

A MEETING  
OF THE UNIVERSITY FACULTY SENATE  
WEDNESDAY, AUGUST 26, 2020

CHARLIE VAN LOAN: Welcome, everybody, to this meeting of the Faculty Senate. You see the usual rules apply up there on the slide. A reminder again that the audio and the chat are posted, so everything is totally public. Just a couple of quick announcements.

NEEMA KUDVA: Charlie, you're frozen.

CHARLIE VAN LOAN: But you can hear me?

UNIDENTIFIED SPEAKER: Yeah.

CHARLIE VAN LOAN: Next slide, Jill?

JILL: The slide is there for the next meeting.

CHARLIE VAN LOAN: Okay. I'll just talk from my phone. Just a quick note on some issues that relate to academic integrity. A bunch of us, over the summer, talked about some issues that surfaced during the spring semester, and we're working to make a couple of improvements to the code.

Three different things: One concerns Zoom meetings, whether or not the recording can replace the hearing witness. The second one concerns if the student is found guilty of an infraction has taken the source S/U, that doesn't give the instructor many options, so we're going to look into the possibility of changing the student's grade option. These are all proposals to be discussed. This is just a heads-up.

And the third one is if you have a very, very large case, it can be actually impossible for the instructor to manage every single primary hearing, and so what that

means is that we're looking into a way that some of the work can be delegated in a very careful way with the consent of the chair.

So this is the current to do list. These are just some things that I'm working on like right now, among other things. One is we have to figure out how to schedule prelims, online prelims during the upcoming term. We can't have collisions, so we need some guidance there, and I'll be working with the EPC and others to see if we can get some sensible rules out there.

Second, as you know, during a normal semester, students love to shop courses. It's a great way of figuring out what you want to do. You get to see the professor and so on. And that, of course, is problematic with the current setup, so how can we, if at all possible, replicate that critical start of semester phenomenon.

And third, you may know that there's a large group of students, I think they number about 300, that form what are called the peer health ambassadors. They're going to have a really critical role to play, as do we. And as you have probably taken a look at some of the behavioral compact literature that's been sent your way, and I'm going to look at how we might coordinate with them, learn what they're seeing and whether or not we can somehow play a role in that whole scene.

I want to hand it off to Pat Wynn. Pat, are you there? This is awkward because my screen is frozen. Neema?

NEEMA KUDVA: I'm right here, Charlie. I don't think Pat's here yet.

MICHAEL KOTLIKOFF: Want to switch and I'll go first, Charlie?

CHARLIE VAN LOAN: Yeah, why don't you start, Mike. Mike will give us an overview of where we are. I've asked him to focus on a couple things, the testing scene and also enrollments, so take it away, Mike.

MICHAEL KOTLIKOFF: Sure. Jill, could you go to the testing results slide? Let me just update faculty here. Thanks.

We are in the middle of our initial part of testing, which we're calling arrival testing, and that testing is being done, as many of you know, by nasopharyngeal swab. It's the most sensitive test, followed by PCR. That's ongoing, and I'll give you results of that in a moment. Very good news so far in terms of prevalence of the entering population of students coming back to Ithaca and the faculty and staff that we've tested.

We're also, during this period of time, testing for cause, so anybody that's symptomatic, if it's a student, goes to Cornell Health and gets a test overnight, one-day turn-around. And faculty, either through their health care providers separately, if they're not picked up in the screen, if people are symptomatic, they would go to their health care providers.

And then we're about to now pivot into our surveillance testing program, which is an ongoing surveillance testing program that has a cadence depending on really the interactions with students. So students are tested twice a week. Faculty can be tested twice a week, if they're student-facing. That includes also for faculty that are in residence, their families and their children and spouses. Graduate students can be

twice a week, again, if they're student-facing, and certainly if they're resident advisors, or they could be once a week.

And we're also allowing people to opt out if they're not coming to campus, if they have no reason to come to campus. And then faculty that have less frequent interactions with students can be once every other week. And we're talking about how - one of the things we want to do is make that convenient for faculty, so that if you're not coming to campus on a regular basis, you don't have to come to campus, all the way into campus to a testing site that's crowded, so we're looking into some drop-off options. You'll hear some more about that.

This is a day old, but you'll see we have something between 0.1% -- actually, the overall numbers are less than 0.1% now, between undergraduate and graduate students. And then also for faculty, it's even lower. And so this is one person in 1,000. And yesterday, we did another 1,300 or so tests, one positive, so we're seeing that consistent less than 0.1% prevalence in our student community, which is just terrific news.

We have assumed that we would have on the order of 2% positives, so rather than one student in 1,000, 20 in 1,000 coming back for students from the non-quarantined states; and 4%, so 40 coming back from the quarantined states. All of that is much better than our predictions, which makes our modeling actually more effective in terms of the sort of safety margins that we have.

I want to point out it's been done by creating a new laboratory in the Veterinary College. It has capability of testing 50,000 people a week, and that surveillance testing

will be done via now an anterior nares sample, so students and faculty and staff will come and take a swab, swirl it around one nostril, the anterior part, the front part of that, then swirl it around a second nostril. It will be put into a solution and it will go off to the lab that's up at the Veterinary College. New lab that's been stood up, so we're not really poaching on existing capacity in the area. Very efficient.

And in the meantime, we're also -- Jeff Pleiss from Molecular Biology is working on pooling at a greater level. That lab is pooling, which allows us to do 50,000, but we're looking at expanding that, using the best kind of science to do that.

There is a dashboard, I think everybody probably knows by now. The dashboard is up. It will have a two-day delay, as we get these results back, but everybody will be able to see daily positives and the total number of tests, the weekly number, and then the total up till now.

Let me just say one thing about testing because, with numbers, it is important to have a context. All surveillance testing will be asymptomatic individuals. The estimates are that as many as 80% of people that are infected with COVID-19 virus are asymptomatic. So if you're just testing symptomatic people, as we have in Tompkins County heretofore, you are likely to get a very much lower number.

The whole point of our surveillance testing is really to identify people that are asymptomatic before they can spread the disease and isolate them, gets them out of circulation. By virtue of that, we will have more positives. I've said and it's been reported that one of the triggers to go to red, shutdown, is a number of 250 positives, but that number is a number of asymptomatic individuals that are positive; much, much

higher than you would predict if you were only testing symptomatic people. If you think about a 4-to-1 ratio, that's the equivalent of having over the course of the week something like 60 symptomatic individuals, too many.

And the point that I would make is we have a meeting every day, where we look at the data at the end of the day. Martha and I chair a meeting. We look at it out of Cornell Health. Ryan Lombardi, Gary Koretzky, Peter Frazier, who's done the modeling, Marty Stallone, who is the CEO of Cayuga Health Systems, and then we have Tompkins County Health Department come once a week. So we are all looking at this, we are all monitoring this on a realtime basis, and then that's key to making sure we stay in a position that we are now. And if we start to stray from that, we understand it and take some steps to correct it.

I'll just say a couple words now about enrollment. Enrollment started today. My understanding -- I talked to Lisa today -- that that is going well. You know that's in a phased process, where individuals, first juniors and seniors enroll, and then freshmen and sophomores, you get six credits at a time, and then it cycles back again. That has been an enormous lift, because it's required individuals in the registrar's office to change every course because they now have to have field they never had before, such as is the course online, is it face-to-face.

