

## DISCUSSION OF GRADUATE STUDENT UNIONIZATION

Acting President and Provost Kotlikoff: "I'll just briefly start this off. So in the spirit of transparency, we suggested we represent to the faculty the discussions that are going on between the administration and CGSU on the rules of engagement associated with potential changes in the law being considered by the National Labor Relations Board.

"So I will ask Vice Provost Knuth to describe some of the specifics of those discussions and how we are going forward as a university to have a conversation about the issue of graduate student unionization. Barb?"

Dean Barbara Knuth: "Thank you, Mike, and thank you to the faculty senate for accommodating us. I think it was short notice to the UFC that we requested this time with the Cornell Graduate Students United, so I appreciate the accommodation by the UFC in that and Mike Fontaine in helping facilitate that.

"What I would like to do is provide a bit of context for the discussion that we're having with you here today. I sent out a [letter](#) to graduate faculty and others yesterday, but some of you may not have seen that, so I'm just going to keep my overview remarks brief, and then we'll hear some comments from students. And then we'll have a final comment about the activity that's going on between the university and Cornell Graduate Students United, and then we'll have a discussion.

"Just to provide a little bit of background and context, the National Labor Relations Act is a federal law that governs labor relations in the private sector. So including private universities, like Cornell University, fall within the NLRA, the National Labor Relations Act jurisdiction.

"The law is administered by the National Labor Relations Board. So in conversations today, you may hear reference to the NLRB. That is the National Labor Relations Board. The official NLRB precedent, which defines the parameters of who is enabled under federal law to form a union, legally or not, the existing NLRB precedent is currently informed by a 2004 NLRB decision in a Brown University case. So it's often referred to as the ruling in Brown.

"And that ruling in Brown holds that graduate students currently, under NLRB current precedent, are not employees as defined by the National Labor Relations Act; and therefore, because they are not employees, do not have the right to unionize or to collective bargaining.

“But that interpretation has changed over time, as many things do, and as a result of challenges to prior precedent and new findings. There are two cases that are pending before the NLRB currently. One deals with Columbia University, and the other deals with The New School, and they are both seeking to reverse that existing precedent set in 2004 in Brown, and instead find that graduate students are employees, as defined by the National Labor Relations Act.

“And we believe, and many agree with us across the country, that there's a good chance that Brown will be overturned this year, possibly as early as this summer. And so that's part of what's happening here, is that there are preparations by all involved for anticipating that Brown precedent may be overturned.

“So earlier this year, some of you may be aware that Cornell joined all its Ivy Plus peers in an Amici brief in the Columbia University case before the National Labor Relations Board. The position of all of these universities that signed onto the Amici brief, all these Ivy Plus institutions is that Ph.D. coursework, research and teaching are an integrated educational experience and are components of the students' progression toward earning a degree.

“Also, that teaching experience is an important component of preparing doctoral candidates for careers, either as teachers or as professional leaders, trained in effective presentation skills.

“Research and scholarship are fundamental to producing a thesis or dissertation and earning a graduate degree as a student, and time spent on research and scholarship will differ, determined by the project needs and the academic objectives that are being pursued in that degree program.

“As I noted in my [letter](#) to the faculty yesterday, in 2002, Cornell University faced a similar situation in which at that time the NLRB precedent was different. At that time, the NLRB precedent had ruled graduate students at private universities were considered employees.

“At that time, there was a student group called the Cornell Association of Student Employees, or CASE, who affiliated with United Auto Workers, and they filed a petition with the NLRB seeking to be recognized as a collective bargaining unit on behalf of Cornell graduate students.

“At that time, back in 2002, other private universities, including Columbia at that time and including Brown, which eventually led to the Brown ruling, were challenging these

graduate student voices at those institutions on unionization through very protracted, administrative hearings and appeals. So again, this was 2002, and the Brown ruling occurred in 2004, so you can see that it can be a very protracted process.

“At that time, instead of taking an adversarial approach with our students, Cornell came to an agreement with the union to hold an election at Cornell. And indeed, an election was held; very good voter turnout for the students who would have been in the prospective collective bargaining unit. That was held in October 2002, and the union was not supported by those voting. 90% turnout, but not supported by those voting.

“So if federal law changes the status of graduate students at private universities, the position of the Cornell administration is that the decision about union representation of graduate students should be decided through a legally sanctioned election, secret ballot election by the graduate students themselves.

