

Faculty Senate - Nov. 9 2022

>> Jonathan Ochshorn: Am I on? Okay we will start. Hello, I am Jonathan Ochshorn Emeritus Professor of Architecture, we start with the Cornell land acknowledgment. Cornell University is located on the traditional homelands of the Gayogohó:nq' the Cuyaga nation. The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign nations with the historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York State, and the United States of America. We acknowledge the painful history of the Gayogohó:nq' and honor the ongoing connection of the Gayogohó:nq' people past and present of these lands and waters. Call to order. The first order of business is approval of the minutes which is pro forma, in other words they are already distributed online in the form of a verbatim transcript. So hearing no corrections they are approved as posted by unanimous consent. Our first real order of business is an address by Pres. Martha Pollack from computer science. For 10 minutes and then there should be 15 minutes or so of Q&A after that.

>> Martha Pollack: Thank you and yes I will keep my comments to 10 minutes and then go right to Q&A, that will fit in with a couple of questions that were pre-submitted. I do hope everyone's semester is going well, it's really nice to be here, we have with us on campus over the last year added 100 exceptional new faculty which is really great, glad to have them as well as our newest Cornellians the class of 2026, they are spectacular 18.5% of them are first-generation in college. As I always do, I would like to start very briefly with some of our academic distinctions because that is of course the hallmark of our excellence this year. There are an enormous number of faculty accolades and I will point out a couple of them. First I want to note that Jon Kleinberg the Tisch University Professor of Computer Science and Information Science has been appointed by the United States Department of Commerce to a newly established committee which is going to advise the United States Pres. on issues related to artificial intelligence. This National AI Advisory Committee will provide recommendations on topics

including AI competitiveness in the US, the state of science around AI and workforce issues and it will be critical in helping the nation lead in the ethical and I want to stress the ethical adoption of AI, Jon is one of only seven academics on this panel. I also want to highlight [indiscernible] who is our Dean of College of Architecture and Planning, she was given the 2002 World Cultural Counsel Leonardo Da Vinci World Award of Arts. Which honors performing creative art visionary artists which “lift our existence to a higher level by the beauty or inspiration of their creative thought.” And of course the eight recipients of the 2002 [indiscernible] award have been announced you can read about them in the Cornell Chronicle article that ran a few weeks ago. They are a terrific cohort and are recognized for their outstanding contributions to undergraduate teaching and mentoring. There are a number of ways to measure the faculty impact and that is the success of our graduates here I want to call out two recent accomplishments and one, sorry to give another computer science example, but [indiscernible] MS18 and PhD 21 received the 2021 ACM Doctoral Dissertation Award for his dissertation The Societal Impacts Of Algorithmic Decision-Making. The reason I call this out is because there are more than 1800 PhDs in computer science given every year in this country and he is the single winner of the doctoral dissertation award from the premier professional association so kudos to him and all the faculty that mentored him. Also among this year's MacArthur Fellows, the genius award winners are two Cornell alumni [indiscernible] MS09 who is a member of the faculty of the University of Washington working natural language processing and computer vision and the artist and architect Amanda Williams class of 97, whose work expresses color, work, color, race and space. Faculty impact can also be measured in research activity and it's important to know that in the school year 2021 that just ended last summer, our sponsored research expenditures were \$804.6 million which continues a steady multiyear upward trend and over the past five years we seen a 36% increase in federal funding, a 61% increase in the NIH funding at the Cornell Tech, and 52% increase in corporate funding. We also have a new cross campus collaboration to announce. Earlier this semester our Cornell Institute for Engineering And Innovations In

Medicine held its research kickoff symposium. This is a really exciting initiative that I'm sure is going to lead to important advances in human health, building on expertise in medicine and engineering. Now I'm personally very excited about this for a couple of reasons, a few months ago I had a new knee put in place with a robotic-assisted arm, so I understand what it can do for medicine and also my own research and computer science had to do with the design of intelligent technology for people with cognitive impairment, but more seriously, I just really think that the research opportunities are going to be pursued in this Institute and will lead to amazing results both in the engineering fields and in the fields of biomedical science. I know a lot of people are interested in our continuing efforts on operational sustainability, so if you have not heard over the summer we finished drilling 2 miles deep, 2 miles deep Cornell University Borehole Observatory. And this is where we are exploring Earth source heating and the ideas you pump water down two miles and you let it heat up in the earth down there and you pump it back up and you put it in the heat exchanger where it heats a separate source of water and then the separate source of water will go around campus and heat our buildings. If this approach is successful and we've only taken the first step, if it is successful it cannot only enable us to achieve our goal of carbon neutrality by 2035 on the campus, but it can really lead the way for similar renewable energy elsewhere. And our work in operational sustainability is getting national attention so again we received a platinum rating from AASHE for those of you who follow these things, it's the Association for Advancement of Sustainability in Higher Education and only a handful of universities have received the platinum rating and we are the first to receive it three times in a row. And of course, the capacity for excellence depends largely on the generosity of the alumni and our friends, so I'm really delighted to report we had the best fundraising year in Cornell's history new gifts and commitments last year reached \$902 million, so almost \$1 billion and with these gifts we are doing everything from hiring new faculty and increasing financial aid for undergraduates so we have more socioeconomic diversity to build new important facilities. So on that topic at least the topic of undergraduate socioeconomic diversity, I

do want to return briefly to a topic I talked about with you back in May, and that is student affordability and access, it is one of the key challenges we are focusing on and it is deeply connected to larger questions of equity and inclusion in our core ethos. Now it's always a key issue, to some extent tuition increases are inevitable because of a complex set of factors that affect all institutions of higher education. The most significant factor is we are labor-intensive. But the biggest proportion of our expenses by far come from salaries and benefits, and many of our employees including all of our faculty are very highly educated and that impacts salaries as well. Of course currently compounding those factors is the inflation we saw last year which increases across the board, we are working very hard to be responsible and controlling costs while still always maintaining the academic excellence so for example our university-wide functional review continues and that's the goal of ensuring that we continue to provide high-quality support to faculty and students while keeping our staff members from growing too quickly. Now as I mentioned in May, and I will mention again and I will mention it again and again, we have very ambitious goals in the current philanthropic campaign to improve student affordability and specifically we are looking to raise \$500 million to increase the number of students who receive aid by a thousand at the same time and growing the student by 2000 was the baseline year and we want to reduce average student debt by 25% and then we want to waive the summer savings expectations to our lowest income students so every undergraduate has the opportunity to spend at least one summer doing an unpaid internship or some other kind of educational activity and we so far have raised \$300 million towards that goal and there's just been a really strong positive response from our alumni who strongly identify with wanting to be a university for any person. We do also have ambitious goals to increase graduate and professional student aid but as is true at the graduate level, it is very different from unit to unit because the funding needs of the students are very different. We also introduced a number of recent changes to make the Cornell experience more equitable to students with different backgrounds. All of you know about CAMP, The Cornell Academic Materials Program, it was