And that has required all of this to be uploaded, all the thousands and thousands of courses to be uploaded to PeopleSoft, and it was an enormous lift, but Lisa and her team and John Burdick and the registrar's office really were able to do that and get it ready for enrollment today. That's one of the things that was the delay. And my

understanding is that's going well. And Charlie's point about shopping is one that we've been talking about and can we find a way in which we allow students to do the normal kind of trial and error for courses as they go through drop and add.

Just say a couple more words about community. We have been working very closely with the community. Last night, Joel Molina and I spoke to the Ithaca School Board and talked about what we're doing and talked about how we might be able to help with the school system.

We have been talking with the County and then helping in terms of some support for testing for the County. Those are conversations that Martha has had. And of course, we're interfacing with Cayuga Health System and with the County Health Department in a very intimate way, in which we're all thinking about the data together, making changes in realtime and cooperating, which is really key.

Finally, let me just say a couple words about some of the hiccups that have occurred. This is an enormous logistical lift for the university. It's something that hasn't been done before. The fact that we are in the position that we're in is the combined efforts of really hundreds of people that have been working flat out to get us to this point.

That's not to say we haven't had some bumps in the road, some issues around communicating what we are doing timely enough, some misunderstandings, et cetera. One of these arose with resident advisors and GRAs. We've been working with the faculty in residence and the RAs and GRAs to try and talk about their concerns. I think those conversations are going well.

We've been able to address concerns around the cadence or frequency of testing, about the availability of PPE and monitors in area, and also begun a process of talking longer term about some issues around the RA and GRA jobs that were pro-COVID tension points and ones that we had -- I know Ryan's group had been discussing. And we had a committee and some recommendations, but sort of got put to the back burner, and we faced March and the COVID crisis.

So those are all ongoing, but I would just say then finally two things: One is that we have not expected 100% compliance of anything to have a successful semester. We know that there is not going to be perfect compliance, perfect execution or modeling. Our system doesn't depend on that.

We have what I call a nested group of safety barriers; first is entry testing, then this surveillance system, also mask-wearing, also social distancing, it is changing our facilities, changing our filters, dedensifying our classrooms, travel policy. It's all of this together that will make this successful. So far, so good, but we are not complacent, we are looking at the data on a regular basis, and we will make changes if we need to make changes, all the way to reversing course if it looks like this is not working.

The final point is what will make it work. What will make it work is all of us. All of us, students particularly, making sure that we send the right message to our peers, but faculty and staff also modeling appropriate behavior and pointing out inappropriate behavior when it occurs in an appropriate way, and us working together as a community to do something that frankly very few universities have been able to pull off.



And that would be the last point that I would make, which is I know that individuals are alarmed at what's happened at UNC, at Notre Dame and other institutions. I would point out that every institution is different, with different plans. We have had a plan that required this kind of intensive surveillance to be able to be successful. Others have not done that. They've relied strictly on testing for cause, testing when people emerge as symptomatic.

That means that you're not controlling that period of time when someone's infected, shedding virus, but has not yet developed symptoms. That has what's gotten a lot of places into trouble, as those have created super-spreader incidents and they've started to amplify and create community spread. It's not to say it can't happen here, but we're watching it very closely, and our whole testing program is predicated on finding those people early on. That's how we've decided on our testing cadence.

So with that, I'll stop and take any questions, or we'll go to Pat fist, if she's ready.

CHARLIE VAN LOAN: Let's have Pat give an overview of the residence hall scene, and then we can go to questions to both of you. Pat, just give us a nice overview of what you're seeing in the dorms at this point.

PAT WYNN: Sure. As of today, for Days 1, 2 and 3, 2,803 students were checked into housing following their COVID-19 tests to serve their 24-hour quarantine, and they're either living in a single or in a hotel.

Day 4, as of 2 p.m. today, 375 students were checked in from the 24-hour quarantine period from an area hotel. Projected arrivals for Thursday testing are 486, and projected arrivals for Saturday testing are 522.

If you want to look at the next slide, this photo was taken right around lunchtime earlier today, and these are students who made the decision to have lunch together, but they definitely spaced themselves appropriately. And one of my dining folks was walking by and congratulated them on being so conscientious, and you can see the big smiles on their face. I truly believe that this group represents the majority of Cornell students, so I just wanted you to be able to see that.

We have already changed our plans for tomorrow's arrival testing, in response to the severe weather advisory, so students who are coming in tomorrow, they'll actually be tested at the Ramin Room in Bartels, and then they will be driven over to their quarantine hotel. That process, though very complicated, has actually gone pretty smoothly. They really are six feet apart. Just the way the photo was taken, it sort of shortened some of it.

It's been a really smooth process. We might have some stragglers that are going to arrive on August 31st; but for the most part, we will be done with our major move-in starting by this Sunday.

Those currently in 14-day quarantine will move into their regular assigned housing beginning on September 1. Between August 17th and August 23rd, we tested about 5,000 students, with four positives. It was about a 0.8 positivity rate. I'm not sure if anybody's talked about that yet.

Students that are coming in states on the New York State travel advisory list have been told to begin their semester remotely until their state comes off that list. Then and only then will we invite them back to campus, under the same strict testing and

quarantine regimen. We are now in the process of retesting students who arrived on Sunday, August 23rd, and that will continue with the regular surveillance testing regimen over the next few weeks.

We are using Open Table to make reservations for in-location dining and also for dining pickup. This enables us to know in advance how many students will be arriving at one of our dining halls who want to pick up their meals to take out and also enable us to know how many students are going to want to dine in together, with appropriate spacing.

What's interesting about that is Open Table told us that it would probably take about two weeks, three weeks to get up to about 25% participation, but Cornell students being Cornell students were already up to 39% participation in two days.

The reporting tool for the behavior compact and COVID-19 concerns is now live. This tool is for nonemergency recording of behaviors involving students, organizations or employees who do not promote a healthy and safe community during the pandemic caused by COVID-19. They are working on a vanity URL, but I can share this link with you now. It's a big one, but we'll share.

Yeah, go ahead, can you type that in?

And we're also going to give you the behavior compact PDF and FAQ that are available to look at. It is working, the behavioral compact monitors have been walking across campus regularly for the past few days, in addition to assisting us with move-in, and that's been actually very successful. We think that these students are really dedicated to this position, and they want to make this work.

The flu vaccine clinics are starting this week. All the students are required to get the flu vaccination, and there are many, many virtual events for students to attend while they're in quarantine, and these events are being shared by the new student programs and campus activities.

I will tell you that for the most part, the res halls have been very quiet. We had one instance of a potential party that happened yesterday that is being investigated, but that's one out of the 2,800 students that we've already moved in, so I think people are taking it seriously. I think students will start to monitor themselves very seriously, and we are, I think, in good shape.

I don't know if you are all aware that we are putting students into hotels, but that's what we're -- we did it yesterday, we'll do it again tomorrow and we'll do it again on Saturday, so that everyone has a single room with their own bathroom and they can quarantine safely until their testing is cleared. The system now is that it's integrated with CMC, so students receive an email telling them they are cleared, and these results have been coming in fairly quickly.