“In 2002, to help inform the debate, the faculty senate -- it might have been the dean of faculty's office -- hosted an informational panel on graduate student unionization prior to the election process. I believe there were both faculty and graduate students who were involved in that panel, providing various perspectives on graduate student unionization. So perhaps the dean of faculty office or faculty senate might wish to hold such a panel again in the coming months, particularly if the legal landscape changes.

“At an appropriate time, sometime in the future, particularly if Brown is overturned, the university administration will make a public statement to share its opinion regarding the appropriateness of a union for graduate students, explaining the basis of the administration's belief that a union is not in the best interest of graduate students, as they pursue their academic programs.

“Finally, as Mike alluded to and you will hear in about ten minutes, Cornell Graduate Students United, of which there are many proud button-wearing members here, affiliated with the American Federation of Teachers, that group and Cornell's administration are working on a mutual agreement to promote respectful relationships and enable students to make their own decisions regarding graduate student unionization, in the event Brown is overturned by the NLRB.

“So after the students speak, we will speak jointly about that agreement, and then allow for some discussion. So thank you.”

Graduate Student, Michaela Brangan: “Hi to faculty and Dean Knuth and Provost Kotlikoff and other members of the Cornell community, lots of our proud button-

wearing members. My name is Michaela Brangan. I'm a fifth-year in the English Department here at Cornell. I thought I would give you a little bit of an introduction, some current history and leave some for friends that are going to be talking after this, and then talk a little bit about CGSU's view.

“Cornell Graduate Students United, or CGSU, started in February 2014 as a small group of graduate students interested in building a union dedicated to improving the working lives of Cornell grads. We started off as a very small group. I and some of the original folk are here, and it grew from there.

“I was one of the members of a working group, among other kinds of working groups, that helped draft our first constitution and bylaws, which is available for you to read, if you are interested, on our web site, [cornellgsu.org](http://cornellgsu.org).

“I just wanted to clarify as well that our current effort is not related to the 2002 effort that Dean Knuth mentioned. Also, as Dean Knuth mentioned, we are affiliated with AFT. In October, our membership voted to affiliate with AFT, after a three- or four-month process of auditioning various national unions.

“AFT is American Federation of Teachers, and the regional affiliate is called NYSUT, New York State Union of Teachers. AFT has 1.6 million members currently, all across mostly educational professionals, from K through 12 teachers to other graduate unions to professors. Actually, AFT's 100th anniversary is going to be this Friday.

“Some of the other graduate unions that are affiliated with AFT are University of Chicago, University of Michigan, University of Oregon, Rutgers, which actually has a joint union between faculty and their graduate students, and many others.

“Graduate unionization is an enduring phenomenon. Harvard has recently affiliated with UAW, for example. Yale has had a union since the 1990s, and there are dozens of public institutions that are unionized, some more for 40 years or so.

“As has already been pointed out, there are currently cases under review at the NLRB involving The New School of Social Research in New York City and Columbia University. And the ruling, which will probably be coming down in August, is expected by all parties to restore the employee status of graduate assistants at private universities.

“CGSU believes this would be the correct ruling. In our view, current economic and institutional realities at Cornell and other private universities are such that grads doing

teaching and research for the benefit of the university's core educational and research mission should be recognized as employees and should be able to choose whether to engage in collective bargaining at Cornell.

“And now I'm going to turn the floor over to Alana Staiti.”

Graduate Student, Alana Staiti: ([Slides](#)) “Thanks. I should also mention my name was the only one on the agenda -- okay. I tend to project anyway.

“So my name was the only name on the agenda, because I'm the one that made the formal request, but of course we are here *en masse*. So I'm Alana Staiti, a fourth-year Ph.D. candidate in science and technology studies and Cornell class of 2006.

“I want to thank Mike Fontaine for helping to facilitate our request to be put on the agenda and for the welcoming atmosphere of the faculty senate in general. I'm proud to be a member of the Cornell community. I care deeply about this place, which is one reason why I made the choice to get involved in Cornell Graduate Students United.

“We know that one of the many hats that a faculty member wears is in a supervisory role to graduate teaching and research assistants. Perhaps this goes without saying, but we'll say it anyway, this supervisory relationship between a faculty member and a graduate student involves a power differential. CGSU wants to not only protect, but also in some ways make explicit the terms of this power differential.

“Graduate students at Cornell, as well as grads all over the country, are unionizing for lots of reasons, as Michaela mentioned. Some include the need to protect tangible benefits, like summer funding that was formerly promised to them, or affordable health insurance for partners and dependents, or making explicit the terms and policies for parental leave or sick leave, and other benefits that may be negotiated when the time comes to do so.

