

A MEETING  
OF THE UNIVERSITY FACULTY SENATE  
WEDNESDAY, JUNE 3, 2020

CHARLIE VAN LOAN: -- online senate, so basically raise your hand. We are going to record this and post the audio on our website. The chat line will be culled for important stuff that -- anonymized, and can also post.

We have a revised agenda, and it looks good, and here it is. I'll have a very brief announcement, Neema will then introduce Avery, who will then lead a discussion with colleagues about what the national situation, how it's touching us here in Ithaca and the university. And then a webinar just got out, and there may be lingering questions or topics to talk about. And our three senate appointees will lead that discussion.

As you recall, we had originally planned to make this a 90-minute financial crisis discussion senate meeting, living off of presentation by the provost and the FPC. FPC is the Financial Policy Committee. That's a senate standing committee that deals with those things. The president and provost felt that, given the scope and impact of national events, the angst it's causing locally, it would make sense to postpone that discussion for a week.

Originally, I thought that we could fold these two topics together; in other words, they are not unrelated, and that we could proceed with the standard agenda. And the UFC sort of shared that view. The UFC is the committee that oversees senate agendas and so on. We ran the possibilities by them last night. They felt, indeed, we could merge the two things together. But the FPC felt a little differently. They felt it far better to jointly present with the provost. It was a split sort of vote, so the current plan is that a week from today, we will have that meeting.

In the meantime, the web page for the June 10 meeting has documentation, things that you should read. You can post comments. Between now and then, we can learn from one another about our thoughts on that topic.

Let me pause, if there are any questions just on this.

I want to stress the importance of doing advanced homework. Not all of us, myself included, are not well-versed in the ins and outs of a complicated budget. We want to have an educated faculty so that we can reason about the hard decisions that are coming down the pike. Please take some time to just browse through at least the six-pager that the FPC has produced that gives an overview and the different ways one can approach the various decisions.

Let me hand it over to Neema, who will frame this part of the discussion today.

NEEMA KUDVA: Thank you, Charlie. For those of you who were on the town hall that preceded this faculty senate meeting, you know that President Pollack opened the town hall by speaking to the situation we face today in the United States as a result of the murder of George Floyd in Minneapolis. It's yet another reminder of the very deep racism, structural, institutional, present in our everyday lives that's so embedded in the society that we live in and the ways in which it affects all of us, but very differently and in varied sorts of ways.

All of this comes on top of a pandemic and a related economic meltdown that, in itself, amplified, I think, all the inequalities that are present in our society. For Charlie and me, as your representatives, we've been thinking very hard about how we begin to approach this question and think about this and acknowledge what is going on and goes on every day in the lives of many of our colleagues.

What we decided to do was to reach out to the presidential advisory advisors, I think they are called, on Diversity and Equity at Cornell. And this includes Avery August, who's Vice Provost for Academic Affairs and Faculty Development; Vijay Pendakur, the Dean of Students; and Angela Winfield, who's the Associate Vice President for Inclusion and Workforce Diversity.

We did this at very short notice, and all of them agreed to be here, except Vijay had another commitment. Marla Love, the Senior Associate Dean of Students, represents Vijay

Pendakur; and Yael Levitte, who is the Associate Vice President for Diversity and Faculty Development, joins Avery.

What we've asked them to do, and Avery will lead us off, is to really talk with us, tell us about how all our colleagues are being impacted by the kinds of events that are going on. We have burning streets. It's a very difficult time. And if any of you are feeling like how I'm feeling, it's such a mixture of emotions. So I'm going to hand this over to Avery, and he will speak with us about how our colleagues at Cornell are working their way through this and how they are impacted by this. Avery?

VERY AUGUST: Sorry. I think I was on mute. Can you hear me?

UNIDENTIFIED SPEAKER: We can hear you.

VERY AUGUST: Great. Thank you so much for allowing me the opportunity to address the senate -- sorry, I have a bit of an echo -- on this issue. This has been very difficult for me, personally. I actually have personal experience dealing with the police. As I talked to my colleagues here on campus and across the U.S. of other institutions, we're all just feeling a bit of numbness. We feel for our students who are experiencing this and expressing their anger, their rage, their frustration.