If there is a problem, there's a team working on resolving it. By a problem, I mean any test results that are not finalized, they're calling them pending. If a student does test positive, that situation is turned over to Tompkins County Health Department and they begin the process of placing that student in isolation.

That's everything I have, and I guess we're going to take questions now.

CHARLIE VAN LOAN: Okay, thanks a lot, Pat. Raise your hand. I see Wendy Wilcox.

WENDY WILCOX: I posed a question, I saw Mike addressed it somewhat about the seat reservation system. I'm interested in the seat reservation system that's going to be managing quiet study seats for seats for students who will be taking online courses on campus. Can you speak to when that is going to be up and running?

MICHAEL KOTLIKOFF: Wendy, we can get you the answer to that. I don't know when it's going to be up. I know they're planning on that. I assume that that will launch September 2, when courses launch, but we can find that out.

WENDY WILCOX: That'd be great.

CHARLIE VAN LOAN: Richard.

RICHARD BENDEL: Hi. I live in Forest Home. We have a Forest Home Improvement Association. And three days ago, we received a message from Gary Stewart, the Cornell Compact Compliance Team. He told us that there would be a protocol for reporting violations of the student compact in which members of the neighbors, my neighbors in Forest Home, could report to Cornell a description of the conduct that was observed that violated the compact, the address and the names, if they were known of those who violated the compact, and they could take pictures of the violation, but that wasn't necessary.

Now, they said this would go live for the rest of the Cornell community on September 2nd, so this, I take it, is just a preview, but could you elaborate on this, whatever you want to call it?

MICHAEL KOTLIKOFF: Sure. As an ex-Forest Home resident, as you know, I get those messages as well. This refers to what has been requested of us, which is to have

an anonymous site, where individuals in the community can report things like non-face mask-wearing, parties, et cetera. And that is a website. It was originally proposed to be up by September 2. I think I've heard that it is up. Pat, do you know that?

PAT WYNN: Yeah, that's the information I just put on chat, so it is now live.

MICHAEL KOTLIKOFF: So anyone can report an incident, and then it can be followed up. And particularly, if there are situations like parties at a residence or something, the idea is we can follow that up and we will know who holds the lease and hold those individuals responsible.

CHARLIE VAN LOAN: I don't see any more hands. Anyone would like to do -- some really good dialogue on the chat. Anyone --

MICHAEL KOTLIKOFF: Sorry I couldn't keep up with all the questions here. I see Risa has her hand up. Risa?

RISA LIEBERWITZ: Yeah, thank you. I have some questions that are related, but not directly, coming out of this specific information. The first one has to do with there seems to be some confusion about who has a choice to be on campus and who doesn't. Some of that has to do with who has a choice to be here to teach, and it would be really good to have some clarifications on whether that covers all instructors of record, does it cover teaching assistants. So there's that group, teachers, and then there's people doing teaching and research assistants as well. And then there's staff, which cover, of course, many, many different kind of people, including people in the libraries, as well as staff in other areas. Could you clarify that?

MICHAEL KOTLIKOFF: Sure. For individuals who are teaching in person, they obviously have the ability to come to campus and teach. Risa, the general guidelines pertain, which is if you can work at home and you can do that productively, you should. That allows us to dedensify the campus and contributes to everybody's safety. If you need to be on campus, so for example, teaching, you're certainly qualified, you fill out the daily attestation and you are permitted to come to campus.

In terms of using offices, I think your question really goes to those individuals that are not necessarily teaching or have a direct responsibility, but want to use their offices or their labs or their studios for something else, for their own scholarly work or their own ability to work. Those we've placed within the colleges for faculty to request their ability to occupy their offices in the context of the overall plan for that building or that department so that we are compliant with the guidelines of the State around total density of buildings.

The only requirement there is to be part of your own department's plan for who will be in, when they will be in, so they're not overlapping and we don't get density that's beyond those New York State guidelines.

RISA LIEBERWITZ: Yeah. My question was sort of the flip side of that, which is what is the level of choice that individuals have who do not want to be on campus? I mean, I think it's quite clear that tenure track and tenured faculty have the choice to teach online. I think there's some confusion about how extensive is that choice to be online in terms of people who are RTE faculty, as well as T.A.s, as well as other staff who

say well, I don't want to be here. What is the level of freedom of choice that exists in those different categories to not be here?

MICHAEL KOTLIKOFF: I think we've been pretty clear around all faculty, that is RTE faculty, tenure track faculty having the option to teach online, if that is their choice. We've also been pretty clear that for graduate student assistants, research teaching assistants, that we try and accommodate those individuals through this process of asking for exclusion, if you're concerned about showing up.

There the idea is that you would go through a process where you would ask to be relieved from that responsibility, and that's a well-defined process. We've talked about it a number of times. Virtually every town hall I talked about that, Risa, so I'm not sure why there would be confusion.

RISA LIEBERWITZ: Sorry. I didn't realize you weren't done.

MICHAEL KOTLIKOFF: On the staff side, so the real issue is whether individuals, as part of their work, custodians, others need to be on campus to complete their work, and that's something that's determined within their own units in terms of when they come in, how they come in, whether they can work from home, whether they can be -- their job is just as productive from home. Again, in those cases where we've emphasized as much as possible that if there's no need to be on campus, one shouldn't be on campus.

Let me finally say one other thing, which is that if we do this correctly, we are -- and I certainly understand the concern and the fear of individuals, but what we've done through dedensifying the campus and requiring mask-wearing and requiring social



distancing is drive the risk of those interactions down as close to zero as possible.

Certainly, they're not zero; but as you know, if you go shopping, if you go food shopping, et cetera, everybody's wearing a mask, you're interacting in a way that's safe, there's very -- the science tells us there's very, very little risk of transmission of virus.

CHARLIE VAN LOAN: I don't see any more hands. I was off-line for a bit. Not sure if you covered this, so ignore my suggestion here, but could you go through the kinds of things that will perhaps trigger a shutdown? I know you mentioned like 250 cases, the things about supplies. Just a little bit about those --

MICHAEL KOTLIKOFF: Thanks. So really, there are four areas that we want to make sure that we can assure ourselves that we have control over. One is the number of cases, as I mentioned. And we picked that number of cases -- the real critical parameter here is the  $R_0$ , what the exponential spread is; I'm infected, how many people I spread to.

That's a bit of a nuanced issue and one that can be very local or it can be average and is not something that the public can really grasp as much, so we looked at the modeling. Peter Frazier developed this idea that if we get beyond 250, we're in range where we're starting to see community spread and we have to do something dramatic to slow that.

One is controlling the mammoth cases, controlling obviously the infection in our Cornell community and in our local community. A second is our local health capacity, and here we collaborated with Cayuga Health Services to say how do we know when

we're beyond our sort of safety limit on, one is ICU beds, two is ventilators, and three is patients under care, if we can't provide the physician capacity to treat patients.

So there, that's a secondary. We've now quantified that. Any one of these triggers will themselves trigger a discussion of where we are. A third is our quarantine and isolation space. As Pat mentioned, what is critical here is, as we identify individuals, we can isolate them and have a place to take them out of the potential of infecting others.