“Less tangible, but no less important concerns include lending voice to the terms under which we work for Cornell, and graduate student advocacy in general. Graduates have the right to unionize, and we should feel free to make that choice. This is something that we cannot stress enough.

“This right to unionize is protected by federal law, and if you would like more information about these laws, I encourage you to look at the links we have provided at the end of the [handout](#). So that's available in PDF form, as well as outside in hard copy.

“To echo one point in the [letter](#) that you recently received from Dean Knuth, if you are unsure how to approach students about this topic, please just don't bring it up, keeping in mind again that a power differential exists between faculty and graduate students.

“We encourage you to allow grads to exercise the right to make a free choice to join the union. At last month's faculty senate meeting, you all received a very helpful document from the GPSA about suggested best practices for fostering a positive, productive relationship between faculty advisors and graduate advisees. We are interested in making the faculty graduate relationship less stressful by making certain things concrete about our terms of employment.”

Graduate Student, Andi Kao: “I'm a first-year Ph.D. in the ILR school, and I just want to start by thanking the faculty senate for allowing us equal time to speak on behalf of CGSU. And also, just as a disclaimer, these words are more or less my own, so I take full responsibility for any bad, irreverent jokes or the like.

The CGSU members here today and untold others have been talking to friends and colleagues, hosting meet and greets and knocking on office doors to chat with graduate students about their experiences, relationships and economic livelihoods and well-being.

“The fact is students here at Cornell realize that exorbitant labor costs will only harm the university by making research grants less competitive. This is consistent with studies showing that graduate student unionization has a negligible or slightly positive effect on compensation.

“A collective bargaining agreement negotiated between administration, faculty and graduate students will be a detriment neither to the university's economic viability or to the student-teacher relationship. It will instead facilitate and enhance that relationship. Students and faculty have a shared interest in upholding the standards and ethics of the academy.

“While formal classroom training on research methods introduces students to rigorous disciplinary standards, it is by producing research goods and academic services that, as TAs and RAs, students develop a deeper understanding about professional life in academia.

“The products of a graduate student labor intern create real value for the university. As evidenced by this bridging of the classroom and the workplace, the relationship between a faculty adviser and graduate advisee is a complicated one. Incoming

students to ILR will hear that asking a professor to be their advisor is like asking someone to be your date to the prom.

“With such a delicate nature, any institutional change with the potential to damage the student-teacher relationship should be treated with due care. Fortunately, a growing body of research has demonstrated that unionization, far from harming the student-teacher relationship, will actually strengthen it by encouraging strong mentoring and fostering mutual trust between faculty advisors and graduate student advisees.

“The authors of a 2013 study published by Cornell's very own ILR Review suggested the potential benefits to the student-teacher relationship result from the liberal constitutional and democratic processes triggered by unionization. Negotiated guidelines governing the working relationship between graduate students and faculty reduce ambiguity, encourage open channels of communication and cultivate an active and productive learning environment by including stakeholders in the deliberative process.

“By clarifying workplace relationships and creating clear guidelines to protect all parties therein, graduate student unionization can enrich the Cornell community and further the university's proud tradition as an advocate of workplace democracy and social justice. Thank you.”

(APPLAUSE)

Speaker Lewenstein: “Thank you. Now I believe you have a joint presentation.”

Graduate Student, Katryn Evinson: “Hi. Good afternoon. Briefly I wanted to introduce myself. I'm a second-year Ph.D. student in Romance Studies, and I'm also the administration liaison for CGSU, Cornell Graduate Students United.

“I want to thank you for having us here today, and I would also like to acknowledge my fellow team members who have been working with us and in the ongoing negotiations that we have been having with the university. So if you could please quickly wave for the Q&A afterwards. Thank you.

“So we wanted to say CGSU sees the opportunity to engage with the faculty senate today as an essential part of building a strong and collaborative relationship with the university community as a whole. The work graduate students do as part of the community makes Cornell work. And yeah, CGSU trusts that the faculty working

closely with graduate students as TAs, RAs and in other capacities will be able to acknowledge and support our labor.

“So I was going –”

Dean Knuth: “If this was to be a joint statement, the comments that were just read are not part of the joint statement. So just be clear about that.”

Graduate Student Evinson: “Yeah. I was just going to say I will now begin reading a joint statement issued today by both CGSU and the university.

“Should I just read it? Okay.

