

Online Faculty Senate

June 24, 2020

Stay muted unless you are called upon to speak.

Use 'Raise Your Hand' to request permission to speak. Stay muted until recognized. Once unmuted, **you have 2 minutes** to pose a question or make a statement.

You can submit online questions or comments via the Chat or Comments function. Be brief. Time permitting, questions/comments will be read to all participants.

'Gallery View' within Zoom allows you to see this slide and the participants.

Audio and Chat will be posted on the meeting webpage

Captioning is available on this zoom; available at 'more' in the zoom menu

Announcements

C. Van Loan

Summer

Will monitor this [F20 reopening website](#) for your questions and concerns.

Senators will receive periodic updates.

Meetings on a need-only basis until mid-August.

Thank You

Terms are ending for 40+ Senators.

Thank you and best wishes!

Quorum Check

Senators and Alternates Only—Use Chat to say
“here”

NEXT:

Do we have a motion to discuss the continued employment resolution?

Resolution in Support of Continued Employment for Cornell Staff During the Covid-19 Crisis

Carl Franck (Physics)

Buz Barstow (Bio & Env Engineering)

Richard Bensele (Government)

Risa Lieberwitz (ILR)

Joanie Mackowski (English)

WHEREAS, layoffs or furloughs of staff will have a severely negative impact on the broader community, given Cornell's role as the primary employer in Tompkins County;

WHEREAS, significant staff layoffs during the financial downturn of 2008-09 damaged morale throughout the university, negatively affecting the character of the institution;

WHEREAS, preservation of employment of Cornell staff is essential to maintain the cooperative spirit that has sustained us thus far and is essential to our recovery;

BE IT THEREFORE RESOLVED, that the Faculty Senate recognizes the vital role and contributions of university staff;

BE IT FURTHER RESOLVED, that the Faculty Senate urges the Cornell administration to commit to maintaining the employment of all current staff during the Covid-19 crisis;

BE IT FURTHER RESOLVED, that the Faculty Senate calls on the Cornell administration to respond to the current crisis with alternatives to layoffs or furloughs, including reassigning staff to positions that will meet the university's critical needs.

BE IT FURTHER RESOLVED, that the Faculty Senate encourages the Cornell administration to charge deans, faculty and staff to work collaboratively to maintain employment of all current staff, including devising adaptable, appropriate, and sustainable staff reassignments to carry the university through this crisis and continue its flourishing when it is over.

Faculty Cosponsors as of Early this Morning: 103 in total including 17 Senators

Buz M. Barstow	Department of Biological and Environmental Engineering	Virginia Doellgast	ILR School
Risa L. Lieberwitz	School of Industrial & Labor Relations	Jane-Marie Law	Asian Studies Dept
Joanie Mackowski	Department of English / Creative Writing	Raymond Craib	History
Richard F. Bensel	Department of Government	Jim DelRosso	Cornell University Library
Carl Franck	Department of Physics	Maria Cristina Garcia	History and Latino Studies
Shannon Gleeson	School of Industrial & Labor Relations	Rebecca Slayton	Science & Technology Studies
Vanessa Bohns	School of Industrial & Labor Relations	Kate Bronfenbrenner	School of Industrial & Labor Relations
Allison Heinemann	School of Industrial & Labor Relations	Ifeoma Ajunwa	ILR School
Jill Frank	Department of Government	Neil Saccamano	Department of English
Matthew Evangelista	Department of Government	Sandra Babcock	Law School
Joseph Margulies	Department of Government and School of Law	Sally Klingel	ILR School
Wayles Browne	Department of Linguistics, emeritus	Olufemi Taiwo	Africana Studies
Lowell Turner	ILR School	Chris Schaffer	Biomedical Engineering.
Robert Smith	ILR School	TJ Hinrichs	History
Ben A. Rissing	ILR School	Marina Welker	Anthropology
Tristan Ivory	School of Industrial & Labor Relations	Kora Von Wittelsbach	Romance Studies
Tae-Youn Park	School of Industrial & Labor Relations	Itai Cohen	Department of Physics
Beth Lyon	Law School	Jane Wang	Department of Physics
Shimon Edelman	Psychology	Angela Cornell	Law School
Lee H. Adler	ILR School	Philip Krasicky	Department of Physics

