossman, Physics: “So I have been talking before about the issue of documented student that are not green card holder. I am kind of sad that until now, you didn't mention it at all. So let me just explain the problem here to everybody.

“I, myself, I moved to the U.S., I came here ten years ago. And the process, since the day you come to the U.S., and you completely follow the rules, everything, you can easily spend 20 years until you get your green card. And you can come

here much before you come from some DACA student who come here after you, and these DACA student, Cornell decided to give financial aid.

“But for people who are documented, Cornell doesn't give financial aid. Not only they don't give financial aid, the talk here, they are completely ignored. I was really hoping that you would stand up and say it doesn't matter if you are undocumented or you are documented, we support you all. And financial aid should not be dependent on just because you are a DACA student, you get financial aid.

“You should get financial aid, if Cornell decided that people stay here for whatever, 10 years or 15 years, came to the U.S. and that's their home, they should get financial aid. So that's my hope, and I know we have been talking about it. Nothing had changed yet, but I hope to give a very clear statement for both of you that you actually agree with my point.”

Provost Kotlikoff: “I do agree with your point, and excuse me for not mentioning documented students. I didn't, because the current environment is around the risk of undocumented students, but you're absolutely right; that it is unfair.

“And you pointed out an inequity in our current policy in that if you are a documented student and you are the son of an individual who has come to this country and is awaiting a green card or is in the process of applying for a green

card, Cornell has not treated that individual as a domestic student for financial aid purposes.

“And you pointed that out, and it's my understanding that situation is being worked out. Am I wrong? I thought meetings were held to -- because my direction was those individuals should be treated as domestic students for financial aid purposes for Cornell. Otherwise, I think it's unfair.”

Professor Gleeson: “Just a quick point of clarification. I think there's clear synergies between the concerns of international students and the variety of other students, DACA or undocumented. And I think we should explore what their common needs are, but just as a point of clarification, the idea there's a right way or a line that many of these students could have gotten in is simply false.

“I encourage you to look at the history of immigration law and look at the opportunities that are and are not available to those students. And so in many cases, those students arrived when they were very young, 1 or 2 years old, so I encourage us to not necessarily think of them as skipping some line that doesn't exist.

“I also encourage you to think about DACA as one set of policies; but certainly, it's a political policy that was come to through compromise in the executive. It's an arbitrary set of criteria that have nothing to do with educational excellence.

“So I would encourage us to continue to think beyond DACA, and I think we have many peer institutions, including SUNY and many of our Ivy League colleagues who have found a way to be welcoming and, as a matter of equity and also attracting talent, create funding sources, using it on federal funds in many cases. And I think there's an opportunity for us to lead by example as well.”

Provost Kotlikoff: “Yeah, we're getting a little bit into the weeds here, but I completely agree about the arbitrariness of DACA and that we should not be demonizing people who are children and have been here and gone to U.S. high schools and grown up here; but I do think that the point about fairness is important here.

“We should also not be penalizing individuals who have gone through a documentation process or in the process of applying for a green card or citizenship and their children are in this status, so that I hope we can correct. I'm certainly in support of that.”

Dean Van Loan: “(Off mic.) -- intersect what we do and what can go wrong?”

President Rawlings: “Thankfully, they don't intersect with us at all. Having spent the last five years in Washington, I can tell you I went over to the Department of Education twice. Neither one was a very helpful visit.

“And for the most part, and I don't know if this is going to change or not, but I doubt it will change, they stick to K-12 and they do very little other than manage

some of the scholarship money for higher education. So that's a very brief answer, but it's mostly true. It was created primarily for K-12, and it doesn't have much to do with policies affecting universities, especially research university."

Professor Weeden: "The Department of Education actually collects major data sets on education in the United States, including longitudinal data sets that are a fundamental source of our knowledge about what works in education and what doesn't work in education. I think they are also the repository for a lot of the data we have for universities, so this sort of blanket let's eliminate the Department of Education; in my sense, it's a little bit -- that's a junior senator GOP who wants to kind of make their name, but I do think that, again, it gets back to this whole issue of knowledge and the ability of researchers, but also the public, to have the evidence they need to be able to make decisions. So I think yes, the Department of Education may not have immediate impact on how Cornell University does its business, but they are a major, major source of our knowledge about education in the United States that is relevant to what we do and certainly relevant to the input that we get at Cornell, obviously, in terms of the K through 12."

Senator Andrew Hicks, Music and Medieval Studies: "This is just a point of information or request. There was mention earlier about the web site of the

International Programs perhaps to give greater awareness to some of the policy implications. Could that please be sent around to the senators?

"I just visited the site, and it wasn't immediately apparent to me where to go and where to find that information. But I think that's crucial, not just for us, but for us to share with our departments and faculty, so I'd like to have the exact link."

Lian Smythe, GPA liaison: "So as an international student, I've heard some murmurs going around about possible changes to the H-1B visa program, such as one proposal to more than double the minimum salaries required for an H-1B, which would essentially put it out of the reach of all postdoctoral researchers and even junior faculty. So I was wondering if you had heard anything about that and if you had any thoughts."

Provost Kotlikoff: "Yes, this came up as -- it is legislation that's been proposed, apparently. I think the change was going from salary to qualify from \$60,000 or \$65,000 to \$130,000, so it would have an enormous impact on universities and laboratories across the country.

"So what I'm told is it's very early. It is on our radar. There will be opposition, and there isn't a strong feeling that it's likely to go through, but it's one of those things that, again as I say, is worrying people.

"We should be aware of these things and very early on get in there to try and stop them or educate people about the impact."

Speaker Susskind: "Thank you very much, President Rawlings and Provost Kotlikoff. Thank you for coming today.

(APPLAUSE)

"So without objection, we can adjourn the meeting. Thank you very much."

Meeting Adjourned.