“So since mid-December, CGSU and Cornell University have been working on developing a union university conduct rules and recognition election agreement that will serve as a common guide for the union and the university as CGSU campaign to be collective bargaining representative for Cornell graduate student assistant continues. Although discussions are still ongoing, negotiation teams representing the university and the union hope to soon be able to reach a tentative agreement.

“If that happens, CGSU's negotiation team would bring back a tentative agreement to be delivered and voted on by the union's membership, following its internal democratic process. So a guiding shared value that has carried the union and the university's negotiations forward is that the decision to join CGSU belongs to graduate students alone.

“We respect graduate students' choices. Cornell and CGSU are committed to working together to ensure that our community environment remains one in which the conditions for graduate students to make their own decisions about unionization without intimidation are achieved.

“Our negotiations have been setting a positive tone, based on our shared values of dignity and respect for each other, and we recognize there's a strong possibility that the National Labor Relations Board, as Dean Knuth was mentioning before, may soon overturn current case law to consider private university graduate student assistants to be employees under the National Labor Relations Act.

“So in anticipation of this likely scenario, we believe that by proactively building a productive and considerate working relationship between the union and the university now, such a relationship will carry over into negotiations regarding a collective

bargaining agreement if a majority of graduate student assistants selects CGSU as its representative.

“We are proud of the work we have done to date and we look forward to the work ahead. The union and the university are committed to building a relationship that is aligned with Cornell's core value of being a collaborative, collegial and caring community, as well as its roles as a leader in labor relations education and as the land grant university of New York state. Thank you.”

Dean Knuth: “So as Katryn acknowledged her team, I would like to acknowledge the Cornell participant in the discussions that have been going on, and that's Mary Opperman. She's been very effective, I think, in representing the university's interests and in interacting positively and productively with CGSU, AFT and NYSUT in those discussions.

“On the whole, as you have heard, the university administration and Mike Kotlikoff and I agree with the comments that you just heard. And we plan to include, assuming an agreement is reached between the two organizations prior to its signing, we plan to include discussion of that agreement on the next meeting agenda for the faculty of the general committee of the graduate school.

“So now we'd like to invite your comments and discussion, and I'll ask Bruce to lead that, I guess.”

Speaker Lewenstein: “So we have until 4:30 for questions and discussion.”

Professor Debbie Cherney, Animal Sciences: “An easy one to start with. In all your discussions, it said Ph.D., Ph.D., Ph.D. We also have masters students. Are they being overlooked?”

Graduate Student Brangan: “It's a good question. All graduate students are welcome to join the union. What our bargaining unit is going to look like may only include those students who do teaching or research for the university. That's the traditional unit. There's not been very many instances in which someone who doesn't fit those roles ends up in there, but if a masters student does either of those things for the university, then they would be part of the bargaining unit. So we're all Ph.D.s here, but there are masters students. Are there any with us? See? Yeah.”

Speaker Lewenstein: “Professor Thorne.”

Professor Robert Thorne, Department of Physics: "Of course, when we think of unions, we think of all different kind of organizations, from the Chicago's public school unions to professional engineering -- unions of professional engineers in California, so there's a huge diversity of different kind of unions. Can you make this abstract idea more concrete for us by telling us what unions at other universities have asked for, what do you think are their big accomplishments?"

"And one concern I think many of us have is that the graduate student experience and the roles of graduate students are extremely diverse across the university, and if there are too many constraints imposed on the relationship, that could make things more complicated to get things done in certain areas. Now, maybe just because we faculty haven't thought creatively enough about that, but that's a concern some of us have, so thank you."

Graduate Student Staiti: "Thank you for your question. I think that obviously, there's all different kinds of graduate students at Cornell and all different kinds of work goes on in your graduate worlds. So the union at the moment looks just as diverse. What can be brought to, for instance, the negotiation sessions, when that time comes, will likely depend on the needs and wants of membership."

"So while we are talking to all different kind of graduate students on campus to learn more about the kind of work that they do, the union is definitely getting a good sense of needs and wants and what can be discussed."

"One thing we listed on the [handout](#), which I would encourage everyone to consult, are three existing collective bargaining agreements at different universities. You can look at the language inside of those collective bargaining agreements. Of course, there are statements about compensation and benefits."

"Obviously, like I mentioned before, the tangible elements are definitely something that like any union would negotiate on. We work and we get compensation; but then also again, we don't know yet what will end up in the collective bargaining agreement for our purposes, because we have not fully discussed that yet, and that's part of the beauty of this negotiation process."