James A. Gross	IIR School	Mildred Sanders	emeritus, Dept. of Government
Aziz Rana	Law School	Christopher Way	Department of Government
Veit Elser	Department of Physics	Sol M. Gruner	Department of Physics
Erich Mueller	Department of Physics	Brad Ramshaw	Department of Physics
Rachel Bezner Kerr	Global Development	Dexter Kozen	Computer Science, Mathematics
Vilma Santiago-Irizarry	Anthropology	Nozomi Nishimura	Biomedical Engineering
Sunn Shelley Wong	English and Asian American Studies	Jan Lammerding	Biomedical Engineering
Julilly Kohler-Hausmann	History Department	Peter McMahon	Applied and Engineering Physics
Barbara Strupp	Division of Nutritional Sciences	Jonathan T. Butcher	Biomedical Engineering
Christina Homrighouse	ILR School	John S. L. Parker	Baker Institute for Animal Health
David A. Levitsky	Division of Nutritional Sciences	Benjamin D. Cosgrove	Biomedical Engineering
Stacey Langwick	Anthropology	Claudia Fischbach	Biomedical Engineering
Eric Cheyfitz	American Indian and Indigenous Studies Program	Bethany P. Cummings	Veterinary Medicine
Russell Rickford	History Department	Susan Daniel	Chemical and Biomolecular Engineering
Julia Chang	Department of Romance Studies	Rong Yang	Chemical and Biomolecular Engineering
Wendy Strobel Gower	ILR School	Thierry Toréa	Romance Studies, French
LaWanda Cook	ILR School	Jonathan Monroe	Comparative Literature
Anna Haskins	Sociology	Beth Miles	Performing & Media Arts
Linda Donahue	ILR School	Thomas P. Golden	ILR School
Christine Leuenberger	Science & Technology Studies	Sally McConnell-Ginet	Linguistics
Kate Griffith	ILR School	Jeremy Braddock	English
Claudia Verhoeven	History	Lyrae Van Clief-Stefanon	English / Creative Writing
Michael Gold	ILR School	Katja Nowak	Physics
Nerissa Russell	Anthropology	Tracy Hamler Carrick	Knight Writing Institute
Ileen A. DeVault	ILR School	Frank Wise	Applied and Engineering Physics
David A. Bateman	Department of Government	Brian D. Rudd	Microbiology and Immunology
Emily Zitek	ILR School	Susan Buck-Morss	Emeritus, Government
Estelle McKee	Law School	Diane Rubenstein	Government, American Studies, French Graduate Field
Darlene Evans	Knight Institute	Michelle T. Cox	Knight Writing Institute
Michael Ashkin	Art	Kate Navickas	Knight Institute for Writing in the Disciplines
George Hutchinson	English and Knight Institute	Brad Zukovic	Knight Institute for Writing in the Disciplines
Emily Fridlund	English / Creative Writing		

We deeply appreciate the efforts that the administration and the opening committees and the entire Cornell community have made and are making to preserve our university.

Reasons to Commit to Staff Employment

From “More People Will Be Fired in the Pandemic. Let’s Talk About It.”
New York Times, June 14, 2020, by Jennifer Senior:

Research by economists in England and Australia demonstrates that “It takes longer to adapt to the pain of unemployment than to losing a loved one.”

Layoffs “wound people not just economically, but emotionally and spiritually.”

“There’s a whole body of literature suggesting that layoffs don’t ultimately help the bottom line once the economy heats back up. Experienced and dedicated humans are hard to replace.”

“James Guthrie...associate dean at the school of business at the University of Kansas...[said]: Now ... is the time for every organization to express its values.”

Comments from Faculty Senate Webpage

June 22, 2020, 8:30pm, Anonymous:

Our staff provide essential functions that otherwise would need to be performed by faculty effort. In my department, staff also intrinsically sense and maintain academic department culture in ways busy faculty often neglect, and we function collectively better for it. I know I would not be able to write nearly as many grants, counsel students, and plan program without the essential help of each of the staff in my department. These support roles and the occasional corn hole/ice cream social they conceive/run on their own is well worth the fractional support each of us can give. No amount of automation can replace these roles, and faculty (bless us) will likely do a crappier job at it and still cost us these resources in time/money.

June 19, 2020, 10:20am, Anonymous:

Why can't we all be in this crisis together and share the burdens it is imposing? Can we all please consider whether as faculty we already are more comfortable economically than many other people Cornell employs? If so, then is not a little sacrifice for us worth the much more tremendous value and security it provides all others who are part of our team here at Cornell that help make the university function smoothly for all of us? It certainly seems like a moral, humane, compassionate, and ultimately beneficial thing to do for everyone and for the university as a whole. If we give a little now, we may get back much more later.

June 15, 2020, 10:56am, Anonymous:

As a longterm staff member, I want to thank the faculty involved in this for being our voice. The fact that the President and Provost can't even produce data on how many staff have already been laid-off/furloughed speaks volumes. They simply don't care. Temporarily cut salaries and temporarily stop retirement contributions, but give us all a guarantee that they will return to where they were when the crisis ends. We're all willing to do our part, but we need to keep our positions. This part of the state is an employment desert. For most of us, there's no where else to work.

Comments from Senate Co-sponsors

Joanie Mackowski, English/Creative Writing:

If tenured faculty believe that staff layoffs are necessary to preserve our university, then I think we've already lost. Tenure isn't a mere privilege: it's an obligation. As researchers and scholars, we work in the service of truth. Tenure exists to protect the discovery and expression of truth from abuses of power. There's nothing true or just about terminating staff employment, and without good cause, in the midst of this pandemic. If we worry about temporary pay cuts while rationalizing that staff layoffs are somehow unavoidable, then it's no wonder that people in the U.S. are losing confidence in higher education. To survive this crisis, we must support each other and demonstrate our values.

“[T]enure at colleges and universities will not survive...unless it is tied to the broader moral agenda of defending some kind of job security for everyone, given how important that is for human well-being, inside academe and out.”