We appreciate the statements of support from our colleagues, and we really hope that this catalyzes deep thought among all of us in our institutions as to how we interact with our colleagues of color, understanding that what we see recorded on video happens every day; not necessarily murders, but the interactions with the police. And so this is what we bring to the campus when we're here.

Yael will speak more about what she heard from our colleagues here on the campus, but I just wanted to open with that personal statement. I will hand it over to Yael.

Yael Levitte: Thank you, Avery. I feel odd being the person, the voice because, as you can see, I am not a woman of color, but Avery and I do meet monthly with faculty who are underrepresented in their fields. And it's usually a space where we peer mentor, but also it's a safe space to share experiences. And some of the people on the call are part of that group, and I welcome to hear their voices, but we didn't want to burden them with needing to share those experiences.

Yesterday, we had one of our regular meetings, and the topic was how to make the most of the summer or something like that; but given the past weeks of violence, we decided to pivot and talk about how we feel. And there were a couple of dozen people on the call. And in brief, what I heard, as the white woman in the room, was that my colleagues are doing really bad.

Charlie Van Loan: Yael, we're having a connection problem.

Unidentified speaker: Maybe a phone call to her or something.

Jill: She was unmuted, but now -- there she is again.

Avery August: I just texted her, to see if she can get back on. While we are waiting for Yael, maybe I can add a few more thoughts, again, coming completely from a personal point of view.

Some of you may know this, but the reason that I came to the east coast from California, where I did high school and undergraduate, was that I wanted to go to a place where I didn't have to interact with the police. And I looked at universities that existed in areas where I could take public transportation and not have to drive a car, so that I wouldn't have to interact with the police in that manner.

I ended up at Weil Cornell Medical Graduate School of Medical Sciences to do my Ph.D. So I can really say the reason I am here is a silver lining, is due to my interaction with the police

in California. This is just one of many, many, many stories that my colleagues share among ourselves. When we express frustration, we express this because this has been and continues to be a long, historical pattern that we faced.

This -- sorry. It's hard to think about what to do when you're faced with images that bring back memories that you've experienced, so I wish and really call on you to support your colleagues at times like these.

Is Yael back?

JAEL LEVITTE: I am back. I apologize. My connection has stopped, so I am right now on the phone. It hope everybody can see me and hear me.

UNIDENTIFIED SPEAKER: Yes.

AVERY AUGUST: You're muted.

UNIDENTIFIED SPEAKER: The very last thing we heard from you is everyone on your committee feels absolutely terrible.

JAEL LEVITTE: Okay, so what we heard this week, and I think you just heard Avery express it better than I would ever express it, is that people are feeling really badly. They have these images that we are aghast by, are images that bring back personal memories. And a lot of them spoke about words like fog and numbness.

And they're not only emotionally taxed with the news and the images and the heightened engagement with their students and friends, but they practically are worried for their own safety. So in the last few weeks, we've been hearing a lot from individuals who are COVID-19-vulnerable about their personal worry for their own safety. So imagine what it's like when you're not only worried about the virus, but you feel that you can't go running outside because you might have an incident with the police.

What exasperates some of this is that when some of these individuals shared their concern with white colleagues, they are told that Ithaca is safe or that they go outdoors. Some of the things that I have heard yesterday was that many of my colleagues have been stopped multiple times by IPD and CUPD really for what we call driving while black. I have lived here for 20 years and have been stopped once for speeding, so my sense is that people are not exaggerating.

Many have mentioned having the conversations once again with their kids about how to interact with the police, how to raise their hands slowly. I think the majority of our faculty don't have those conversations with their kids.

What we also heard, and we hear a lot, it wasn't just yesterday, is that our colleagues need to be educated about how to talk about race, educate themselves about the issues. Those conversations are hard. We've started them through our various programming, but we really rely on you, our faculty, to engage with us. We need to get time on faculty meetings. And we get rolled eyes about oh, another training or another this or that.

What we've heard is that we want people to truly engage with those topics. There's quite a lot of worry about a return in the fall and what it means to walk in masks and being asked to be enforcing mask-wearing and various other enforcement as faculty of color.

What I heard also was this whole hopelessness that we've been here before, you know. George Floyd, Ahmaud Arbery, Breonna Taylor are not the first. There's a long, long list before them. And colleagues are outraged for a week or two, there's a lot of noise, a lot of social media, a lot of emails, and then the noise ends, and the little microaggressions in the daily interactions don't stop. And so how do we stop that.