Graduate Student, Kao: "Just some concrete things that other unions have bargained for: Health and safety regulations, appointment procedures, evaluation, dental, vision insurance, a sick day policy. These are some of the things that we have seen in other collective bargaining agreements."

Professor Cynthia Bowman, Law School: "I must say that as a faculty member who was once a graduate assistant, as I assume many of the people in the room were, I start from a rather sympathetic point of view. Now, I was a graduate assistant at a time when I regarded myself as extremely exploited by the terms and conditions of my employment.

"I have no idea what the terms and conditions of the employment are today. My salary had to be entirely turned over to a babysitter just in order to keep showing up at work each day, and I found that distressing.

"However, I think one of the reasons that you are not getting more response is that we know so little. We don't know that. The administration, I hear you as saying we have our reasons why we think this is not in the best interest of the students, but we aren't going to tell you right now. I think that's what you said, yeah; that you would tell us in the future. You would make an announcement.

"And from my point of view, I'm thinking gee, if you expect the NLRB to reverse Brown, wouldn't you be in a better position just like saying yes now and starting to just negotiate the terms on which an election would take place? I don't see any reason why a rational institution wouldn't do that."

Acting President and Provost Kotlikoff: "That's essentially what we are doing, which is the purpose of this meeting, is to inform the faculty of ongoing negotiations for rules of engagement around a vote. As was said earlier, this will be a decision of graduate students. That process of stating the rationale both for and against a union will occur according to these rules of engagement.

"So this is not meant to be a process where we're trying to convince the faculty for or against supporting unionization. This is just information to the faculty that we are negotiating a fair rule of engagement with graduate students in good faith in a way to move forward together to give graduate students an opportunity to make an informed decision."

Graduate Student Brangan: "I just also wanted -- thank you for the question. I wanted to clarify that we asked for voluntary recognition and neutrality, and it wasn't given to us. So just to be clear on that."

Professor Martin Hatch, Department of Music: "I'm wondering what arrangements are being made or thought about for packages; for example, two years of grants, two years of employment. So it's not a union of graduate students, per se. It's a union of graduate

students who are employed, one assumes, as teaching assistants and that's specified; is that correct?

"Then if that's the case, then open enrollment, I guess you could say, at the point where you begin to get in the teaching arrangement. Is that the kind of things that you're thinking of?"

Graduate Student, Brangan: "I think, yeah. So what we envision and what has happened at other universities is that people come and go out of the bargaining unit, depending on what their package looks like. And what a package ends up looking like -- as Alana mentioned, the different departments and colleges have different requirements -- is going to be probably curriculum and management rights decision.

"We wouldn't necessarily have control over how long, for example, somebody ends up going on their research fellowship or something like that, and leaves and comes back; but yeah, at other universities, it's simply if you qualify as a teacher or as a researcher under what the bargaining unit looks like, then you would come and go out of that, depending."

Dean Knuth: "I wonder if I could just clarify Professor Hatch's question, which I think I heard a little bit of this in your question related to your comments. I think I heard the comment where you said that any graduate student at any time could be a member of the union, but the collective bargaining unit would be different from the union. So perhaps you can elaborate on what you mean by that. That might help with the question."

Graduate Student, Brangan: "We haven't decided what the collective bargaining unit's going to look like yet. That's something we are deciding with the university and among ourselves. As a union, we started with envisioning being as inclusive as possible. And just because somebody doesn't happen to be in the bargaining unit at any given moment doesn't mean we wouldn't necessarily be there, if there's some kind of applicable support; but as of now, we have a very wide-ranging membership, and we are going to try to keep it as inclusive as possible, but you know, economic realities being what they are, that's going to be something that's up for negotiation with the university."

Professor Evangelista: "This is a question of clarification, and I apologize for having the answer, because it seems consequential. The CGSU exists as a union of graduate student employees. It's in a negotiating process with the university over the terms of graduate student employment. Is this all contingent on the National Labor Relations Board's reversing its position on Brown? And if it does not, this is all moot? Or could

there still be a collective bargaining unit that comes to an agreement with the university, or would that unit be illegal, according to the NLRB's ruling? I just somehow missed that.

Dean Knuth: "Thank you. I appreciate the question. Just to be clear that what's under negotiation now is not terms and conditions of employment. What's under negotiation now is an agreement about conduct of the two parties, so an agreement that focuses on keeping interactions, keeping communications respectful and dignified.