-- Brian Leiter, professor of jurisprudence, director of the Center for Law, Philosophy, and Human Values, University of Chicago. Quoted from “Academic Ethics: Rethinking the Justification of Tenure,” *Chronicle of Higher Education*, January 17, 2017

Buz Barstow: Department of Biological and Environmental Engineering:

America has always been an individualistic country, but I think if you look back at the historical record, it's gone through waves of individualism and solidarity. For much of the past 40 years, we've been in this hyper-individualist state, where it's been everyone for themselves. I think this state is beginning to end, and I think our students really want it to end.

Risa L. Lieberwitz: School of Industrial & Labor Relations:

Cornell has many alternatives for addressing the current public health crisis and its financial impact. It is wrong -- and unnecessary -- to pit faculty, students and staff against each other. Consistent with Cornell's "core values" that President Pollack articulated, deans, faculty, and staff can work together to choose principled, humane, and feasible alternatives to address the university's financial concerns, without layoffs or furloughs. These alternatives include hiring freezes, construction pauses, borrowing against the endowment, and staff reassignments.

Chris B. Schaffer: Meinig School of Biomedical Engineering:

The consequences of a generational crisis should not be borne so heavily by the most financially vulnerable members of the Cornell community. This has been recognized with the extraordinary commitment made to maintain current financial aid models for our students. It should also be recognized by protecting the employment of staff whose positions have been threatened by the crisis. Cornell community members -- past, present, and future -- should all bear some of the burden so that no dedicated Cornell employees are laid off due to the crisis.

NEXT:

Does anyone wish to propose an amendment to the resolution?

NEXT:

Do we have a motion to vote on the adoption on the continued employment resolution?

Vote Via Chat (Senators and Alternates Only!)

I support this [resolution](#) that is concerned with continued employment during the pandemic-induced financial crisis facing the university.

___ Yes

___ No

___ Abstain

Discussion

Selected Portions of the C-POT and C-TRO Reports

Professor Julia Thom-Levy

Vice Provost for Academic Innovation

Committee on Preparation for Online Teaching

Center for Teaching Innovation

Summer programs for hybrid & online course development:

[Guided Track](#)

[Independent Track](#)

Academic Integrity Concerns

The C-POT Report has a [section on AI](#) that includes recommendations about

- Alternative assessment strategies
- In-person exams in the event of having a residential F20
- Dealing with the online threat (Chegg, CourseHero, etc)

Questions for Julia

Pat Wynn

Assistant Vice President, Student and Campus Life

Committee on Teaching Reactivation Options

Move-in Logistics/Residential Capacity Management

Guiding Principles for COVID-19 Response

- ❑ Caring for our students
- ❑ Safeguarding our future as a world-class institution
- ❑ Maintaining our staffing
- ❑ Seeking new knowledge

Decisions should be made relative to the level of risk we're willing to assume related to the long-term economic impact to the local region and New York State. For CLES planning purposes, we're assuming a scenario with testing, masks, thermometers and as much social distancing as we can accommodate.

Goals

- ❑ Safely move-in ~7,000 students in preparation for in-person/on-campus instruction
- ❑ Add density to the campus in a controlled manner to mitigate potential of exposing the community
- ❑ Eliminate/mitigate the impact of the student move-in process on current volume of Tompkins County COVID-19 cases

Universal Assumptions

- ❑ All students must be tested upon return to Ithaca area/campus
- ❑ Ability to set up multiple Points of Distribution (PODs) for testing
- ❑ Testing capacity at least 4,000 in one day, including weekends
- ❑ Two different scenarios: test results are available in 2 to 4 hours, test results are available within 24 hours
- ❑ Positive cases must be isolated for 14 days
- ❑ Southern Tier region continues to demonstrate positive progress in terms of NYS COVID-19 guidelines for reopening
- ❑ Strict restrictions are in place – no parents, families, or visitors in residential buildings
- ❑ **A zero-risk scenario does not exist**

Recommended Move-In Scenarios

Option 1: Four Day Move-In

DAY	SITE 1	BEDS	SITE 2	BEDS	TOTAL
1	½ of North Campus Doubles	918	½ of South Campus Doubles ½ of West Campus Doubles	278 398	1594
2	½ of Program House Doubles ½ of Program House Singles ½ of North Campus Singles	272 159 459	All South Campus Singles ½ of West Campus Singles ½ of Co-Op Doubles	158 519 42	1609
3	½ of North Campus Doubles	918	½ of South Campus Doubles ½ of West Campus Doubles	278 398	1594
4	½ of Program House Doubles ½ of Program House Singles ½ of North Campus Singles	272 160 459	All Co-Op Singles ½ of West Campus Singles ½ of Co-Op Doubles	79 520 42	1532

Assumptions for a four day move-in:

- ❑ Rapid testing is available and results are returned within a few hours.
- ❑ There are multiple locations for testing.
- ❑ Shuttle buses are available for students and belongings.
- ❑ Minimal volunteers are needed for wayfinding or other tasks.
- ❑ Residents are able to bring a restricted number of items.
- ❑ Move-In would begin on August 27 and classes would begin on September 2.
- ❑ **At no point are two students in the same room when both have not been tested and cleared.**