This is what I heard from my fellow colleagues, my fellow faculty. We can have a conversation about the actual specific actions that every one of us have to start taking. I think

one of the things that are hardest is when there are a lot of messaging and messages from colleagues that don't include some kind of personal responsibility and action. I'm just representing some of what I've heard. I have been doing this work for six, seven years. And I'll pass it on to some of my other colleagues to tell you what they heard from their staff and from their students.

NEEMA KUDVA: Thank you, Yael. Angela, if you could speak about what you're hearing from our staff colleagues.

ANGELA WINFIELD: Absolutely. One of the things that I do through my department, through my team, is we have colleague network groups, parallel to what TIL's office does for faculty. We have men of color and women of color calling network groups, in addition to others, but those are the two that are most impacted right now by what's going on. The feelings there and the experiences are very much the same.

Race cuts across our positional authority, across our titles. Obviously, there's some differences in the experience, but what it goes to show is that it doesn't matter right now what your title is, what your education level is, where you work, that we're at an Ivy League institution. The experience of men of color and women of color is that they're not safe. This institutional racism has been something that they've lived with and that we've lived with.

I am a woman of color, so I'm going to include myself in this conversation, that it's something that we've lived with from the time we grow up, the time that we came to America, into the society. It's not a new topic or new conversation. And what I heard a lot of is frustration, exhaustion with the fact that this is continuing to happen, that this is still happening. Like Yael said, this is not new, but it is new to some of our colleagues.

Many of our white colleagues, some have already engaged in these conversations. Others are outright outraged, rightfully so, and hurt by this, but they haven't fully shown

support. I hear a lot of staff asking and seeking and looking for demonstrations of allyship in a way -- one of the things I heard a number of times is we're tired of talking about this. We've been talking about this for a very long time. When are we going to see something different? How can our white allies show up in their areas of power and control and their locus of control and do something to shift this a little bit further.

I don't know that anyone is looking for or thinks that a solution is going to be easy. It's not, and I don't think anyone's looking for a solution. I think what I'm hearing and what people are looking for and are receiving and finding very, very validating is colleagues reaching out to verbally show support and asking, how are you doing. I stand with you.

Hearing those remarks and having that outreach and contact has been very valuable to many of our colleagues. We're looking at right now developing -- you'll hear more about this -- programs to support that sort of conversation, explanations about opportunities to delve into, for folks who don't understand or don't know why is this happening, what is the historical context, what is institutional racism. We'll be offering opportunities to talk about that, as well as how can you support -- I will turn it over to Marla or back to you, Neema.

NEEMA KUDVA: If Marla could --

MARLA LOVE: Be happy to. Thanks for allowing me to join you and share a little bit about sort of what we're hearing and learning from students. The students are really experiencing a wide range of emotions, from frustration, sadness, hurt, fearfulness, anger, rage, and I think also a real sense of wanting to mobilize and to act.

And I think that's something really specific to particularly the generation of undergrad students. They were teenagers when Ferguson took place, in a time where we thought race relations were headed in a positive direction. And having experienced that sort of in a social media world, and what does this mean and what does this mean for my life.

I think what we're also hearing from students is them saying this has always been sort of bubbling underneath the surface, that they're not surprised, but also still have some surprise about what's sort of taken place in the last couple of weeks and the loss of life and the murder of black folks around the country.

I think this generation has sort of targeted itself as being very interested in having the conversation, whether that's about race or whether that's about sexuality or gender. And I think they still wrestle with that. And I think it's noticeable, when you read sort of threads or sub-threads in Reddit in terms of the way they're responding to each other, sort of the positive - - this is positive, the statement from Martha, and I've always felt safe at Ithaca.

And black students or students of color responding, saying Ithaca has not always felt that way for me and here's some things to think about, or call on students who have a bit more privilege to do something and to act. So I think one of the things we're clearly hearing is they want action. They want more than statements. They want the institution to say this is what we will do to actually become antiracist, to actually become equitable in our actions.

I think they're looking for something bold and more than just sort of the diversity statement. They want to know that the institution wants to be brave; that if they fully believe these words, they will provide actions and ways for that to happen, not only outside the classroom, but inside of the classroom.