We look at our quarantine and isolation capacity constantly to make sure that we have enough, we have the right safety capacity, and then lastly is our testing, because so much depends on testing, whether we have enough reagents, we have a one-month supply always at hand, that sort of thing, to make sure that we have the ability to continue our testing process.

All four of those in sum allow us -- any one of those will trigger a discussion of shutdown, but even -- if none of them trigger it, none of them go to that level we need every day, and if they are all trending up and they're all rising, we might shut down without any of them triggering that.

We also might, if one of them triggers it; for example, we don't have reagents, but we know we're getting a supply in the next couple of weeks, it might not trigger an automatic shutdown. It's important for all of these to be taken in context and considered, but those are the four things we're fundamentally looking at in terms of providing a safe environment for the community.

JILL: Mark Wysocki and Wendy Wilcox both have their hand up.

CHARLIE VAN LOAN: Mark?

MARK WYSOCKI: Michael, I apologize if you addressed this somehow, either verbally or written, but I submitted a question about what happens if a faculty member or staff tests positive, then is it up for us to find a location to quarantine, or will Cornell help us in that?

MICHAEL KOTLIKOFF: Yeah, for individuals that are living privately with their own residence, the first option is for you to find a place to quarantine or, if you test positive, to isolate. That is something that's done with the County, in communication with the County, so the County determines what's necessary in terms of that quarantining. Can you be in a room -- if you are in a single-family household, can you be in an area by yourself, a bathroom by yourself, that sort of thing.

Certainly, we would have a discussion, Mark, if there are situations that arise, and that's something we're working with the County on. It also comes up with students in Collegetown, if they're living in a group setting, that sort of thing.

MARK WYSOCKI: Okay, thank you.

MICHAEL KOTLIKOFF: Wendy.

WENDY WILCOX: Yeah, I want to follow up on the seating question, and then I want to follow a little bit up on Risa's question about the libraries because the libraries are opening, and we're very dependent on the seat reservation system for managing contact tracing and presumably safety and dedensification, because there aren't mechanisms in place to meet those targets of reduced density otherwise. I want to talk

a little bit more about what happens if that system is not available or ready by the start of the semester.

And then my second question is we're getting a lot of requests from faculty, especially who want access to the libraries. They want to use their studies, what not. My question is, is we don't have an understanding if a faculty member is approved to be on campus, so how should we be handling those things?

MICHAEL KOTLIKOFF: Let me take your second question first. A faculty member will not be able to come to campus unless they go through the daily attestation, as we all do -- I did it this morning, and I'm permitted to come to campus. So you have to go through that attestation and be permitted, and that's a symptomatic question, et cetera.

If those individuals are approved through that process and system and they meet the issues that are specific for the library in terms of operations of the library, I don't think there's really an issue, Wendy, for the library. Everybody has to be part of the surveillance system or you will not be able to come to campus, you do not get access to campus, so everybody has to be surveilled. That lowers the likelihood that any individual will go into the library and be infected. And then the fact that we have to have distancing, we have to have mask-wearing, again, lowers this risk for library personnel or others in the library to a level that is not zero, but pretty darn close.

WENDY WILCOX: Can I just ask one question on that, because I guess maybe I'm operating -- I'm a little confused because my understanding is not everyone is legitimately approved to be on campus, so I thought that because we were writing

reactivation plans, there were only some people who were approved to be on campus. Is that not the case?

MICHAEL KOTLIKOFF: Well, I think there are two different things. One is approved to occupy a space, your laboratory, your office, your area, and how that is occupied. But if you go through the daily attestation, anyone can come onto campus.

My answer to that would be anyone could be approved to use the library, if they are part of that daily attestation, they are up-to-date on the surveillance testing system, they answer that questionnaire about symptoms and contacts, et cetera, yes, then they're available to come to the library or use other university facilities, subject to the rules of those facilities. Does that make sense?

WENDY WILCOX: That does make sense. And then now, the first question.

MICHAEL KOTLIKOFF: Remind me of the first question.

WENDY WILCOX: It's about the seat reservations.

MICHAEL KOTLIKOFF: My full assumption is that we will have that open. I can get back to Charlie on when the timing is, but I know there's a lot of planning on that. I just don't know when they're pulling the trigger.

CHARLIE VAN LOAN: Okay, very good. I would like to thank Mike and Pat for coming in and answering questions. We're down to the last few days now before classes start, and though I'm sure there are going to be last-minute announcements and thing like that. Thanks an awful lot, and now we'll move on to the second half of today's discussion. You all know the slides are online, and you can certainly access them.

The second half of today's meeting is concerned with the antiracism initiative. At the previous meeting, we stepped through these, Neema and I just sort of gave a heads-up. We had a fair amount of discussion about the central idea. These were the five points that the president identified for us to act on. This is going to be a joint venture with students all along the way, from start to finish.

For today, we have four guests. These are students who are leaders in the Do Better Cornell movement, and I've had some excellent discussions with them already, and they're going to share with us their view of things and then open it up to questions. I'd like to hand off to Amber. Amber, you're in the room?

AMBER HAYWOOD: Yes, thank you, Professor Van Loan. I'm right here.

CHARLIE VAN LOAN: Great. So again, just tell Jill when you want the next slide.

AMBER HAYWOOD: Okay, next slide is good. We are Do Better Cornell. Just for context, we are a collective of students and alumni who released demands to the university on June 12, 2020. And really, we came about these demands, there are two separate petitions, and really they follow, first, the murder of George Floyd, and also inappropriate actions from Cornell community members that we felt needed to be addressed and we didn't feel like the response from the university particularly understood nor enacted upon for the betterment of black students particularly on campus.

We released a variety of demands. These demands included actions surrounding police, financial security of students, as well as larger institutional changes to the university. And we also want to recognize people who came before us, so these

demands are built upon from BSU in 2015 and 2017, as well as most recently Julia Feliz in 2019.

So there are two petitions, which hopefully, when you all have the chance to look back afterwards that you can access them and really dive deep into them, but today we'll discuss particularly three demands we put forward that we feel the Faculty Senate could help us address.

COLLIN MONTAG : I'm Collin. We're going to talk about three of sort of the demands that were in those petitions that concern the Faculty Senate, so these are things the Faculty Senate could have a particular impact in that were part of those topics displayed beforehand or things that sort of fall in the jurisdiction of what is done here.

The first of those is sort of the universal diversity, equity and inclusion learning that we're hoping to roll out both for students, so maybe in the form of coursework, and for faculty as sort of a more formal programming.

The second will talk about student involvement in faculty appointments, in the search committee and in the hiring process, how we could get a more diverse set of opinions there. And finally, talking about the creation of this Antiracism Institute, so a more centralized place with university backing that will really do a better job of educating community and spreading awareness of things like white supremacy and politicized education.

The first of those points, the first half of the universal DI learning is focusing on students. There are existing models both at Cornell and at a lot of our peer institutions

that can kind of inform how we go about making this education. For example, CALS has a requirement for completing a course satisfying what the university calls its human diversity requirement. Wellesley has a universal one-unit requirement, and UPitt recently rolled out this anti-Black racism course that's geared towards informing freshmen, incoming students, and is required as part of their education.