Option 2: Eight Day Move-In

DAY	SITE 1	TOTAL ARRIVALS
1	4000 students arrive on campus (one for every available room) These students will be tested and moved directly in their dorm rooms	4000
2	We will receive test results from DAY 1. Any positives will be removed and placed in a hotel. Their room will be cleaned. 800 students will arrive. They will be tested and check-in to a hotel.	800
3	We will receive any remaining test results from DAY 1 and received test results from DAY 2. Negative results will move out of the hotel and into the dorms. Those who test positive will be consolidated in an isolation hotel.	0
4	We will receive any remaining test results from DAY 2. Negative results will move out of the hotel and into the dorms. Those who test positive will be consolidated in an isolation hotel. 800 students will arrive. They will be tested and check-in to a hotel.	800
5	We will receive test results from DAY 4. Negative results will move out of the hotel and into the dorms. Those who test positive will be consolidated in an isolation hotel.	0
6	We will receive any remaining test results from DAY 4. Negative results will move out of the hotel and into the dorms. Those who test positive will be consolidated in an isolation hotel. 800 students will arrive. They will be tested and check-in to a hotel.	800

7	We will receive test results from DAY 6. Negative results will move out of the hotel and into the dorms. Those who test positive will be consolidated in an isolation hotel.	0
8	We will receive any remaining test results from DAY 6. Negative results will move out of the hotel and into the dorms. Those who test positive will be consolidated in an isolation hotel. We will accommodate one-offs and those students who can't arrive during their assigned time slots on DAY 8. They will be tested and will check-in to a hotel.	TBD

Assumptions for an eight day move-in:

- Testing results take approximately 24 hours.
- There are multiple locations for testing and bulk testing is available (+4000 per day) --- mostly drive throughs.
- Shuttle buses are available for students and belongings.
- Minimal volunteers are needed for wayfinding or other tasks.
- Residents are able to bring a restricted number of items.
- There are enough local hotel rooms to accommodate students. Hotels will not be able to do a quick turnover due to staffing and brand guidelines.
- Move-In would begin on August 24 and classes would begin on September 2.
- At no point are two students in the same room when both have not been tested and cleared.**

Move-In Logistics

Personal Belongings/Guests

- Restrictions will be placed on number of belongings students may bring during move-in timeslot. We will not provide bins or carts for move-in.
- Will offer option to purchase retail “dorm room essentials” through Cornell Store
- Will offer option of pre-arrival, in-room shipping for students through Big Red Shipping and Storage Squad
- Parents/guardians/family members/friends will not be allowed into the residence halls. Students will need to move themselves in with minimal assistance from volunteers.

Community Centers

- Normal operating status to support Dining and daily operations
- Will continue to manage mail, packages, keys, and laundry service

Move-In Logistics Continued

Traffic & Transportation Management

- Modify traffic and TCAT routes to maximize campus circulation
- Diagram for check-in locations
- Students with parking passes will be issued permits and directed to designated parking after move-in.

Shuttle Buses

- We will require students to notify us of their arrival dates, location, and mode of travel.
- Shuttles will be for students only.
- Buses will be run between airports and check-in locations.
- Need to determine shuttle schedules and quantity required.

Food Service During Move-In

- ❑ Cornell Dining snack and beverage stations will be present at each check-in location.
- ❑ Will continue to provide isolation and quarantine delivery to hotel sites off campus and residence halls on campus.
- ❑ Dining and retail operations will function while exercising precautionary measures in accordance with NYS guidelines.

Questions for Pat

Professor Peter Frazier

Operations Research and Information Engineering

Committee on Teaching Reactivation and Options

COVID-19 Modeling for Cornell

PhD Students: J. Massey Cashore, Ning Duan, Alyf Janmohamed, Jiayue Wan, Yujia Zhang

Faculty: Shane Henderson, David Shmoys, Peter Frazier

School of Operations Research & Information Engineering

Center for Data Science for Enterprise & Society

Center for Applied Mathematics

With support, detailed reviews & feedback from:

C-TRO committee

Kate Ghezzi-Kopel & team (Cornell Library)

President Bob Brown, David Hamer, Larry Kotlikoff (Boston University)

Ece Bulut, Renata Ivanek (Cornell College of Veterinary Medicine)

Casey Cazer, Kristina Ceres, Yrjö Gröhn (Cornell College of Veterinary Medicine)

Leah Johnson (Virginia Tech)

Tompkins County Health Department

Provost Kotlikoff & President Pollack

Full modeling report: people.orie.cornell.edu/pfrazier/COVID_19_Modeling_Jun15.pdf

Modeling Caveats

- Results are sensitive to parameters & assumptions
- We don't know what the right parameters are
- Time pressure forced assumptions we would change with more time
(we are continuing to work on these)

Simulation Methodology

- Simulation tracks # of people by:
 - Disease state (susceptible, infectious, symptomatic, recovered / removed)
 - How long they have been in this state
 - Severity of symptoms
 - Whether or not they are in isolation / quarantine
 - Population age distribution is accounted for in transition probabilities
- Simulation also applies these interventions
 - Contact tracing
 - Asymptomatic surveillance
- Notable approximations & things the simulation does not include:
 - Simulation does not include social network structure
 - Accounting for contact tracing & age is approximate