launched this semester and it allows students a digital first course material program for a flat fee of 300, I'm sorry \$225 a semester. For students on financial aid, that CAMP fee is covered and in fact students are fully funded on financial aid and we did reduce the amount that they got for the board, so they are still getting \$970 even though a full year of CAMP only cost \$450. We also implemented a new universal dining plan, all first-year students are required to take it and is open to all upperclassmen to so seniors, it gives them unlimited access to a dining hall and at the same cost of what used to be the 14 meal plan and we are doing that even though our cost of food has gone way up, it's covered by financial aid and again the goal is to reduce food insecurity and also frankly socially to increase student opportunity for in person interactions. I do also want to mention our office of first generational low income students of course this is within the office of the Dean of Students and we have its own Associate Dean is [indiscernible] we are the only university I think even Ivy plus that have endowed this position I think it's really a sign of our commitment to the students. And finally before I turn to questions, I do want to acknowledge the equity of access does not only involve finances, very importantly involves our admissions policies, we are all paying very very close attention to the faces that were just heard in the Supreme Court the Harvard and the UNC cases, the decision could have profound implications for admissions in universities like ours so we are already engaging in discussions and plans about how we will respond whatever the outcome. I think I stayed within 10 minutes, and I would like to do the two questions that were submitted in advance and open up for other questions. So one question I got was how can I make sure that Cornell remains one of the best places to do research in the world? And frankly, the shorter answer is by getting the very best faculty and assuring that they have the environment and resources they need to do the work. Let me give you a few specific examples. In the last four years, from the core, we have invested \$22 million from central funds in the radical collaborations initiatives and the colleges and schools have added another 25%. And we also put from the core another 50 million towards faculty hiring and intention and about another \$10 million a year

towards other things like classroom innovations, teaching or investing in key facilities, Chest all of you know Chest, we have put more than \$10 million into Chest and Atkins Hall which is now under construction up on [indiscernible] Road it will be the home for the Acting Center of Sustainability and The Department Of Computational Biology and The Center for Cancer Biology and also The Center for Immunology and we added and raised money for it and we put in \$40 million for the center.

Construction for the new CIS building desperately needed it since we are sitting on the floor, that is redone thanks to generous donations from alumni we have not had to financially support that, but we have had to put in for some related costs such as relocating the baseball field and very good news for those of you who do not know. We are kicking off a multifaceted plan for the McGraw Hall, finally renovating McGraw Hall. We have secured a solid \$100 million plus funding plan combination of donors approved with the campus resources. I will be really brief but also mention that the library that is significant funding, \$52 million and central allocation \$6 million from other revenue sources, overall a \$60 million budget and the Johnson Museum gets about a 2 1/2 million dollars in support and then another \$3 million in support for the endowment and then the botanical gardens which are primarily supported by investment income so we really are trying to provide resources for faculty. And then real quickly, the other question I got was what are we doing about graduate student productivity? And this is an issue, the pandemic has been very hard on everybody, I think in many ways has been particularly hard on our graduate students especially undergraduate students and really all I can say is we all have to work closely with our graduate students, monitor their progress, communicate expectations clearly and ensure that they are making progress toward their degrees, I know there are a number of faculty collaborating with the team on these issues on mentorship, and I think our return to being fully in person is helping, but it's certainly something we all have to watch. Those were the pre-questions.

>> Jonathan Oschshorn: If anyone in the in person audience has a question, please step up to the microphone here. We usually start with questions because it's a little quicker, if I see any hands here,

sometimes I have difficulty but we will wait just a minute while people figure out you can raise your hand on Zoom or come to the front if you are in person. I see Sara Pryor on Zoom, why don't you identify yourself and your department and try to make it brief.

>> Sara Pryor: Hello my name is Sara Pryor, I am from Earth and Atmospheric Sciences, thank you for joining us. Clearly inflation pressures and [indiscernible] is an issue for all faculty members, do you yet have a sense of actions you might implement to ensure that we are not continuing to lose in the salary stakes?

>> Martha Pollack: Yes we are just now, this is the time of year when we put together the budget for next year, and we are just now doing that and of course one of the important parameters within the budget is the salary improvement program pool, we are very aware of the inflation factors, I will be honest I am not sure if you'll be able to get an increase as much as inflation, but we are working towards a pool that is significantly higher than it has been in the past and to be honest we are paying particular attention to programs for our lowest paid staff. Who are the ones I think most seriously impacted by the inflation pressures so thank you for that question.

>> Jonathan Ochshorn: In person, identify yourself.

>> Buzz Barstow Environmental and Biological Engineer. First of all I want to thank you for I think I asked those three questions.

>> Martha Pollack: Oh okay, then you don't get to ask another one. [laughing]

>> Buzz Barstow: I wanted to follow up on them in terms of my question was really faculty productivity, and sort of research output. The question was geared toward how do we reduce the administrative burden on the faculty? How do we increase the amount of time that they get to spend on research? Likewise, how do we increase the amount of time that they get to spend on mentoring their grad students as well? >> Martha Pollack: Well look, anytime people have a suggestion of how we can reduce administrative burden, let us know. It is true and you know I suffer from this Mike suffers from this, all

of us suffer from this but there are increasing compliance requirements that are put on to us from the outside and we have no option. We have to do them or we are not in compliance with federal law, beyond that we are always open to suggestions about ways that can reduce burden.

>> Buzz Barstow: I will follow up briefly. I would love to thank the administration for things like work on the 2030 projects, doing fast rounds and the spout program as well that's being launched by the college of engineering. I just urge you guys to double down those initiatives.

>> Martha Pollack: The other thing I want to encourage you to do also is go to the Dean level, because a lot of those programs come out of the school at college level so also bring those ideas to the deans.

>> Buzz Barstow: Thank you very much.

>> Martha Pollack: Thank you.

>> Jonathan Ochshorn: I'm not seeing a Zoom hand, we will have the next in person speaker please identify yourself.