It is important that Cornell sort of focus on this now and joins a forefront of what a lot of these peer institutions are doing, and it is a really important topic for educating students that are incoming to this university, and it's a great first step, examining diversity from this broad perspective that sort of sets a universal requirement across all departments, across all schools at Cornell.

But past that, it's important we dig a little deeper to create a more enduring culture of antiracism that is more specific to the education that each student in the various departments is receiving.

I'll hand it over now to Uche.

UCHENNA CHUKWUKERE: Hi, all. I'm Uche. The next demand is the universal diversity, equity and inclusion learning for faculty. This demand stems from the fact that students from marginalized backgrounds want to know or need to know that there's a commitment from faculty to always be informed on their personal biases, struggles that students from different backgrounds face on a daily basis, and to always ensure that courses, coursework and faculty are as accessible and approachable as possible, and that there's a particular sensitivity to the issues that students from marginalized backgrounds face.



Things such as being cognizant of the language and mannerisms that are used inside and outside the classroom in all different types of context, and also ensuring that we're not pushing students to relive or recount traumas or hardships they constantly face in order to receive the resources that they need.

There's a link that's attached to this slide. There are a lot of resources for faculty to have these different types of conversations surrounding DEI work, but we also recognize the fact that these resources won't have the intended impact, a guaranteed impact if there isn't ongoing education and conversation being led by faculty.

Some of the questions that we have been asking and were pondering and we're looking to kind of build this learning for faculty around is those workshops, putting together workshops. Are they being utilized and are they reaching their intended audience, are they reaching the target audience? How is Cornell currently upholding DEI standards across all faculty? And looking for the creation of a permanent requirement for tenure track faculty to demonstrate meaningful commitment and contribution to DEI work at Cornell.

Another demand is student involvement in faculty appointments. So students want to have the ability to be able to have a say in who is coming to Cornell to teach them, to be a part of this community. Students want to know that Cornell's going to introduce some mechanism to hold departments accountable for meeting diversity and inclusion standards.

We understand this process right now is decentralized by department and it currently lacks universal enforceable search committee standards and exhortations. So

one of the things we're looking for is with these search committees and with putting students on them, we want to make sure we have students from different backgrounds, marginalized communities that can provide different sets of perspectives, unique perspectives for potential hires.

One of the things that I think back to is what the student diversity -- SDTI, but when they were doing their new hires or doing the interviews for potential hires, they had me and a couple other students sit on a small committee where we interviewed the potential hire, we interacted with them, we kind of sat through and tried to get a wholesome understanding of how they would integrate with the student community here at Cornell and what their view and perspectives were on different topics, issues, things of that nature.

I guess I'll hand it off to Amina.

AMINA KILPATRICK: Hi. I'm Amina. So the final demand we want to talk about is the creation of an Antiracism Institute. Maybe you are familiar with this, as President Pollack mentioned this in her July 15 message, but we think it's important to have a university-backed institute that will centralize the antiracism efforts and keep them institutionalized so that we can build upon them and make sure that students of future generations, faculty and staff are working collaboratively to build an antiracist university.

There are ongoing initiatives within the Cornell community that are doing certain things like that between the different academic departments that President Pollack has

mentioned, as well as Engage Cornell, Rural Humanities, Intergroup Dialogue Project, Skills for Success. We think this institute is important.

It is not the first of its kind, should it be developed at Cornell. There are already existing institutes at American University, Boston University, Claremont Graduate University; however, we think that Cornell really has a special opportunity to be the first member of the Ivy League to create an Antiracism Institute and build this scholarship center, as well as ongoing education effort for generations to come.

That's the end of us talking about the demands that could involve the Faculty Senate. We really appreciate any of your questions, comments, concerns or participation as we make this happen. If anyone's interested in being added to our monthly faculty updates, I'm going to send out those emails. You can email us at [info@dobettercornell.com](mailto:info@dobettercornell.com) or go to our website and ask any questions through that mechanism. But yes, we'll take any questions that you have right now.

CHARLIE VAN LOAN: Okay, thank you. Avery has his hand up. Avery August.

EVERY AUGUST: Thank you, Charlie. I just wanted to turn on my camera here. Thank you for this presentation. Just a question generally for the students' view on the university's efforts. Do you have a sense of how much the students, particularly the undergraduate students, are aware of what the institution does with regards to hiring and promotions, et cetera?

UNIDENTIFIED SPEAKER: I'll go ahead and take this first question. I think we're mostly very lost, unless there is some sort of email that is sent out, which I know some departments do do, which is like we're down to our final two people for hiring this new

person, see how they present, give us your feedback. But unless there is an outreach from departments to students to have student feedback, I truly feel like most students are pretty blind towards the hiring process for new faculty members.

AVERY AUGUST: Just wanted to add here, just for everyone's information, I'm the Vice Provost for Academic Affairs. And just to provide some context, we do quite a bit on accountability structures for hiring, search process. I'm not sure what your links link to, but if you look at faculty development at Cornell, you will see a large number of resources that we have for department chairs for applicants and for search committees, including the contribution to diversity statement, which we included for faculty searches starting last year.

I think Yael Levitte was the Associate Vice Provost and director of that office, can provide more information along those lines, so it would be great if we could provide you more information of what we do and also what we can improve with regards to including much more inputs into these processes.

UNIDENTIFIED SPEAKER: Yeah, we actually looked at the website, and we thought it was fantastic. And there's a link to the website in our presentation. What we found was that there was no explicit recommendation for undergraduate students to be involved within the search process. We saw there was some for graduate students, and just wanted to highlight the fact that undergraduates also have something to contribute to the process.

AVERY AUGUST: Thank you.

CHARLIE VAN LOAN: David Delchamps.

DAVID DELCHAMPS: Kind of answered my question a little bit there, because I was going to say in the College of Engineering, this is not decentralized by departments, the diversity inclusion stuff and the hiring. It's a college-level thing.

There's something called the Strategic Oversight Committee, and when you guys said that it was decentralized among the departments, I was thinking oh, my God, is the Arts College that way or is CALS that way; but I think Avery, you make me think that there's something similar in other colleges to our Strategic Oversight Committee for diversity, inclusion hiring.

AVERY AUGUST: Yes, that's correct. Yeah, we have a check-in process at each stage. All of the colleges have that, such that we use a very similar mechanism -- or other colleges would be using a similar mechanism to the College of Engineering.

DAVID DELCHAMPS: Okay, and one other thing I wanted to mention is I saw that you recommended tenure track faculty pursue some kind of education in this stuff. Why just them? I mean, there's a lot of other faculty members. I think every faculty member could profit from that, to tell you the truth, not just tenure track.

CHARLIE VAN LOAN: You're referring to the RTE faculty, the senior lecturers, lecturers.

DAVID DELCHAMPS: Yeah, yeah. RTE and even, for example, I know T.A.s have a lot of training, but they could also profit from something like this as well, I think, but anyway.

CHARLIE VAN LOAN: Risa, and then Yael. Risa.

RISA LIEBERWITZ: Yeah, thanks. And thank you to the Do Better Cornell Committee and the students for being here. I think that these are excellent ideas. I wanted to just touch on a couple of things. One is, since we've been talking about the search committee, certainly I support that and there are a lot of departments that do that, but I think that the point that's being made is that this needs to be uniform.