I would also say, as I talked with some black students, they're tired. They have folks checking in on them that might not necessarily check in on them in previous situations or in other sort of cases. They are fully engaged with friends, fully engaged in social media, fully engaged with family members, talking about all aspects of what's happened since -- really since Ahmaud Arbery and the video came out in the Breonna Taylor, George Floyd, and also Tony McDade in Florida.

I advised the Black Student Union and was talking with one of the copresidents. I said hey, you guys have been on my heart and I have been thinking about you. I also don't want to be another voice that asks to tell me how you are feeling or for you to feel compelled that you have to break this down and dissect it with me, so we had a really great conversation about just sort of ways that we can connect that isn't just asking people to say what's on your heart, how are you feeling, because some students just don't -- they're also exhausted in having to engage.

I think for some of the students that are around campus, particularly students of color, it's about whether or not I feel safe and the relationship with both police departments and also sort of the confusion of managing both police departments, when is it Ithaca Police, when is it Cornell Police, so having to juggle and manage some of those sorts of things.

And then also, how will faculty respond in the classroom and how will they not let this just be a flash point, oh, it was the summer, and not see the context of the way that this happens in class. Perhaps some of you have seen people posting, mostly white folks posting sort of like I can go for a run or I can sit in my car, I can sleep in the library, so many of our students of color have been talking about this for many years.

Think back to the BSU sort of demands in 2017, about not feeling that they're having the same sort of experience because there are all these things they have to take into consideration, or ways in which they feel spotlighted or barriers they're experiencing because they're not just having interactions with police officers.

But I think Sandra Greene in the comments here has really raised something that students talk about too. It's not just the police, but it's also white classmates, white students, white faculty members, white staff members, sometimes even other folks of color who are creating situations that make them feel unsafe, make them feel that they don't belong.

And so I think there's a real question about how will this change the classroom, how will this change the way that we interact on campus and how deeply are people going to continue to work on sort of being better allies, thinking about whiteness and thinking about the way whiteness has an impact.

I think I might have already mentioned this; they are looking sort of the next step. They are looking for a brave institution to come out and say here's what we will do and what we will commit to.

NEEMA KUDVA: Thank you, Marla. So Charlie's and my idea was really to open up this conversation and for all of us, as allies, to start to think of what our individual actions must be, along with the work that goes on in an institution to begin to think of how one can have a bold, broader call for action, which will start the very difficult sort of actions to change this situation that has gone on for hundreds of years.

I want to thank Jamila and Sandra for their comments or the pieces they have written in the chat. I want to thank Avery, Yael, Angela and Marla for speaking up and speaking on behalf of people in our community who suffers these injustices and more.

Charlie and I hadn't thought or decided whether we should open up here for a conversation. We really just wanted it to be a listening sessions for the rest of us who don't have to suffer these injustices, these fearful everyday actions; for us to hear it, for us to absorb it and to think about what are the actions that we can take as a faculty in this university to change the situation in our classrooms, in our everyday interactions and in the future.

At this point, I'm just going to turn it back to Charlie. One of the things we thought we should also be doing today is addressing some of the questions that are coming up in terms of the reopening and to have the faculty representatives on those committees also available here. I leave all of you to drive this conversation, and then also turn it over to Charlie.

CHARLIE VAN LOAN: Okay, thanks, but we do have time. In case anyone would like to say something now, it would be absolutely fine.

Mark, you had your hand up.

MARK: I've heard this for so many years, of statements of support, but I haven't seen any of those statements turned into action. And people are asking for action, so the confusing part for me is what would be at least one defining action that we could all agree upon to take all this wonderful verbiage and put it into something that would be positive. That's where I am kind of lost and confused, and I don't know if that's what we need, as a faculty, to start talking about, as to what is this action that we're looking for.

CHARLIE VAN LOAN: Well, I think explicit shows of support is one thing that came out in the discussions here. Would anyone like to add to that?

Bruce?

BRUCE: Just following up on Mark's point, I know some departments have started to post equity and justice or equity and inclusion kinds of statements at the department level. That becomes a possibility, but it still has the problem those are only statements. Those aren't actions.

And I know that some of the discussions I've been part of, we've really struggled with this, how do we turn it into action. What are the things that particularly faculty members, a particular department can do? Is it about partnering with different groups? Is it about reallocating some of our resources for what we think are appropriate colloquia to sponsor, or what kind of instructional projects we take on, and so on.