>> Tara Holm: Thank you, I am Tara Holm from the math department. Thank you for being here and for your vision and leadership. In addition to the last comment, I agree absolutely with supporting staff. That's so important and to reduce the burden on faculty. We need more staff, we are drowning and we just got back to full staff in that department but that is not enough. Another question that I had and Mike is going to roll his eyes because I say this every time I see him, we appreciate the fundraising and so forth, I appreciate the support of student financial aid and increasing the student body and increasing the faculty to accommodate the increased student body, we need classrooms, we just looked at pre enrollment and we are still in pre enrollment and as of 315 this morning there were 55 students on the waitlist for linear algebra for engineers and they need that for the degree. And the problem we do not have a classroom that will accommodate.

>> Martha Pollack: I'm going to have to ask Mike to answer that because I don't know the answers. >>

Mike: Yes thank you Tara, so.

>> Martha Pollack: I will say as a computer scientist I'm thrilled that there's a lot of people taking math.

>> Mike: Thank you Tara, this is a complicated question as you know, and so we talked about the fact that we have an issue around spreading our courses around so that we can effectively use the classrooms that we have. That is issue number one, and two we have a computer classroom management system that we are now looking at to make sure that all classrooms are included in that, we have a situation where some of those classrooms have not been put into the system. And then third, we do have an initiative around now looking at technology in classrooms and trying to upgrade and bring up classrooms to a consistent level. So all of those I think are the short-term issues, the longer-term issues of course are requiring building space and building more classrooms. And so I think those three are the things we are focusing on now to try to alleviate this problem.

>> Martha Pollack: Thank you.

>> Jonathan Ochshorn: We have another in person speaker, identify yourself please.

>> Beth Millis: Hi, my name is Beth Millis I am from Performing And Media Arts, thank you for being here and I really appreciate the update, it is exciting and I'm going to echo what Buzz has just said and Tara as well, it's come up recently in our department about the escalation of administrative tasks and how it makes us feel like we are not available to both our undergraduate and graduate students and I feel like this is my capacity I am the University assembly as well. And we have had a lot of conversations and I guess the question is and you answered it, but I'm standing here already so I want to say none of us want to complain well a lot of us do not want to complain because we feel privileged to be here at work through the pandemic, it seems specific to post pandemic life that we just have much more than we can handle and the burden is on our staff as well so we don't want to.

>> Martha Pollack: So I appreciate hearing this because we do not want this, we want our faculty to be the world's best and the teachers, can you give me an example can you help me understand?

>> Beth Millis: So a specific example is the necessity of students, post pandemic if they are ill and we have to create a Zoom and we have to create it ourselves and that specifically many students are experiencing mental distress beyond anything we've experienced, we are all struggling, all of us, to be there for our students and there are many many more escalations of things to do to show up.

>> Martha Pollack: So that's helpful, so this is not I just want to make sure I understand, so it's not so much the compliance kind of thing, it's actually the teaching.

>> Beth Millis: Yes showing up for our students, teaching and mentoring and all that.

>> Martha Pollack: Okay.

>> Beth Millis: Thank you for asking.

>> Mike Kotlikoff: So I think many of you are aware of the pilot program that Vice Provost Lisa Nishii, and that she's going to present it so I think this will address one of the issues and we are very aware of the tremendous burden of the increased accommodations that are required for students and what that does for makeup classes and tests, etc. So the recent effort that will be presented to try to alleviate that burden.

>> Martha Pollack: For what it is worth, since you mentioned mental health and I actually had notes because I knew I would forget the range of things, let me give you a very quick update of what we're doing for mental health for our students. It is a huge concern, every meeting I go to with presidents and administrators, it's almost like one of the top topics. How do we keep up with the demand for mental health? We have engaged a group of mantra health which is a telehealth therapy group and they are supplementing our campus mental health and psychotropic medication management, with this we have actually cut down the wait time from access a year ago, it was 12.2 days and now it is at 2.3 days, so that has helped and we have invested heavily in staffing, I know it doesn't feel like it, but best practices nationally are that you have a student therapist ratio between 1000-1500 to 1, we are at 625 to 1 and that does not even count the teletherapy. We have a brand-new director of counseling and

psychological services. His name is David Reetz. He comes to us from RIT and he's also the immediate president of the big national organization on college counseling. So we think he will have some new good ideas, and importantly, I also do want to mention that we adopted the charter, you may have heard about that, this makes us a health promoting campus, when I talked to Ryan Lombardi with this, basically his view and he has really studied this a lot, we are never going to catch up by hiring therapists. We have to get it upstream before the mental health crisis happens. The goal of this is to try to find it. That does not directly answer your question but does give you a sense. I apologize I'm not sick I had Covid two weeks ago and I'm still just kind of dealing with the aftermath of that.

>> Jonathan Ochshorn: Okay, I think we have time for another question and answer.

>> Carl Frank: My name is Carl Frank I'm from physics and I also want to deeply express my appreciation of how folks got us through the pandemic, and also it remains a privilege to be here teaching and doing research, and I'm going to ask questions and don't expect a quick answer between the two of them. But I would appreciate it when the time is right and so being a faculty center a year or so ago, we were deeply involved in the response to your charge over the antiracism and to be frank, it has no impact, whatever was supposed to happen has not touched me as a faculty member. But to get your sense of where that has gone, and I realize it's a big hot potato, you will not believe how much time we invested in our departments and in the Senate over that. The second question is something that also is divisive and I don't expect a quick one, but the other thing that was revealed towards the end of Charlie's tenure and faculty, was an opinion that some of us as a very loose vetting process on the question of our involvement with other international things. And it became a technical detail about whether it was inter-college or whatever, so what I would really ask is we need to know a little bit about redlines when they are crossed, we see as a nation our involvement for example with Saudi Arabia, we are beginning to find redlines and where they are crossed, so I think we need more information, I think as a faculty senator, it was unfortunate that we felt we got to the point where the discussion was going to go on to

the next semester and instead it just happened. So again, it's not a fast question asked, but I'm just reflecting on the amount of time that was spent here in this group so not that you have a quick one.