Committees are different from one department or one college to the next, but there can be a uniform policy or at least a university-wide policy, I think, to have student participation on search committees. I think it's an excellent idea and really something that should be done and is being done.

There have been other people talking about promotions committees. I think that student participation on promotions committees are really important, and also to look at the issue of retention. There's a hiring question, but then there's also the question of how do we retain diversity on our faculty. And that's something where I think that all of us need to do a lot more work in including the students in that process is important, as well as on curriculum committees.

The other kind of search committee I would urge the students to consider including in your agenda has to do with administrators, whether it's at the college level for deans or administrators in the central administration. A lot of times, faculty are not included in a full way on dean and administrator searches, and so it seems to me that this is an area where faculty and students would have in common the desire to have greater participation and also to press for open searches, because openness is a way to promote the kind of ideas about diversity.

I have other ideas, but I know probably other people have things to say as well, and I don't know if the students have any thoughts about what I just said.

UCHENNA CHUKWUKERE: Yeah, so I totally agree with everybody that's been mentioning including also like RTE faculty and staff, as well as T.A.s. I think the reason why we -- one of the main reasons we mentioned specifically tenure track faculty is just because of the incident that had happened I think back in June with the comment made by one of the professors here, Professor Dave Collum, for being specific.

And I think a lot of students were very -- were not happy with the fact that he was able to make such comments, I guess, on his social media, personal pages. And they felt like he wasn't really being held accountable. And I think the fact that tenured faculty, essentially you can't leave -- or not that you can't leave, but basically like you're tied together with the school for life, I think a lot of students really just want to make sure that with any more tenure track faculty coming in, that there's a very apparent and strong commitment towards antiracist work and making sure that they are being as approachable and accessible as possible to all students.

CHARLIE VAN LOAN: Thank you. Yael.

Yael Levitte: Hi. For the students who might not know me, I work with Avery. I'm the Associate Vice Provost for Faculty Development and Diversity, and I'm answering, I think, questions around the RTEs. The RTEs are under our office's purview, so they have -- for example, the new faculty orientation that was just concluded last year included three out of the four sessions were on teaching in a diverse classroom, including an IDP session.

We opened with an IDP session, just like undergrads do, and we did one generally on teaching in a diverse classroom. And a third one was on specific scenarios. And we had more engagement than we ever had, so this included tenure track, tenured, because some people come in here tenured, and RTEs. Over December, about 200 faculty, deans, chairs also took the IDP program separate from that.

I know you had the question about the search training, you know, who takes it. I would say we've been doing it for about a decade now. I would say we have 1,700 faculty. I would probably say about 1,200 have taken it. Some of them left, some of them are new, but what we've seen with our accountability structure is that the colleges now require those faculty -- so if you are on a search committee -- so we get a question when is it, who's been there, I get questioned who went to that, so there is a mechanism for at least educating.

What actually happens in the rooms, I'm not in 90 departments in multiple searches, but the colleges have been taking it quite seriously. Even though it's decentralized, they have been requiring it. If someone can't come, they invite us often to a department meeting so that we do it at the department.

CHARLIE VAN LOAN: Sophia, you had your hand up.

SOPHIA: I'm here. Yeah, thank you so much for coming here and presenting to us and for all your work on campus. I wanted to ask about the required antiracist course, multicultural course. I know that like the Cal State system in California has made a requirement for an ethnic studies course, and so I'm wondering from your perspectives, from your peers, are students taking our courses?



And I'm sorry I didn't introduce myself. I'm the Department of Anthropology, in the Latinx Studies program. And sometimes our courses don't fill up, yeah, so I'm just wondering how you feel about possibly making requirements some of our courses in Africana Studies and Latinx Studies and American Indian and Indigenous Studies, Asian-American Studies, and if you feel like there's an interest among your peers for our courses.

AMINA KILPATRICK: Yeah, I've taken classes within the Africana Studies Department. I know Amber has. We have taken a class together. I do think those classes are very important. You learn a lot in many different ways, especially a lot of education that may not have previously been given to students prior to when they came to Cornell.

Another idea that we've thought about is I think it would be a good idea maybe having people taking classes in those departments, but also for like a diversity requirement, tailoring it to specific colleges, so that it's relevant to whatever fields or departments that people are going in. Like if someone's in engineering, talking about ways in which engineering can have these biases or stuff like that or, you know, in biology, stuff like that.

So I think that can also help increase the engagement and student participation and interest in these diversity courses and make it relevant, so Cornell's producing student leaders who aren't just trained in one area, but also well-rounded humans who aren't reproducing bias, reproducing racism in this world.

COLLIN MONTAG : I definitely want to add in and echo Amina's point, because I have a lot of peers who are taking very engineering-focused curriculums who don't necessarily have the interest in taking courses that are housed under different colleges in very different programs, even if there's interest in sort of the basis of the concept of diversity. And I've seen much more interest when those classes find a sort of intersectionality between diversity studies and more technically focused programs. So definitely, I think the interest is sort of predicated on that intersectionality and finding the mix.

And also, just to address some of the comments that have been made in the chat, which I saw Amber sort of responded to, but we definitely recognize that a lot of the departments do have involvement from undergrads at various levels of faculty, like promotion hiring and things like that, but we are interested in seeing it backed at the university level and standardized to make sure that, even if there are departments that do have that sort of involvement, it's required across all departments.

And visible, I think, is important, too, because there are a lot of students who might just not be able to see that at face value and would definitely be more appreciative and involved if they were made aware.

CHARLIE VAN LOAN: Thanks, Collin. Mark Lewis.

MARK LEWIS: Thanks, Charlie, for the time, and thanks for the student presentation. I have a couple of questions and maybe a point or two. My first point is it seems to me if a student comes here with enough credits in engineering and they can sort of get out of the liberal studies requirements, they would be able to get out of the

required course. So seems like we'd have to have a required course above and beyond or in addition to whatever they can take APs to get out of, so that's an important piece in my mind.

Second thing, we talked about undergraduate students being involved in a TAM process. In Engineering, we ask undergraduate students for letters, but my concern here is, if I have two African-American students in my class, and those two students have experienced some bias issue, what are the odds that I'm going to actually pick those two students to write a letter for the faculty member. So an issue may be there that we're missing because the system doesn't really recognize the issue of race in the whole process.

The third thing I want to mention is I appreciate everything the students have written here and taken time to think it through, but seems to me every time a race issue comes on campus, we react with education. And what happens to the person who's here for 20 years from now who's already tenured today, who continues to do racially insensitive remarks, et cetera, et cetera. Is there a punishment mechanism in place? I'm talking particularly about race, not talking about just bias. Race.

And I'm really most interested, obviously, because I'm African-American and what happened with the black students, so I wonder about that. That was missing in the presentation, but seems like an important piece I would like to see added, if it's at all possible.

And then lastly, I would ask the question, the broader question of accountability. So if a person has done continued racist acts on campus, what is the senior

administration going to do in terms of accountability to the people that have enabled that person to continue doing those things?