Like Mark, I would be glad for sort of further discussion of what kinds of actions we can take at different levels, whether it's individual faculty, whether it's departmental, whether it's college, whether it's the university faculty as a whole.

CHARLIE VAN LOAN: Thanks. Joanie, and then Carl.

JOANIE: Thanks. What about talking with the Ithaca Police? Could there be a way to start conversations about -- start almost a colloquium with the police, start talking with them?

NEEMA KUDVA: Both the Cornell Police and the Ithaca Police.

JOANIE: Yes.

CHARLIE VAN LOAN: Carl.

CARL FRANCK: Thank you, folks. I got to admit, this is kind of a wake-up call for me, this whole situation. And I've always been very resistant to what I call touchy-feely people and putting their feelings out too much. I also think back to being a faculty senator many years ago and listening to people complain about stuff that I really wished to heck I listened to now, so I think I blew it the first time around. They were explaining things, and it wasn't just people whining. I think there were genuinely things going on that I didn't understand.

That being said, I think we, in our community, we do a very good job of certain metrics, like our course evaluations and stuff like that, so I think we could be pretty -- try to measure that and try to understand in some genuine way what kind of place we're creating for ourselves and our students. With that, I admit to really having blown it.

CHARLIE VAN LOAN: Thanks, Carl.

Jamila?

JAMILA: Yeah, just wanted to respond to two of the things that have been said, or maybe a general response that's motivated by some of what's been said; but as we think about solutions, I think there's a lot there and I will not even attempt to offer solutions.

But to the extent that the solutions involve institutions that go beyond Cornell, like the Ithaca PD or other local law enforcement, I also think we might keep in mind that even outside the immediate Cornell community, there are black people who live in Ithaca and these

institutions are affecting them as well. And there are also local organizations that are already doing some of this work.

And so I think any solutions that go beyond Ithaca and even perhaps -- beyond Cornell and perhaps solutions within Cornell should be thinking about points of connection, so that Cornell isn't like a savior that swoops in and trying to save the day, but instead is working with local organizations and with members of the community, along with members of the campus community to think about what sorts of contribution Cornell can make to solving these problems, as opposed to sort of imposing itself as some sort of kind of solution to a problem that, in some people's eyes, it may indeed be a part of.

Then a quick comment on metrics. I think metrics are fine. Many of us are scientists. I'm a social scientist. I tend towards metrics; but I think in particular, when we're talking about race and racism, we should be very careful with metrics.

So even if we use student evaluations as an example, they're notoriously channeled for conveying various forms of bias. There's no reason to believe any metric we devise might be free of that. So we'd have to be very careful about how we think about the role of measurement because historically and consistently, measurement has been used more as a mechanism for perpetuating racism than it has been as one for working against it.

CHARLIE VAN LOAN: Thank you. Yael, you've had your hand up for a bit.

Yael Levitte: I took it down to let my colleagues speak, and I see that people who know much more than me are mentioning some resources. I think what we need is you, the faculty, the people who might have felt for years that this is whining or that they didn't get it, to reach out to us and engage with us about how to educate themselves because, as others say, there's a lot to learn and we can engage with your department.

Most of your faculty, your black and brown and Asian faculty live in departments. They don't live in the university. They live in departments, so they need to engage with you, they need to know that you are reading about it, you are thinking about it critically and you're not judging; you're actually engaging with the topics.

We're happy to work with you about how to engage in critical race conversations that are deep and that might change your minds, but it has to happen, in my mind, in the department level, because that's where you live, you work, where your students are, where your staff are. You don't live in the university.

And we offer a lot, but what we offer often is we get the choir, we get the same people show up and engage, but we need broadening of those voices and the engagement. So we will reach out department by department, but your voices to your chair and to your colleagues about education are really important.

CHARLIE VAN LOAN: Okay, thank you very much. And thank you, Avery, Yael, Angela and Marla, for coming by on such short notice and for sharing very important insights with the larger group here.

Let's move on to the second discussion topic. We have no idea how far it will go or what was necessary, but let's just play it by ear here. The hour before the senate started, there was a webinar on basically the teaching reactivation options, the on-campus side and also the online side.