>> Martha Pollack: No let me answer, first of all the first question I can't answer, so the two main things that came out, three but I want to focus on two of the things that came out from that work on antiracism. One was the creation of a racial justice and equitable future center and I can tell you that we are in the final stages of interviewing directors for the center. That should be announced hopefully by the end of the semester and then the person will come and that will get set up so yes it took a long time but I can assure you that it has not disappeared, we are actively interviewing people now and I'm actually very excited about the candidates. What was decided on the educational component for the students, was that it did not make sense to have a campus wide class and I think that makes a lot of sense, what will be most appropriate for students in anthropology may be very very different from what may be appropriate for students in Dyson, so each school and college has been working on both requirements independently. My understanding is that a number of the schools and colleges have already stood up the programs and all of them, at least in the undergraduate level, are working on the process of getting them in there. So those things I agree you it's taking you know universities don't move quickly, but they are moving forward, and on the other what I would recommend is that you have Wendy Woolford come and talk to you our vice provost for international affairs, I do want to say that I am a firm believer that we need to maintain our relationships with other countries. Not necessarily the governments, but that human to human academic to academic integration is incredibly important, it's at our peril that we give that up. That said I think you're right there are redlines and it would be worth inviting Wendy to come talk about that.

>> Jonathan Ochshorn: Okay, I think that's probably enough, thank you so much we have the agenda.

>> Martha Pollack: Okay enjoy thank you take care.

>> Jonathan Ochshorn: So we are going to move on to a pilot project update, centralized support for students disability services SDS accommodations, Lisa Nishii is here or online. Okay, and she will have 10 minutes to present and we will have 15 minutes to discussion afterwards. [indiscernible]

>> Lisa Nishii: Sure, okay good afternoon everyone, so I am here to tell you about a pilot program for providing support. I walked in right as somebody may have been asking a question, or commenting on the increasing number of students with SDS accommodations, and over the last two years or so, I would say I have heard more and more and more about this from faculty and associate deans, and so we decided to try a pilot, I want to preface this is by saying I don't oversee us doing disability services, but I did initiate the pilot this caveat is just to say I might not be able to answer questions if you have them about some detail right processes within SDS. But I do want to tell you about the pilot. Next please. So I want to provide you with a little bit of context, here is what the increase has looked like. This is just for testing accommodations, there are other types of accommodations as well. And this is the last five years it does not include this year but you will see five years ago we had 748, this is undergraduate students, last year we had 1872 and that is a total increase of 150%. So, what you are feeling is represented in the numbers here. Next please. The numbers are little bit off here, but they are good enough to give you a sense for the number of this is the grand total of students with extended time testing accommodations within the undergraduate population, so it's really the number of students with those testing accommodations times the courses in which they are using those accommodations. So some students for example only have them for math related exams and writing related and so forth. So they also have the option to activate or not activate their accommodations for a particular course. So that is quite a high number, as you see, so that's the context, next please. So we started with the spring, by providing support just to evening prelims, it's actually a lot easier to support evening prelims because you know what they are, there are other classes in session so we can have access to classrooms and so it's pretty

straightforward but it was still important for us to figure out the logistics things like how do we get exempt from faculty and how do we return the exams and how many proctors will we need? We learned a lot of things like we should always have two proctors in the classroom because if a proctor has to go to the bathroom or a proctor has to go ask a question you know, in the main classroom where the main exam is, when there is still a proctor left in the class. This fall we decided to pilot support for daytime tests. This is far more complicated as I know you know because you had to do this on your own, but they are complicated because the classroom space is difficult for us to get, and students with extended time often have course conflicts before or after their class that makes it difficult for us to schedule the concurrent exams, and also the proctors also have classes. And so that's just a lot more complicated, and this year this semester we are supporting roughly about 70 courses. And 60 unique faculty, next please. So a little bit on how we selected samples for the pilot, we sent out a survey over the summer to all faculty who were listed as a primary instructor for the course in this fall semester. And some few reminders, we got 140 responses I think because it was a summer survey and faculty were taking much needed rest, but that was okay, and from that we ask you know, from what aspects of this do you most need help? And would you be interested in having central support if we are able to provide it? And from that we really just focused on those faculty who said they wanted help with all of it. And when I say wraparound help, that includes rooms. Finding the rooms and reserving them, finding proctors and signing proctors, and coordinating the students directly and collecting the exams and resolving scheduling conflicts. The whole works, and the reason we focus on faculty who needs all that, was not just because they seem like the higher needs faculty but because the system we set up has these elements coupled together, so actually doing kind of à la cart help, we were not sure that we could handle the extra work that they would provide and we do not want to overpromise and under deliver. In the end we ended up with about 32 courses that were part of the daytime testing pilot program. Next please. So this is how it works, faculty who are part of the pilot were granted access and

well everybody, all faculty you had the SDS faculty portal if you do not know about it or use it I recommend you check it out because you can see all the students in your class who have different types of accommodations, but we told faculty in our pilot to go to the specific section of the faculty portal so that they could complete a form, that gives us really vital information. So things like what is the earliest time you would be okay with starting an accommodated test? The latest possible end time, what are the restrictions on supplementing materials and technology, how can we contact you? Contact information and how do we handle content questions, keeping in mind the need to maintain equity across the main testing room and accommodating testing room, how would you like us to drop off and have your exams delivered back? So all of that stuff. And then we ask them to tell their students to please activate, I say activate SDS says register, their testing accommodations at least five days prior to the first exam. This is important in that there are a few ways that this whole thing is different from typical semesters in communication and clarity of who was supposed to do what and I think it's something we can strengthen in semesters to come. Students then went to their versions of the SDS portal to register and this connects the data we get from students and faculty. And then SDS provides all the support, so for faculty all the exam details and portal support, and proctor management for students and communicating all the logistics. After each exam, the proctors provide an exam report to faculty. So things like attendance or something weird happened, just to make sure that the faculty knows about it. And we ask all students to send and faculty to send questions to SDS_testing@cornell.edu and I mentioned this because some faculties said we sent emails and we never heard back so we sent them to another email address and we did not get them. So this is just another one of those things that we need to iron out to make sure everyone is on the same page. Next please. So successes so far, we have been able to support every exam and the pilot that has requested support, I think we're up to 119 exams at this point. We have had hiccups, absolutely but we have learned a lot from them and faculty have been really great, patient and I think a lot of them also are thankful for the fact that we are taking this burden

off their shoulders, but also helping us think through some some of the hiccups when they happen.

Because we are building this as we go. We have created an extensive proctor pool, we had 160 students and I'm getting used to reading this, you see we had 160 students apply, we only had hired a graduate and professional students, we don't think that undergrad should be proctoring undergrad exams but we have a pool of 80 and it's the gig economy. So at the beginning of every week we post the exams, the times and where we need proctors and proctor sign-up if it's something that they want to do. So it does not add pressure to them which we think is important. It's a nice source of additional income. Campus stakeholders, how many more minutes do I have? One?