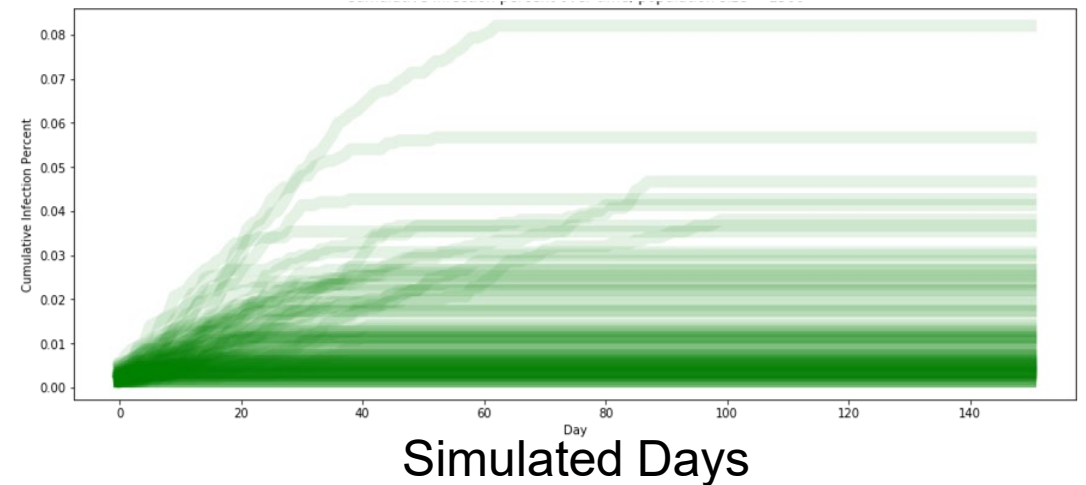
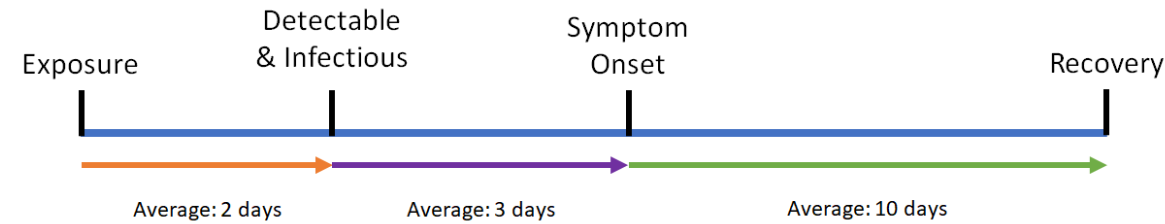


Table 12: Parameters for optimistic, nominal, and pessimistic settings.

Parameter Name	Optimistic	Nominal	Pessimistic
Time in E	Poisson(2)		
Time in D	0		
Time in ID	Poisson(2.5)	Poisson(3)	Poisson(3.5)
Time in Sy (with and w/o symptoms)	Poisson(10)	Poisson(12)	Poisson(14)
Contacts per day (for each free person)	8.3		
P(infection transmission susceptible-infectious contact)	2.6%		
Total population	34310		
Student-origin prevalence	0.5%	2%	4%
Ithaca outside prevalence	0.1%	0.278%	1.25%
Prevalence at beginning of compartmental simulation	0.05%	0.09%	0.175%
Asymptomatic rate	27.3%	47.8%	68.3%
P(self-report each day no symptoms)	0%		
P(self-report each day symptoms)	18%		
New quarantines+isolations per contact trace	7		
(Implied) new isolations per self-report contact trace	0.92		
(Isolations per screening positive) / (isolations per self-report)	0.5		
Fraction of contacts identified and traced	0.5		
Contact tracing delay	1 day	1 day	2 days
Testing false positive rate	0.1%		
Testing false negative rate	10%		
P(an isolated individual recovers each day)	0.05		
P(a quarantined individual is released each day)	0.3		
Age-severity matrix	(Table 5)		
Implied R_0 w/o intervention	2	2.5	3.2
Simulated time length	16 weeks (112 days)		
Parameters for the Excel model	(Table 10)		

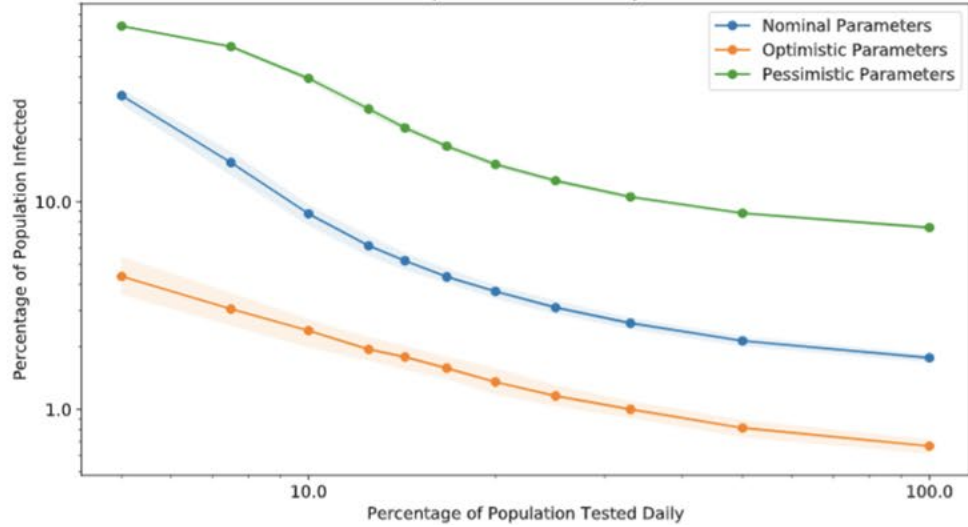
Parameters

Deep thanks for extra support in parameter estimation to:

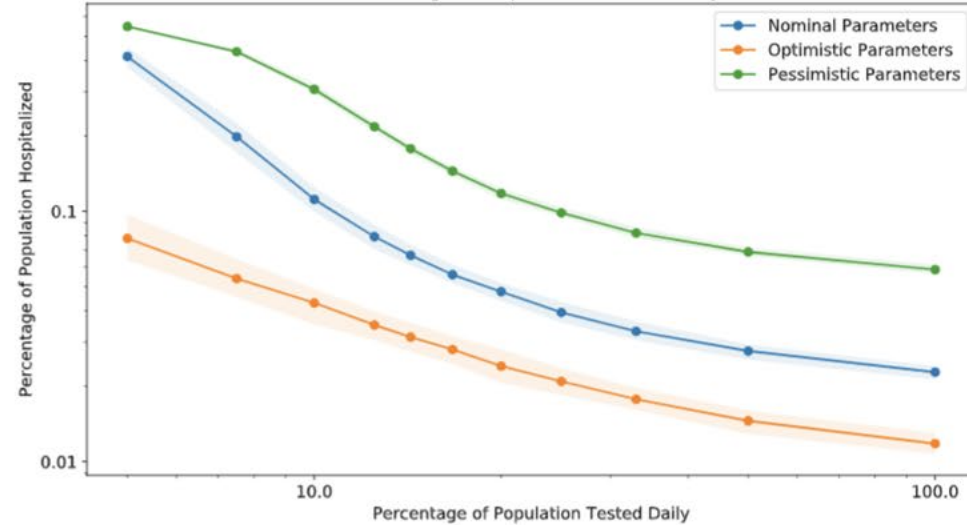
- Kate Ghezzi-Kopel & team (Cornell Library)
- President Bob Brown, David Hamer (Boston University)
- Gary Koretsky, Provost Kotlikoff & President Pollack

Example Sensitivity Analyses in the Report

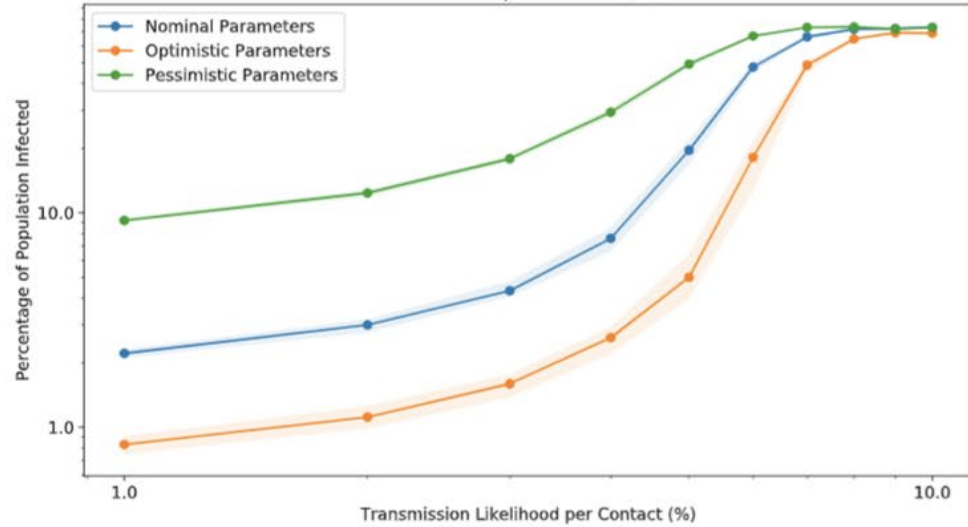
Nominal Parameters: Infection Percentage vs. Percentage of Population Tested Daily



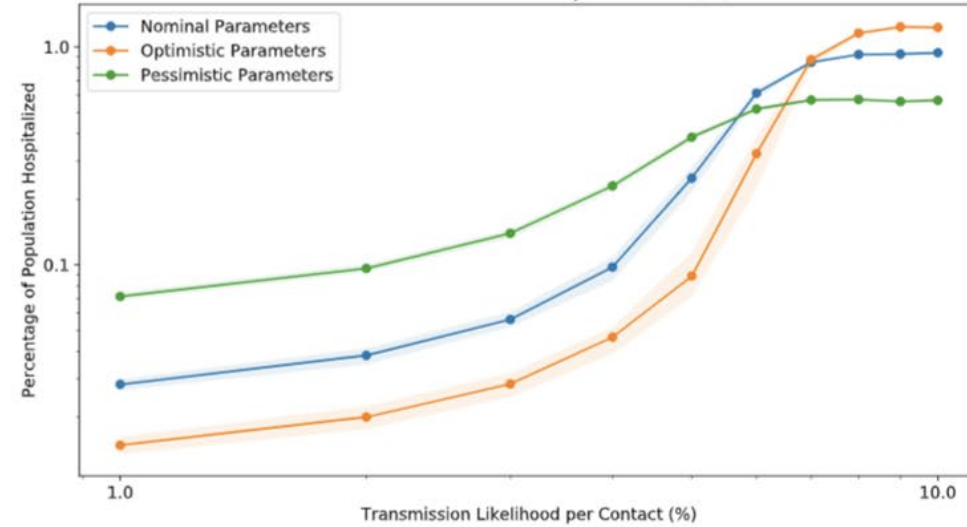
Nominal Parameters: Hospitalization Percentage vs. Percentage of Population Tested Daily