"As we go into a period where we presume the CGSU campaign to recruit positive votes is going to pick up, and that eventually there would be an election, again, if Brown is overturned, eventually there would be an election. And then after the election, if a union is voted in, at that point, the collective bargaining negotiations about terms and conditions of employment would be engaged in. So that's not the negotiation now. The negotiation now is about kind of the communication relationship and preparing for a possible election in the future and what the landscape might look like. Is that fair?"

Graduate Student Evinson: "I would add something. I was going to say for CGSU, no matter what happens at Brown, we will continue to move forward with our campaign, and there's other ways in which we could do that, such as filing at the NLRB, for example."

Graduate Student, Kao: "I just want to add in the context of -- right now it is not illegal for private universities to recognize a union. For example, NYU, the university chose to voluntarily recognize the union there."

Acting President and Provost Kotlikoff: "I just want to make it clear, there's a few potential outcomes here. One outcome is, as in 2002, that we have a campaign and the graduate students choose not to unionize. That is a potential outcome. So we should not assume that the outcome is that graduate students themselves will decide to unionize and that then the university will negotiate; but if they do, we are setting up rules of engagement where we will then negotiate with the union."

Professor Jerry Stedinger, Center for Civil and Environmental Engineering: "I have a question. The relationship between graduate students and faculty is really complex, because you're trying to mentor them in classes, you're trying to mentor them in education, trying to mentor them in research. Sometimes your TA is somebody else's TA.

“So it does make me nervous if we have a collective bargaining unit that's just focusing on one of those parts, particularly when so often teaching is a way we support students to do research, particularly their thesis, but also papers and other things that come out.

“But the particular question I have after that statement is you talk about creating a collective bargaining unit to deal with wages and then you talk about how that's going to be wonderful for clarification of roles and policies, and it's not clear to me how collective bargaining on things like wages is going to result on a clarification of roles and policies and how that clarification couldn't be done just as well without a collective bargaining unit.”

Graduate Student Kao: “Okay, so in the [handout](#) we passed out to everybody -- or they are outside, if you didn't get one -- there have been studies done on the effect of unionization on student-teacher relationship. So at a unionized campus, 95% of faculty believe unionization did not inhibit the free exchange of ideas. More than 90% did not believe that graduate student collective bargaining inhibited their own ability to advise or instruct their graduate students, and 88% of faculty felt collective bargaining did not negatively impact the mentoring relationship.

“So we feel that these numbers of surveys of faculty members pretty much speak for themselves.”

Dean Knuth: “Just to clarify the context a bit, that as you have heard, there's only one private university that has a graduate student union, and that's NYU. So all these studies have to do with examples from public universities. Public universities are guided, mandated under state labor law, not federal labor law. There are different provisions in state labor law, as compared to federal labor law.

“Many, not all, but many state labor laws draw a much brighter line between what is labor, what is employment versus what is academic.

“Federal labor law does not do that, and that's one of the largest concerns. If you read the Amici brief that the Ivy Plus group filed, you will find more details about that, but that's a key unknown about what will be considered academic and what will be considered terms and conditions of employment. So all the studies, and you can correct me if I'm wrong, I don't believe these come from private universities that are governed under federal labor law.”

Graduate Student, Staiti: "Let me also add that we believe that we are both students and workers. There's no reason why we can't move forward with that sort of mature relationship that exists, that is part of intellectual stimulation, that is part of working towards professional development, of course, but that is also making explicit certain terms of employment. There's the relationship between, for instance, the graduate TA and his or her supervisor.

"Nothing would be made explicit without, again, being negotiated on between all parties involved, all stakeholders. So we hope that there won't be surprises along those lines. We are mature, thinking individuals. We also know what's best for us too."

Dean Knuth: "And just a comment about who would be involved in negotiations, again, remember I indicated that the lead and main person for Cornell who's engaged in these discussions now is Mary Opperman, who is the vice president, who oversees Human Resources. She's not in the academic side of the university, so please keep that in mind as well, that who gets involved in negotiating an agreement about terms and conditions of employment has to be decided, and to what extent that would be faculty versus Human Resources is something to consider as well."

Acting President and Provost Kotlikoff: "I just want to respond to that again, absolutely graduate students who are members of CGSU are in the best position to determine what's in their best interest. So are graduate students that are not in CGSU. It is the position of the university that this is a decision of the graduate students as a whole, and that's the position that we are taking on why we are negotiating these rules of engagement."

Speaker Lewenstein: "Thank you very much. We have reached the time. Thank you very much both to the deans and acting president and students who are here.