I only was able to listen to the first half hour. Are there things people would like to bring up? I know you could pose questions there at the webinar, but maybe some things didn't get answered or you have some points of confusion. In the audience right now, Shorna, Courtney and Chris.

I asked Chris just before we began, his committee submitted a report maybe two weeks ago, but their work is ongoing, and ditto for the other two. June 15, a week from Monday, is when their reports are due, but that work will go on in some combination.

Having said that, anyone who attended the webinar that would like to bring up something that the webinar prompted? And maybe, Courtney and Shorna, if you would like to start or have some observations as to where we are in both of your committees.

I see Ken Birman has his hand up.

KEN BIRMAN: Yeah. I want to say I did attend the hall thing, and I have to say I'm very impressed by this leadership and their approach to something that's so complicated for us and for the students, and for the Ithaca area as well. It just seems like it's tremendously hard.

One thing I took away from this is that we're individually, or at least in our departments, are going to have to make a lot of the decisions ourselves. Lisa, I thought, was fairly direct in saying that, and we were hearing from John Siliciano as well. And given that's the case, I'm a little worried about whether the faculty as a whole appreciates the degree to which that may be necessary.

There were a lot of people on the webinar. There are a few hundred of us here in the senate, but there are great many faculty who probably weren't on the webinar, aren't in the senate and may not realize that they're not going to be told what to do, that we're going to be expected to figure this out based on the dynamics of our courses. And that really worries me as we head into the fall. I think it may create a last-second cast, like we had in the spring.

CHARLIE VAN LOAN: Thank you. Anything on the chat, Jill, on webinar-related stuff?

JILL: I would like to know how TCAT transportation will be handled when we bring students back to campus. The buses between Central and North Campus are usually packed to

the point where students, staff and faculty are unable to walk, are often unable to even get on the bus, depending on the time of day. This is a multilayered issue.

CHARLIE VAN LOAN: Right. Shorna, has that topic -- I know I've seen things on this topic, perhaps more likely to have shown up in the TRO committee. Shorna, are you familiar with anything along those lines?

SHORNA ALLRED: I don't know specifically. I know that Pat Wynn and her group and Campus Life Enterprise Services has been meeting with local partners like TCAT, but I don't know how they're dedensifying buses. I know they're planning for that, but I don't have the details. That has not been widely discussed in our committee.

They are working on a strategy for that, so perhaps they have more buses or more frequent buses per route, so that it reduces the density on the buses. They are distancing now on buses. That's a great question that Katherine raises.

CHARLIE VAN LOAN: Anything else? We don't have to go up to 5:00, so just want to make sure everyone has a chance to say anything.

UNIDENTIFIED SPEAKER: I'll make a comment on this bus thing. They didn't talk about that specifically, but they did talk about something related. And what essentially they said was - Gary was talking about this -- that they don't want us to be in a situation where there would be a high risk of somebody who's infected being on that bus, and that their plan is to try to test again and again with students and with us, in order to ensure that you get on that bus feeling relatively safe, that if everyone's wearing masks, your chance of being exposed is small. And Gary was honest that we have to figure out how to do that scale of testing.

CHARLIE VAN LOAN: Anything else?

JILL: One issue that did not come up in the webinar was for -- and general off-campus student life in the fall.

CHARLIE VAN LOAN: Yeah, you get into all kinds of things. Dorms are a huge challenge. And maybe you can solve some problems there, but of course, it's much less control when you think about off-campus housing and Collegetown and so on.

Harold.

CHRIS SCHAFFER: Charlie, before you move on -- Chris Schaffer here -- at the beginning of the webinar, President Pollack did state pretty clearly, though, students would be asked to agree to a certain set of behaviors and that there would be consequences for violating those behaviors, up to and including being asked to leave the university for the rest of the semester. I do think there's going to have to be a regime around monitoring for and investigating cases where off-campus behaviors are not consistent with social distancing guidelines.

SHORNA ALLRED: Just to add to that as well, that's one of the greatest risks, of course, social gatherings and things like that that may be happening off-campus and with the revised code of conduct. And very specific consequences for repeated violations are really necessary and would be part of the recommendations, as well as the testing and the daily health monitoring checks, that those would be required of all, of everyone in the Cornell community, including those that live off campus.