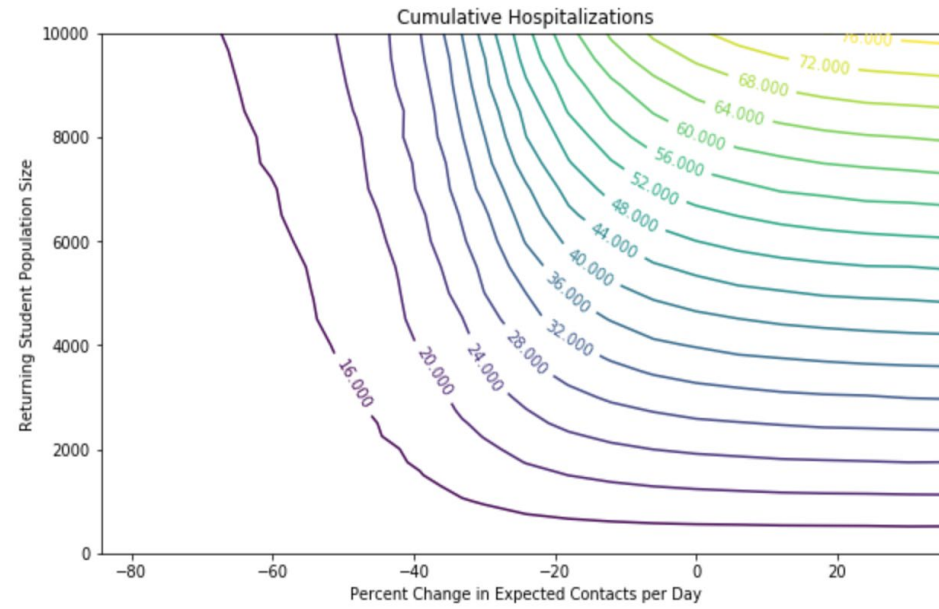
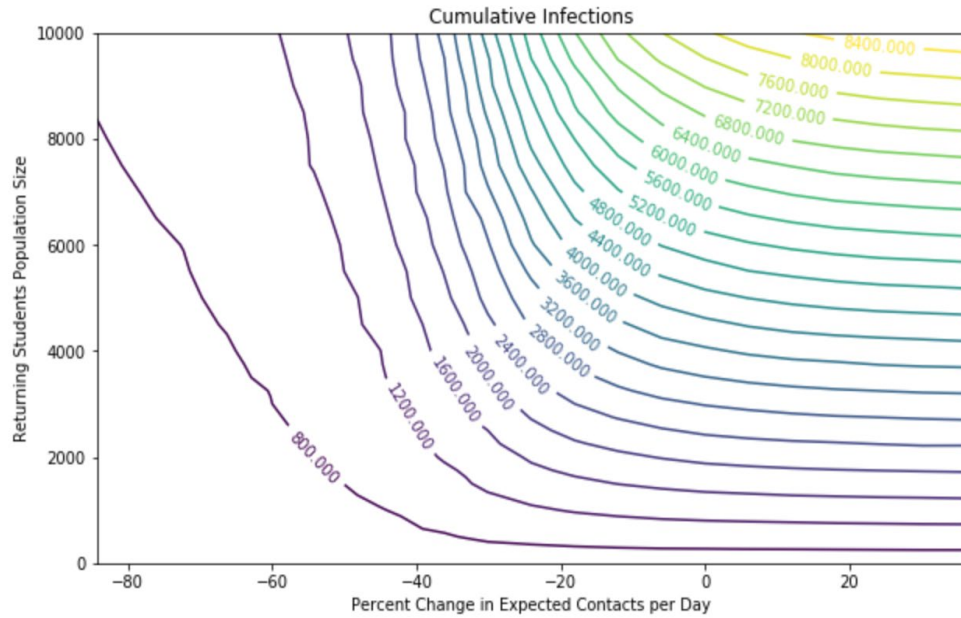
Nominal Parameters: Infection Percentage vs. Transmission Likelihood per Contact (%)



Nominal Parameters: Hospitalization Percentage vs. Transmission Likelihood per Contact (%)