That seems to be the other piece I wonder about, because I keep on hearing every so often, three or four years goes by from racism happening on campus, then we have a long list of things that we're going to do to react, which basically means educate. And I would like to see some accountability and punishment. So those are my things. I don't know if there's any questions in there. Sorry.

UNIDENTIFIED SPEAKER: I think to just touch on the first point that you had made, one way that we had imagined this requirement is it's something that someone would engage in with a course that's semester-long and it would be similar to the way the freshman writing seminar operates, whether it be like a diversity -- it would have to be done so it's different than liberal studies, and then ideally when they come to Cornell, but could be done sometime throughout Cornell.

So that's like one way we've imagined it, but we do think it's important for our consequences and there is accountability. Like that's why a lot of these demands were birthed out of the frustration with the university's response to Professor Collum's comments and the racially insensitive remarks he's making. And that's the something we want to see as well. Accountability in education is very important, and we think institutionalizing things like the Antiracism Institute, we hope that can make change. We also think there does need to be consequences.

CHARLIE VAN LOAN: Tamara, then we'll get to Neema. Tamara?

Okay, Neema.

NEEMA KUDVA: I just wanted to follow up with you, Mark. So when you speak about accountability and redress, what are you thinking about? I mean, can you give us like some concrete examples? Do you have something to share? That would be interesting to hear, I think.

MARK LEWIS: Sure. Some people on the call may not know this, but Avery and Yael, the two speakers earlier, run a faculty of color luncheon series. So we meet regularly. Even during the pandemic, we've been meeting over lunch-time. And I'm really talking about faculty. Invariably, I hear stories about someone experiencing some bias issue. And they don't raise to the level of wanting to file a bias report, but they stick with them. And these faculty are really upset by this.

And then lots of studies at Cornell have shown faculty of color get tenure and leave or leave right before tenure, and this is because they've had a bad experience in their department or in their college or around Ithaca and they decided it's time to go. And the university knows that we've been founded on several big issues.

One of them is A.D. White says that if you accept these students or these faculty here and they are welcome, well, we're going to take care of them, even if the white majority faculty decide to leave. So that tells me that people have to step and get in line and not continue to perpetuate these kinds of things. That's a punishment question.

I'm fully aware there's lots of bias reporting options and I'm fully aware that, being a faculty, investigates these things and provost has the authority to issue punishment, but those things aren't addressed explicitly. What happens when a faculty member mistreats a particular student or particular colleague in a situation? What's the

university going to do? That's the question. I just don't see it in any of the conversations.

CHARLIE VAN LOAN: Good point. Joanie.

JOANIE: Thanks. Do Better Cornell, thank you for coming. This is relating to what others have said about required education. Antiracism, the goal is real freedom, and there's something about being required to take something, say, with freshman writing.

So I'm in the English Department, I teach writing, I teach poetry, and people don't go into a freshman writing class feeling excited about this. It feels like an onerous obligation, and that can make the process of teaching the class more difficult. Many faculty who teach freshman writing are paid less than other faculty, they don't have tenure. Cornell is better with that than many places, but still, that's the tendencies, the things we force people to do are valued less than the things people choose to do themselves, so there's so much fascinating, wonderful, exciting necessary stuff to learn. I don't know if required courses are the way to approach it. Thanks. Just wanted to put that out there.

Oh, and ways of encouraging people to step up for antiracism courses, ways of encouraging the community to dedicate ourselves to how important this is, I'm not sure I really see it in line with forcing with a required course. Thanks.

AMBER KILPATRICK: I can go ahead and try to reconcile some of the points that you brought up that I think are very valid. One, I don't think that this required course around antiracism is a particularly new idea. I'm in the College of Arts and Sciences. We

have to take a variety of distribution requirements. We brought up the human diversity requirement in CALS that is already in place. And so I agree with you that sometimes, if you force a student to do something, they'll do it with their heels dragging in the ground.

However, I do want to bring attention to the chat and how some other folks have thought about this a little bit more creatively. And so making courses that have an antiracism lens, but still focus on what students would naturally be inclined to take a course in, you know. So I think having some of that involvement will maybe help to come over the barrier that people might face with taking a required course.

But I honestly do think I've talked to a lot of my peers about this, and they really feel like a course is needed, especially for some people who their majors don't really talk about race at all or they don't get that in their standard curriculum. And so to graduate from Cornell without having that experience of really having to think about something from a different perspective, from an antiracism lens and apply that to other situations, I feel, is really crucial for any Cornell graduate.

CHARLIE VAN LOAN: You wanted to say something?

UCHENNA CHUKWUKERE: Yeah, I just wanted to echo off of Amber's point. I do agree in most of the things that the university requires or what your major may require to complete or to get your degree, like I understand for a lot of students may not be things that they want to do, but I think the bigger issue at hand is, like Amber was saying, this has been something that has been asked for for years, students have been

demanding for years. And I think about the fact that there's some students who naturally --

CHARLIE VAN LOAN: Please mute your -- okay, we are getting close to -- see if we could get as many hands as possible. Risa, I will skip over you for the time being and get people who haven't spoken yet. So Chiara?

CHIARA: Thank you. I want to first of all thank the students from Do Better Cornell for voicing their concerns, and I would like to commend you for doing this. And I'd also like to commend Amber for answering the previous comments so very kindly and constructively. I do think that a student who comes to Cornell -- and I speak as a non-American, as someone who came to the U.S. for this job at Cornell. And I think it is crucial to understand race. I'm uncomfortable about it. I grew up in a very different context. I'm learning, and I think the students, you guys and so many students at Cornell are very mature, but I'm not sure that everybody knows what they need, so a little compulsion sometimes is necessary.

I would also like to add that part of the problem -- and I'm in Arts and Sciences. I don't think that explaining diversity is enough. I don't think -- and I teach in Asian Studies. I teach Islam. And I don't think that it's enough to tell students oh, you know, there are Muslims out there or, you know, there might be Muslims in a classroom. We are diverse.

I think that we need to provide students real skills to understand and be critical and understand how things -- how those identities interact with equality or disequity,



and I think that these should be really your demands. It's not about just multicultural education. It's about getting well beyond that.

And the last point I wanted to make is about the fact there is an issue with ethnic studies or racial studies. And I think if Cornell wants to be ahead -- I don't want to say ahead of the curve at this point, but if we want to do something really good for our student body would be to have more conversations about diversity in a critical way and about race across the curriculum. Yes, it is about first getting students to take a diversity requirement is a critical diversity, but it is also about infusing these principles across the curricula, across colleges.

But this is a lot to ask, but maybe it's a goal that could be put out there for departments and for the university institutionally. I hope that you guys at Do Better are getting good support and you are finding -- I want to commend you again, and I would love to work more with you or students who are interested in doing this, so thank you for bringing it to our attention.

UCHENNA CHUKWUKERE: Yeah, and just very quickly, I just wanted to add to both Amber and Dr. Chiara Formichi's points. It's just like with making this requirement, I can understand how students may not want to take it, but like I think the fact of the matter is students need to take it. Me, personally, I've been in office hours or I've been in situations where a student or a faculty member has said something that was offensive or racist and they just did not know. But when they were called out on it, they just simply didn't know what they said was a problem. They didn't know that saying certain words or saying things in different context came across as offensive.