>> Jonathan Ochshorn: About one. >> Lisa Nishii: They are really key. I will get to this, let's go to the next slide please, so finding rooms, this is the biggest headache, maybe you all know this. And so some departments, some challenges, specific ones, they have been unwilling to share the rooms, the unfortunate part about this is we will submit a request and it takes up to seven days to hear back and then we are told rooms are only available for department use and it would've been nice for us not to waste the 7 days because once you are within 48 hours period, you cannot request a room. And so they're just constantly trying to get rooms and issues with having access, anyways rooms are a big deal. It would be enormously helpful if departments knew the schedulers knew to prioritize our requests, and I think there are ways in which to make it clear to them that they are doing this to support faculty and we cannot do without them. And so one other thing I want to say is I know I'm out of time, but students right now do not have to activate their accommodation right away. But this is meant for us because as the semester goes on and students decide that actually I do want to use my accommodation in this class, the number of students requiring extended timed tests, changes. And then in the beginning of the semester, we are a day or two before the exam and all of a sudden the rooms that we reserve do not work, and then we are scrambling to find rooms, so we like to try to move up that deadline to make it more manageable. I have other challenges but if you want me to stop I can stop.

>> Jonathan Ochshorn: I think you can take a minute or two more, we will have just have a little time for the questions.

>> Lisa Nishii: Next slide then please. Like I said, scheduling conflicts are challenging and they are inevitable. So some really do have classes both before and after I don't think it's a huge percent but it turns out we probably spend 99% of our time trying to figure out what to do with those, and it's obviously not appropriate for faculty to expect students to skip the next class, and so figuring out what is acceptable for the faculty as well as what works for students is a lot of back-and-forth. One thought that I've been kicking around is the default in future semesters should be if you cannot take an exam at a concurrent time, 8 AM is the slot, and it would be before the main exam, I think there are good reasons for that that you have shared with me, then we have more classroom space at 8 o'clock. Because our classes are not as spread out as they should be and 10 to 2 o'clock is a hard time with too much compression between 10 and 2 most days. There is a greater percentage of courses than we should have scheduled at the time and then it makes it very difficult for us to find classrooms. Okay last slide. Actually I would not go through all of this, one thing I will say is we're working in a system that was built for colleges and universities that have a centralized testing center, and that's what we are finding along the way is that we are bumping into things that the system expects we can do that we cannot, we think we can hack some of these things but we have to take down the whole system in order to do but we are not going to do that in the middle of the semester for obvious reasons but then we hope to be able to work through some of them in the spring and we hope to partner with many of you, your colleges and departments so we can support more faculty.

>> Jonathan Ochshorn: If you are in Zoom and have a question please raise your digital hand and if you're in person and have a question please walk up to the front and normally we start with Zoom and I don't see any Zoom quite yet so why don't you go ahead.

>> Carl Frank: Thank you, my name is Carl Frank from physics and let's be clear the purpose of a proctor is to look for cheats and there is another way of doing this, when I left the University of Virginia, students were totally responsible for the enforcement of an honor code system. Faculty only had one role which is to provide information, a typical exam would have been given for a faculty member going into the room and pass out the exam and any questions, no questions, if you have a question here's where you will find me, if you are SDS you have more time and the whole issue I have been, it's so unbelievable how much we are paying people for PhDs to schedule these things which were totally soft targeted. The problem is we have not bought into the system like that, and we are unbelievable, if it was a business you have to look at it and say Virginia's got it figured out. So it just seems like you're never going to fill in this hole and so let's try something else is what I'm trying to say. The other thing is down the hall there, physics 101. We have a place where we observe the students as they take multiple choice exams, and there's even a lock that sets off an alarm and tells the police when someone tries to break into it. This place is not right. This is something crazy and has been going on for as long as I have been here. It is not a good system and the students know that the message we sent them is we do not trust them, that's not what we want to do with these kids and so I really hope that somehow a pilot or something can be done to try to what amounts to being an honor system.

>> Lisa Nishii: So right that intersects with another thing that I think that is on radar for this year, hopefully is our academic integrity system. I have heard of those that express that that is a big pain point. >> Jonathan Ochshorn: Please identify yourself in person.

>> Peter Wolczanski: Peter Wolczanski, from chemistry and chemical biology. We have looked at this problem for a number of years and in fact we requested information from administration a number of times, Tom Roberts for example in organic chemistry and we do not think you're looking at the real problem here if you provide the demographics of the people who are requesting these, SDS hours and half hours, it's surprising we have done our own homework on this because we had not been able to get

information from administration and we found there's a preponderance of people from Westchester County and very few African-Americans requiring these things. You are barking up the wrong tree with regard to a lot of the SDS information. So the only thing that I have found to be incredible for us is maybe it's [indiscernible] to you but after 40 years of this crap it's a pain in the ass to me. So the thing that I start to do is give take-home exams and make them open-ended.

>> Lisa Nishii: I do think that is a good solution. >> Peter Wolczanski: But you need to look at the demographics of the clientele that you are spending a lot of money on because I will tell you, from our perspective is not worth it.

>> Lisa Nishii: I hope is for students who need it and do not yet have it, having been diagnosed or have a combinations that they do not have access to. >> Peter Wolczanski: Maybe we can actually get the people who deserve it.

>> Jonathan Ochshorn: I'm just going to check the Zoom again. So nothing, in person we have an in person speaker.

>> Buzz Barstow: Buzz Barstow again biological and environmental engineering, Pete actually asked my question much more eloquently than I could've asked it so I'm going to give my time to somebody else who can ask a better question thank you.

>> Jonathan Ochshorn: Okay, Debbie on Zoom.

>> Debbie Cheryney: In regards to our previous speaker, I found that a lot of our underrepresented students and first-generation students may not realize that they have a disability and they don't know where to go, and as a little bit ago, they had to pay for the wrong testing. So how are we getting around this and getting the information to them that there are services available to them?

>> Lisa Nishii: It is a good question, I think it's a little bit out of scope for me to be honest. But it's something that I will discuss with our Cornell health colleagues about the availability, you know, I was

going to say exams, but that feels you know, to be able to be diagnosed if they have learning disabilities but also make sure the communication is clear. And reaching them early on.

>> Jonathan Ochshorn: We have an in person speaker.