The testing is really key to the strategy, and a safe reopening of campus is -- hinges on the ability to test and also the ability to monitor daily infections, to monitor asymptomatic infections, to monitor hospitalizations and local hospital capacity on a daily basis. If the asymptomatic infection rate or daily infection rate increases, then that would warrant increased testing at more frequent intervals, for example.

These are things that will be monitored -- again, if we do have a residential semester, these are things that will be monitored daily and adjusted in realtime, as needed. Yeah, and

that there would be no big parties. So according to federal and state guidelines, we would obviously abide by those as well. Those large social gatherings would not be taking place.

CHARLIE VAN LOAN: One final check with Jill. Oh, Harold, your hand is back up again.

HAROLD: Yes, I just want to go back to the issue of schedule for the faculty senate, now that we seem to have more or less reached the end of the meeting. As I understand it, the university is supposed to reach some sort of decision about what will happen in the fall by June 15. And if we're not going to be having a meeting to discuss financial issues until June 10, I feel that things are really being cut awfully close. I wonder if it would make sense to have the meeting concerning financial issues, that is a faculty senate meeting, either on Friday or Monday.

CHARLIE VAN LOAN: Okay, a little bit about the timeline. Let's work back from a watershed event, which is there's a special trustee meeting June 26. As you pointed out, the reports are due June 15. Think of those as things that are going to be put on Martha and Mike's desk. They will then have to assimilate all the stuff that's in them, with the help of others.

And over, I would say, the next ten days, the runup to the trustee meeting, they will try to formulate some sort of final decision. So on the one hand, yes, absolutely very tight timeline here. Right now, the tentative plan is for the next meeting next Wednesday, June 10. If the FPC and Provost Kotlikoff want to do something earlier or can, we can certainly look into that. We don't have to live on Wednesdays. That's been our habit. We can be flexible.

But I will say A, then B; we'll be in touch with Provost Kotlikoff and the FPC about whether they can move things up or whatever. And then, after that meeting, we figure out the next meeting. We can also do things online, if there are going to be sense of the senate votes and things like that.

So we're paying very close attention to all that, Harold, but it is sort of a sequence we have to follow and we have to all pay pretty careful attention. That's why it's so very important between now and the next meeting for each of us to study the documents that have been posted on the June 10 website, so that when we walk into that meeting, we don't start from ground zero, that we all have kind of a basic understanding, and we can hone in quickly to the things that are controversial or tricky and so on.

Wendy Wilcox has her hand up.

NEEMA KUDVA: Before Wendy steps in, just for a second, Charlie, I also think it's really important for all the senators to reach out to their departments and bring our faculty colleagues into the conversation. We're hearing from some faculty in departments that they just don't know what's happening or -- the senate is the channel by which the faculty hear of what's going on, so please do take that responsibility seriously.

I know many of you just do that already, but for those of you who haven't done it in quite as assiduous a fashion, could you please inform all your colleagues in your department about what is happening and share the links that are provided to you, through various messages Charlie's been sending out. That does allow, then, a larger number of our colleagues to join this conversation and to feel a part of this institution.

CHARLIE VAN LOAN: Just on that note, I grew up in a department where anybody could email all the faculty, but I've become aware that's not possible. If you're a senator, I would like to think you get a synopsis and then, in ten seconds, you forward it to your colleagues. If that's not the case in your department, I think you should make some noise, because it really is a block to shared governance.

Wendy.

WENDY WILCOX: This is actually along those lines. I wanted to know, because the library is not only made up of RTE faculty, but also staff. Are we able to share that report with nonfaculty? Because I think they would be interested.

CHARLIE VAN LOAN: Anything that's on the website is totally, totally public. No permission is required whatsoever. That report is up there, has been up there for a couple of days. It can go anywhere. You don't have to hesitate whatsoever. I would hope that staff and others, students would look at that. That's the whole point, that we look over each other's shoulders on this stuff. So when we put something up on the website, it's understood that you can do whatever you want with it.

WENDY WILCOX: Thank you. I appreciate that.

CHARLIE VAN LOAN: Any closing comments? So I'll send out a synopsis, and we'll take a look at the chat line, pull some things out of that. We'll post the audio, and we'll be paying attention to when we meet again, which probably will be in one week, maybe earlier, not sure. We'll work on that and keep you posted. So thank you for coming, everybody, and we appreciate the participation.