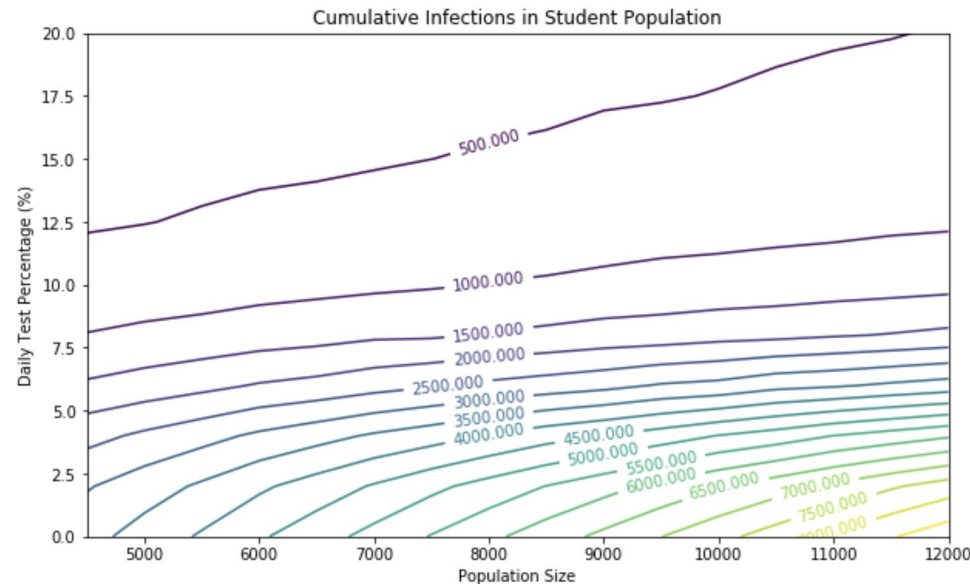
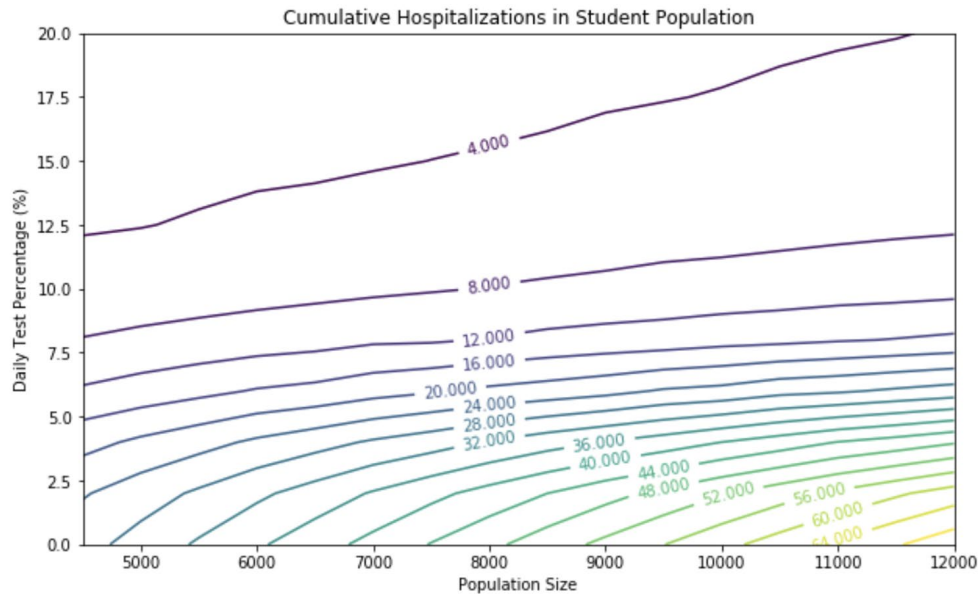


Additional Sensitivity Analyses for Virtual Instruction



Plots show cumulative infections & hospitalizations in the virtual instruction scenario.

Compare to 1250 infections & 16 hospitalizations in the residential scenario.



Summary of Results (Nominal Parameters)

Scenario	Notable Assumptions (16 weeks)	Total Infections During Semester (~50% asymptomatic)	Hospitalizations	Peak Ithaca Quarantine / Isolation of Cornell Population
Full reopen	<ul style="list-style-type: none"> • Contacts / day commensurate with on-campus $R_0=2.5$ absent interventions • Asymptomatic screening every 5 days • Test-on-return using 2 tests • 5 imported cases / day from Tompkins County (1/360 outside prevalence) • 2% prevalence among students before return • The difference between singles-only vs. singles / doubles is captured only by our contacts / day assumption 	1250 (includes 570* infections from community)	16	700 (includes 500 quarantined uninfected individuals. Arise from 9 active infections missed in gateway testing, 22 pre-existing and 5 new infections per day from community)
Online only	9000 students come to Ithaca and live unmonitored	7,200 (includes 335* infections from community)	65*	Unmodeled
Full reopening w/ less frequent screening	7 day asymptomatic test frequency instead of 5 day	1,800 (includes 570* infections from community)	23	720*

* Number does not appear explicitly in the final report, but is computed using the report's methodology

Numbers reported do not include people isolated by gateway testing, all but 20 of which are isolated at their home before coming to Ithaca

Numbers have been rounded from final report

Questions for Peter

Lastly.....

What have we learned by looking at issues up close as members of the various reopening committees ?

Chris Schaffer
Shorna Allred
Courtney Roby
Neema Kudva
Charlie Van Loan