>> Tara Holm: Thank you, Tara Holm again. Thank you Lisa, I know we talked a lot about this, and the math department, like the big science department that we've been hearing from, face a lot of these challenges. And I think they also underscore the need for staff, I think just the sheer quantity of SDS accommodations, some of my faculty are participating in a pilot and some are not because we have a huge faculty and I think this underscores for Martha precisely the point I ran into a colleague last night who was just trying to manage the 52 students in his big course that needed various types of accommodations and it's just overwhelming to faculty. So administrative support we do have some administrative support in the department but some are also completely overwhelmed and so more support very much needed.

>> Lisa Nishii: I think you already know this but if you need extra proctors to help we can help you with that.

>> Jonathan Ochshorn: We have a Zoom question.

>> Ken Birman: Hello yes, this is Ken Birman from computer science, and by the way let me just say the same thing we were saying like Martha and Mike, I want to thank you Lisa for how much you did during the Covid period. And this is a problem coming out of it, but my question relates to whether we have actually studied the SDS accommodation process itself, because certainly through the Covid period, I got overwhelming numbers of really peculiar accommodation requests coming through SDS and sometimes it did not seem easy to rationalize for me as a faculty member. It seems to have diminished and maybe it's a problem that went away on its own, but I am wondering what level of confidence this administration has that SDS is vetting these properly and giving appropriate accommodations.

>> Lisa Nishii: Great question, again I cannot speak to the processes currently underway, but we have various conversations to try to go through all of this and really understand what is happening and what is behind these numbers not just here, but better understand also our peers right? At the national level, so where we have heard you, I can't say we will solve everything right away but you know, we are on it. Again trying.

>> Jonathan Ochshorn: I think maybe we will move on again because of our agenda. Thank you so much.

>> Jonathan Ochshorn: We have two committee updates, the Senate committee updates the first from the University Faculty Library Board, and a report on library research infrastructure. Rachel West. Sorry, that's my eyes, [indiscernible]. We will try for 10 minutes and then.

>> Jonathan Ochshorn: Would you like the mic or a handheld? I think you will have to say next.

>> Rachel Weil: Can I say next? Okay thank you for having me here today, I will check this off for now, and so the first slide simply tells you who we are, next and what our job, yeah that might be it. Sorry it's really just concerning to me not to see it. And what we were tasked with, there were six of us split between science and three in humanities, three things to keep in mind, when we were an all faculty committee, there were no members from the library, two we were only asked to look at the role in the research mission of the University, not its teaching mission I think there would be a whole different report and one that should be written. Finally, this report was written during 2021 and 22 and submitted July 2022, so it is a snapshot of the state of affairs in the library before the new librarian [indiscernible] took over. Next slide. Our hopes for the report, this is an educational document, it is a call to conversation we are not trying to prescribe or micromanage the library, we believe that if Cornell is to meet the challenges that we outline here, it's important for faculty and administrators to understand these challenges, so we hope the report will be widely read and we thank you in advance for your assistance in making that happen. Here is, oh can you read these things? Here's our understanding of the library's core mission which has not really changed, since the 19th or 20th centuries, it is to help us

get the materials and literature and data that we need to do our research next slide, there are other aspects of the mission that we identify in the report which are newer and we also lay out the challenges the library faces, in fulfilling these missions. Next slide. So, these are the challenges I will only talk about some of them here, next slide. The first biggest I think we all know is the rising cost of cereals, the dominance of the big five publishers, whose dominance is worrisome in other ways as well. Next, the emergence of open access publishing which we have defined for you here, as a model that shifts the cost from the reader to the author in other words, you pay to publish rather than pay to read, there are many questions swirling around this model and its variance do we subsidize our faculty to help them publish in these journals, is this actually a form of extortion? What are the ethics of open access publishing, is this a model that ultimately makes scholarly communities more democratic or does it make them more exclusionary? So we discussed these and the report. Another kind of challenge, next slide. Yeah, I feel like I need to go back one. Digital collections, yes. Another challenge is that we can now buy the materials in digital form. This is different from the 20th century and a number of challenges and questions arise from that. Sometimes we have a choice, this raises questions of what to invest in and the reports spend some time on the pros and cons of at one point we called the new utopia of digital only publication. We do not think that there is a new utopia of only digital publication. Other challenges discussed in the report, next slide. Some of these I'm naming still only a few relating to the need for improvements to the physical space of the libraries, relating to our struggles to attract and retain people of color. In high positions in the library and the increasing demand on our digital research services with the understanding that the demand itself is a good thing, it is meeting that is a challenge. Next slide. I want to say something about how we put the report together, I have listed sources of information, hang on. I have now, okay, I have worked with publicly available information from the association from the research libraries, we did extensive interviews with librarians, and we also made use of two surveys, one of which was conducted by the library itself which is generally shared with us,

and then the other of which we conducted ourselves. Some caveats, next slide, some caveats about using these surveys they were all done in 2021 and that of course that changes things because you are still in the pandemic and second of all, neither survey got a particularly high rate of response, nonetheless we would like to talk about what emerged in the surveys in order to flex certain issues and before I plunge into that I just want to say really what came out of surveys is that for the most part faculty are very pleased with the library we received many many positive comments about the library, it's therefore with regret that I plunge into the negative but I have to report the flagged issues that I think are flagged, which I think are structural issues and not things for which we blame the library personnel. So, the key takeaways are up on the screen. For example, 22% of the faculty in the arts in College And Arts and Sciences said that cuts to the budget negatively affected their research. The responses varied across colleges so Arts and Sciences was the harshest but we find numbers like that, next slide. If we turn to what people actually complain about, we find issues such as unannounced cuts to journals, people talking about their need to go outside of the Cornell University Library system, and so what I have tried to do here on the next slide. It is direct what I think are the structural issues underlying the responses. These include the loss of purchasing power by the library, lapses in communication between the library and the faculty, and what we called the get it Cornell problem, by way of explanation, next slide. It is a big thing in my life for my own research. The Cornell button is a little button that appears when you research databases often for journals, when you push the button to get your newly discovered article, at Cornell, next slide. You get something like this, your resource wasn't found but it may be available, in this case I will show you the library actually had my resource, so this is created by a faulty interface between the journal database provided by an outside vendor and the library catalog that leads people to think that the library does not have something that the library in fact does have, so next slide. The report identifies several areas of investment to address the issues flagged in the surveys as well as issues flagged in conversations with librarians and in the publicly available data,