I understand for some students, they may take this course that ends up being required and kind of drag their feet through it, but I think that some kind of exposure is better than none.

CHARLIE VAN LOAN: Thank you. Bruce.

BRUCE: Thanks. So like everyone else, I want to commend the students from Do Better Cornell and their colleagues for forcing us to move on this and for today's presentation. I think one of the key issues that is central to the goal that they presented out creating standardization across the university, and something that's going to force us to institutional change, and that's going to be the hard part. And what's being asked for is hard in a lot of ways, and we have to accept that.

One of the key things is especially at the curriculum level, that we allow -- we believe, we traditionally believe that every college should control its own curriculum, and the idea that there might be some single requirement beyond the swimming test that covers the whole university, that's a really hard institutional change.

I think we need to make it. I think this is one of the changes that we need to confront, but it's something that all of us as senators need to bring back to our departments and to our colleges, that the kinds of changes that are being asked for, that are necessary, the kinds of changes that are necessary require hard institutional change. And that might be one of the things that we need to think about. Giving up is the total independence of individual colleges -- issues where we need to have university-wide requirements.

CHARLIE VAN LOAN: Thanks, Bruce. Harold.

HAROLD HODES: Harold Hodes, Philosophy. There are many kinds of courses with different kind of content that can have antiracist force. At least within the College of Arts and Sciences, which has a distribution requirement on social difference, I would think there could be a wide variety of courses which would fall under that umbrella and would have antiracist force.

One thing that has struck me just talking to undergraduates in class and outside of class is how ignorant people are about the history of injustice. Not just the history of racial injustice, but the broader history of injustice. And I would think that it would be particularly important to have a good number of courses available under some umbrella requirement, like a distribution requirement that would educate students about the history of injustice.

CHARLIE VAN LOAN: Okay, thank you, Harold. Last question, and then Risa has a Good and Welfare presentation. But Peter first here.

PETER: I also commend the students for coming today. I want to broaden the perspective of racism. For example, given what's going on in the country and politically, the wide economic gaps in the country, why not look at the Constitution and the Bill of Rights. I think you go through the 10 Bill of Rights, for example, the 15 Bill of Rights, you can find racism, exhibits of racism in pretty much every one of those.

And I would urge the students also to focus tremendously on the 1st Amendment, that is freedom of speech, which I hold to be the most important amendment that we have, because in many instances over the last few months that have occurred, things may not be exactly as they seem when they're typed in on the

Internet. And the Bill of Rights is a crucial, crucial way of people expressing their opinion, both conservative and liberal, and is important to hold that incredibly dear. And it is also incredibly important for the topic of racism.

CHARLIE VAN LOAN: Okay. Uche, you would like to say something?

UCHENNA CHUKWUKERE: Yeah, I wanted to make a real quick point. Yes, I understand that some people may be concerned about the Bill of Rights and freedom of speech and things of that nature, and that's totally understandable. But I think that the larger issue is that words, they have impact on people. And what we're looking for is the fact that we can talk about different examples of incidents that have happened with different professors and students on campuses.

On this campus, at this university, we really have to be careful about how we're interacting with other students that come from different backgrounds, come from marginalized communities, and understanding that certain things shouldn't be -- when we're talking about issues to just race, sex, gender, things of that nature, certain things are -- words can oppress people, words obviously can be very discriminatory, and I really want to make sure that at an institution where it's committed to education, higher education, that we're pushing these students to be leaders within this country and making sure that we're not allowing any room for any kind of discrimination or just saying terrible things to other students.

I can see how it's easy to probably say that, but me, being a black man, queer man of color, going through -- I have a very different experience from my white counterparts on this campus, and it's very easy for people to say, well, you know, it's my

freedom. I have the right of speech to say X, Y, Z words, but it's because of what -- kind of deduce it down to is the fact that people don't live that experience and you don't know -- people don't understand the impact that it has on that person, the things that you say, the things that you do.

Especially if you're in a position of power, we're talking about power dynamics and the asymmetry of all of it, I really do feel like we have a responsibility, we have a duty as an institution to work towards eradicating any instances of injustice, discrimination, racism and things of that nature.

CHARLIE VAN LOAN: I see Ken has his hand up, and then we'll have to wrap this up. Ken Birman.

KEN BIRMAN: Yeah, I want to thank you for that last comment, which I like very much. And at the same time, I want to say that I believe Peter made an extremely important point, that in our society and in our university, we need freedom of speech. And I don't mean freedom of hate speech. I think Mark Lewis pointed that out on chat. I don't think hate speech should have a place on campus or intentional speech that's harmful.

We've had episodes in recent years, not as much -- the ones I've been directly impacted by is we've had episodes of anti-Semitic speech on campus, especially associated with Technion and the movement called BDS. I've been very offended by that. And yet, I've also felt that freedom of speech sometimes involves an obligation to accept a certain degree, a limited degree of things one finds a little bit offensive, so I

very much am committed to Black Lives Matter and to making Cornell a better place, and I like the idea of an antiracist Cornell very much.

I'm glad the students have brought these ideas together to us, but I hope we don't drift in the direction of trying to legislate against free speech. I'd much rather that we tackle this problem of how to welcome free speech while also not welcoming hate speech.

CHARLIE VAN LOAN: Okay, thank you, Ken. I'd like to echo what a lot of my colleagues have said -- great, wonderful presentation -- to the four students. And we really look forward to continuing to work with you on these difficult issues. I think you've taken us to -- we're at a new level, and that new level is that we have to figure out how to get concrete with proposals and recommendations on all these particular issues. I've talked a little bit with Neema, and we'll talk with others about this. We'd really like to have a plan rolled out within a week or so about how we're going to go about addressing these issues and really doing something. Again, thank you so much, Do Better Cornell, and we'll be in touch.

Risa has a brief Good and Welfare statement, and just a reminder that after that, we'll turn off the microphone and we hang around in the hall or whatever, if people still have energy here. So Risa.

RISA LIEBERWITZ: Yeah, thank you, Charlie. This Good and Welfare is actually apropos issues of shared governance and such. I want to add very quickly on the discussion we just started having about speech and academic freedom and where the lines between academic freedom and equal access to the classroom and to the campus

for everybody, these are issues that deserve much more discussion than we had time to today. We're covering a huge swath of issues, including committees and student representation, et cetera, so I hope that we can have deep conversations that are difficult to have, because they're worth it and because we have values that we want to promote, so I certainly hope we talk more about this.

My specific announcement was that we are having a Cornell chapter of the AAUP meeting in just a few minutes. We thought it'd be useful to have it right after the senate meeting. On our agenda -- I'll put in the chat session the link, if anybody wants to come to the AAUP meeting. And one of the specific things we're going to talk about is the issue of shared governance with regard to reopening the campus and concerns about the lack of shared governance on many of the issues. We have a proposed resolution, so please do come if you're interested.

Yeah, here is the information about the Zoom link, and come in if you would like. And if you're just in the AAUP separately, please contact me, and there are other people who would be happy to talk with you about it. That's it. Thanks.

CHARLIE VAN LOAN: Okay, thank you, Risa. So this is the formal end of the meeting. Jill's going to turn off the record button.