I only have space for some here. Large issues and collections and we mean here, the acquisitions of materials be they print or digital or some other form, statistics from the Association of research libraries, show that our level of investment has inclined relative to peer institutions and also relative to ourselves in the past, so you can look at the statistics in our actual report. Next slide. But clearly more than just money is needed for buying collections is needed, Cornell needs to engage in collective actions to bring down the cost of journals and to combat the predatory practices among publishers and we know that it has a history of doing that and we urge you to do more and to invest in the legal and technical expertise required to do it. Next slide. Also, clearly building and maintaining collections is not enough, collections need to be discoverable and as librarians repeatedly told us, if researchers do not know that we have an item, there's no point in having it so we identify challenges that have impeded the discoverability of materials, challenges such as the poor quality of metadata provided by vendors. The fact that cataloging is actually very labor-intensive and requires staff, we urge investment in this area. Next slide, so as should be clear, Cornell has hard choices to make in terms of how to develop collections and what models of open access publishing to encourage and how to resist predatory publishers, if faculty are to participate in these choices, there need to be good avenues of communication between faculty and the library, so far we do not have a consistently successful mechanism for that, and we ask in particular for a reevaluation of the library liaison system which has been the dominant means of creating avenues of communication. Next slide. Go back one. So I have only covered some of the necessary investments identified in our report for others, I have highlighted the ones I did not talk about, please read the report, next slide, grand conclusion the Cornell library system is being asked to do even more with even less, it is slipping in relation to its peers, the restoration of the budget to pre-pandemic levels is not enough to rectify the deficits we identify substantial investments are required for materials and staffing and technology, thank you.

>> Jonathan Ochshorn: Thank you.

>> Rachel Weil: Okay sorry.

>> Jonathan Ochshorn: We have time for a couple questions. If you are here, come to the microphone if you are in the room, raise your hand. I don't see any Zoom hands up. I guess we'll have to share the mic. Identify yourself.

>> [Indiscernible] College of Veterinary Medicine, thank you very much for the work, much appreciated and I want to emphasize an item that you brought which is our model predatory mode everywhere. So nature now charges \$12,000 everywhere so it is not a joke, and that is basically for people coming from other places and I think Cornell should take a leadership positions in fighting that trend because it's just unacceptable.

>> Rachel Weil: I agree, what are we supposed to do with this?

>> Jonathan Ochshorn: Still no Zoom people, so we will take another in person. I can't do it.

>> Tara Holm: Thank you, Tara Holm from the mathematics department, if you read the section on transparency, the math department is one of at least two but maybe only two departments that has a library committee, we are very committed to the library and our needs in the library are very different from the other stem fields whose budgets we are lumped in with. We need books, we need journals and we have had serious problems getting the books that we need and even worse, many of the endowments we have built up through donations from alumni over the years have been consolidated into some central budget for the sciences. And a lot of us are happy with the situation so we are quite unhappy with the situation and I echo your calls for transparency and I hope that we can rectify the situation.

>> Jonathan Ochshorn: We have a couple of Zoom people. Sara Pryor.

>> Sara Pryor: Hi, thank you for the report. So in terms of thinking about your call for action that Cornell should be banding together with other peer institutions to be able to push back a little bit on publishers

and terms of the fees now being lost, do you see particularly a useful examples elsewhere that can be implemented here, so you know is the best practice that is available to us?

>> Rachel Weil: That is an excellent question which I do not feel equipped to answer, we did not do any studies of other institutions, I would say this is all the more reason why there needs to be conversation, I think [indiscernible] is exactly the person to lead this conversation. So, no I cannot say there is another model, I think I can say any successful effort would probably have to involve Cornell.

>> Jonathan Ochshorn: I think they only have time for only one more comment in person. And then we will move on.

>> Charles Walcott: Charles Walcott, Neurobiology and Behavior. It seems unrealistic that the Cornell library can have all the materials that one is ever going to need, what kind of arrangements are there for the current, the library alone of course, but that must also be available on the Internet in some way. So it would seem to me that one of the things to do is to work with other libraries and have a group of libraries who are perhaps specialists in some areas. What is going on in that kind of cooperative effort?

>> Rachel Weil: Well again, this is something that you would be directed to the library, I think when you say something really important which is the dream of a library that has everything is just a pipe dream. I mean maybe the Library of Congress, but I am not even sure so that access is always going to involve contortions and cooperations with other libraries, it's also going to involve licensing agreements, one of the really interesting things I learned because I learned a lot from this report, is that one of the problems with licensing digital books, you know a lot of people think well it's way cheaper if the library wants a book to get the digital version instead of the print version, one of the issues with that is that you cannot, there are publishers who are licensing to you but not giving you the book, put restrictions on how much you can lend to another library which totally makes economic sense from their point of view, so that's why we need to know what we are doing. I mean yes we need to engage collectively, this is why we might need to be a bit skeptical about digital publications, it is why we need to invest in expertise which

is not just technological you know, how do you find out what's out there, how do you but it's also legal increasingly and that is one of the reasons we say very strongly in the report and I want emphasizes again there should not be an either or choice, between investing in materials or investing in the people who understand the cataloging and the databasing, and discoverability and the legal situation. Those two things have to go together.

>> Jonathan Ochshorn: I'm afraid I'm going to have to cut off discussion on this very important topic, and we need to move on to our next committee report. The Senate committee update financial policies committee and Luis Schang, Chair Microbiology and Immunology has five minutes and then five minutes for Q&A.

>> Luis Schang: Hello can you hear me? Okay, as he mentioned, my name is Luis Schang, Microbiology and Immunology, if we can have thank you very much, on the screen what page of the financial policies committee, so this is the committee that is tasked with interacting with the administration and budget planning processes and basically the key issues being fulfilled in the mission of the University of affordability and providing instruction for everybody and at the same time having the best faculty. Now I'm not sure it's very well-known, but the main income of the Cornell University is tuition and fees, the main expense of salaries, so of course you know you have the inflation environment for the faculty but it would be great to recruit diverse faculty in these competitive environments which of course creates the problem of affordability for the students, so there is attention in the Cornell model for affordability. So the committee is 11 people and it was a big turnaround. This year I am a new chair and I just started, it is my third or fourth month as a new member of the committee, so I'm still learning the ropes, and everybody who is seated there, is 2025 on the right side means it is a new member of the committee. So as you see it is a very large turnover and many new members in the committee. So, just one second, basically, they engage every year with administration and actually the vice provost has been very supportive of the committee and participating every year and we go over and support the

administration and get feedback from them about the budgeting process for the following years. So this year, we had monthly meetings, hold on one second so we had many committees through the terms and the first I'm sorry, the admin reports in the previous years you can also access them from the website, and they are all available for all of you to see. So this year we have had four meetings, and the first two meetings were invested in basically interactions presenting ourselves, and sending updates for the schedule and objectives for the year, and then we have decided to prioritize not surprisingly this year, on the effects of inflation both in faculty salaries as much as affordability of the students. And also, on endowment. So after those meetings we actually have a meeting with chief investment officer, [indiscernible] and was very kind making himself available and presented to the committee the strategies that the endowment is using, as you may have known or not, there has been a significant turnaround in the performance of the endowment that used to be the bottom of the Ivy schools and it goes to the top for the last two years because it has outperformed significantly other benchmarks and the other ones and what are those strategies that are going to be used with respect to high inflation environment, he was extremely informative providing good visions of the general management of the plan and it's actually very aggressive and heavily invested equity, and one of the major differences that they have done from the past is having a significant amount and more liquid investments that can be prepositioned according to the needs. But the goal is long-term growth, and to have a family growing to support the University mission. We met as well with Vice Provost [indiscernible] and [indiscernible] going through the budgets for the 2021 and 22 and 23, and starting the review of the fiscal 24 guidance which is of course going to be significantly affected by inflation and they are using basically the inflation trends by the Congress budgetary office which at the moment is around 5% I think it's a little optimistic. But that has been the program, and I think I have run out of time and I'm very happy to answer any questions.

>> Jonathan Ochshorn: So if there are questions in Zoom, raise your hand, if you are here and have a question turn on the microphone. We will wait just a few seconds to see and we will see if there are any raised hands. Do you have a minute more of things you wanted to say?

>> Luis Schang: Yes, basically I wanted to invite the members of the faculty to bring any concerns, questions or any items or issues that you think are related to the financial policies of the University and how they impact the education mission and the research mission of the University. Please bring them to us and we'll be very happy.

>> Jonathan Ochshorn: Thank you. We have Senate announcements and updates, usually at the front of the meeting, and today at the end with the Dean of Faculty Eve de Rosa, Psychology, and Chelsea Specht, Associate Dean of Faculty Chair of the Nominations and Elections Committee and Plant Biology.

>> Chelsea Specht: I'm just going to say something really quickly, thank you Luis for your presentation and if any of you hear these presentations by any of the subcommittees and think gosh I really need to be on the committee, because I have a voice that needs to be heard, right? This is your chance. So feel free to either write to Jill our CA or the chair of the committee and say hey I would like to be on the committee. We'll make sure that information gets forwarded. So thank you.

>> Eve De Rosa: And even better, invite your friends. Does not have to just be self-nominating, we really do appreciate the work on the Senate committees and you can see just from today's presentations the faculty library board and financial policies committees, there's really deep thought going on and a lot of work that's going on outside of this Senate that comes to us and for us to consider, so I just want to put a plug-in for those who want to continue to volunteer, beyond the Senate and the more that we can get Senate committee members, I'm sorry senators on the committees, even better because then that facilitates the integration of what is happening on those local committees and then I just also want to remind you that I am representing the University Faculty Committee and there are members of the University Faculty Committee here to answer questions as well. I just want to share that. And then

actually one slide back please. No, that was fine. So we have courageously taken on updating the user experience, on the Dean of Faculty website, and we are going to send a link to the senators and a few other places that I think can give us really quality feedback on how to find information in a more efficient way. So, I will be sending a link or Jill will be sending it a link and I just want you to know that this will be going out in the Monday message with the conflict of interest system changing so that it becomes a rolling system and there will be more details in the Monday message. The faculty form and I should say, based on the response of people in the room, we can give more space to library conversations of the future of academic communication as needed, we have a form date protected and we can build something and maybe also bring in the University librarian and see if she's available, so if you are interested in that please email the Dean of Faculty Office and we can see if we can arrange something for I believe it's November 30. And I just wanted to give a brief summary of what we discussed for the October faculty forum. We brought– Ken Birman from Computer and Information Sciences brought forward the idea of activating the research scientists' titles and there does seem to be a lot of energy around doing so, and so we discussed this on a forum and it also sounds like there is a need for this in the extension faculty as well. And a lot of it is just they are dependent on so many coming into support their positions and then when they actually apply to research institutions they need a faculty sponsor so they cannot independently support the grants, and then also when they do a drop down menu there is no such thing as an associate, who would be serving as a principal investigator and so they have to choose and a lot of them feel like it's very marginalizing having to choose other, so one not having the independence to submit grants on their own and also having to submit other is so at the moment research scientists is described in a way that is very much like almost one-for-one with the research professor. And so in order to do this well and not to create other complications, we are going to take a lot of care in how we describe the research scientists and potentially extension scientists. So we will be working on it and will be working with HR and other places on campus and bring it back to the

Senate. It does look like this is a real need and there is some energy behind us doing this. Next slide please. And then I just wanted to this is related to the presentation from Vice Provost [indiscernible] on the student disability services, we are also convening all of the chairs of the academic integrity hearing boards, and we are trying to learn we have learned that there isn't an even application and their cultural definitions of academic integrity but we wanted to know set a standard that can be applied evenly across all the colleges and schools so that a student no matter where they have their academic integrity concern, is getting equal treatment, and that it is faculty driven in terms of academic freedom and our ability to define what we think is a concern in terms of academic integrity. And we also at this time want to look at the efficiency of the process. At the moment it does involve a lot of steps for the faculty to pursue academic integrity concerns and so we will try to do both of those things but we want to first start by convening all the chairs and understanding how the academic integrity process is actually being done by each college and school and then we'll move forward with that. So more to come on that and I am open for questions. If anyone has them and then also [indiscernible].

>> Jonathan Ochshorn: If you are on Zoom please raise your hand. I see nothing on Zoom, I can take it back. Ken Birman, you are on.

>> Ken Birman: Yes Ken Birman, I simply want to thank Dean De Rosa for pursuing this and particularly the research scientists titles, so I'm glad that there is a recognition now that cutting those titles off has caused an issue for people and just the process of doing this carefully and correctly and we look forward to having a come back to the Senate when we have a detailed plan.

>> Jonathan Ochshorn: Eve, were there any good of the orders today?

>> Eve De Rosa: I do have an announcement. We have cookies. Very important so on your way out, pick up a cookie for those of you— the digital cookie does not exist. But maybe next time but it I just wanted to thank you all for physically coming and being here today.

>> Jonathan Ochshorn: Thank you everyone. We are adjourned to cookies.