**A MEETING**
**OF THE UNIVERSITY FACULTY SENATE**
**WEDNESDAY, OCTOBER 11, 2017**

## 1. CALL TO ORDER

Speaker Charles Walcott: "I would like to call the meeting to order and remind everybody no photos, recordings and so on. Please turn off your cell phones and other noise-making devices. Senators have priority in speaking, and only senators or their designated alternatives may vote.

"Please, please identify yourself and your department in speaking; because otherwise, when they do the transcript, nobody knows who said that, and who knows who it might get blamed on. I suggest a maximum speaking time of two minutes. And there are two Good and Welfare speakers in the allotted time.

"And I would propose the approval of the September 20th minutes as distributed, unless I hear any objections. Hearing no objections, it's approved by consent. And at that, dean of the faculty has announcements."

## 2. DOF ANNOUNCEMENTS

Charlie Van Loan, Dean of Faculty: "Hi. So the five quick things here at the start, so first there's something called the faculty handbook project, and it's on our web site, and here's what it's all about.

"The faculty handbook is a mess as it exists. I have looked at zillions of them, and ours is pretty close to the bottom. There is a lot of redundancy, links that

don't work, there are parallel documents that have sprung up over the years that are inconsistent, so the idea is to really clean it up.

It has been a big cut and paste job, and very routine. It doesn't require a lot of oversight; putting in links where there were once upon a time paragraphs, but there's one section that's obviously very, very important, and we can't fool around, and that's the one dealing with the tenure promotion process, so we are working on that. There will be oversight, and everything will come before us, but I just want to alert you to this activity.

"We all did this work/life survey a year ago, and there's a preliminary report that's online. You can take a look at it. There is the link. And it has sort of five or six figures like this one, which report if you had to do it all over again, would you be here, so that's a sample question; but the results are for everybody.

"And what we'd like to see is what does this look like, if you are an assistant professor, what does this look like if you are between 40 and 55 years old, stuff like that, so we get more insights into how we think about various things. That is in the cards.

"A dashboard's going to be created, so you can look at the data in various ways, but there is nervousness that you could triangulate and figure out -- I could figure out what your responses are, if I do enough analysis; so clearly, respect for privacy and confidentiality. The really big question is what do we do with this

data and how do we talk about it in a way that pushes us to the higher level. So a heads up about that.

"Social science review is ongoing, and this is a snapshot of where it is now and where it is headed. There has been an internal report, an external committee report, there's been input from faculty, and if you go to follow the links, you can find all this stuff on the provost web site.

"What this is, a heads up about is what happens next. There are going to be three committees, one that looks at how the social sciences are organized, one that looks at potential research trends and new areas, and one that deals with how do we set up the offices to pull it all off. There is a timeline snapshot, so there's -- the idea is for this to be very transparent. And for example, the green there starts off with a committee doing some work, followed by campus discussion.

"The big heads up here is simply to pay attention, and I'm sure things will come back to us, as things progress. Here are the links and email addresses, should you want to follow up with some questions.

"Based on the racial incidents and the discussion about hate speech and free speech and the campus code, there is a standing committee of the University Assembly called the Codes and Judicial Committee, whose main job is to oversee the code, proposed changes and so on. This is not a senate committee. There is

the sequence of events. That committee figures out modification for a passage in the code of conduct. They propose it to the UA. The UA votes on that. Then it goes to the president.

"Now, there are four titles in the code of conduct. One of them always goes up to the trustees, and that's the one that deals with public order. As near as I can make out, the free speech/hate speech discussion is a Title 3 exercise. Anyway, we have faculty on all these things here, and the names are under there, so just to be clear on that process.

"Finally, we have to hold an election to fill elected slots for both the UFC, the Nominations and Elections Committee and for senator at large. We would have liked to have pulled this off in the spring, which is the appropriate time, but we had trouble getting names and other factors, so it's going to be kind of a pro forma election.

"And why is it pro forma? It's because of some bad math here, which is we aren't getting enough people to run for these positions, so there's no surplus here. Everyone on the ballot will be elected, but we have to somehow figure out how to get more faculty involved in these things.

"Any questions on any of those five things or anything else? Okay, well, just shaved five minutes off the thing, and Charlie will take us to the next thing."

Speaker Walcott: "The next step is on to an expanded new student orientation, and Peggy Arcadi is going to talk to us.

"All right, in which case we will move to learning management systems evaluation project, with vice provost Julia Thom-Levy."

3. LEARNING MANAGEMENT SYSTEMS EVALUATION PROJECT

Vice Provost Julia Thom-Levy: "So I'm here to give you an update on our evaluation project, the evaluation of our learning management system Blackboard. This is just an update. No decisions have been made, but I wanted to come back, I was here in March to tell you we were starting this effort and now I'm back to give you an update where we are and show you what the process is like.

"These slides I showed already in March, to Blackboard Learn, the learning management we have, was last evaluated in 2007, so the license is up for renewal in June 2018, and this is why we are doing this. It is the major educational technology tool at Cornell, so two-thirds of our courses are using it.

"It is important that it meets our needs now and in the future, and it's really a chance to evaluate the experience for teachers and students and look at alternatives and, of course, a chance to maybe widen the use across campus and the use of effective pedagogical technology in the classroom.

“So we started from spring '17 with a faculty survey. Thanks to all of you who answered. We had quite a good response rate, and I just wanted to show where we are. The review or the evaluation is conducted by a team of experts. They are back there in the last row. Thanks for coming. And they can answer lots of technical questions. It is a team co-led by Center of Teaching Innovation and the CIT, the IT group, and there are their names. I'm the academic liaison, and the outcome of the review is a report to you and to the provost.

“The review content is feedback and data about our current use and the support service and if it meets our current and future needs, and then in-depth feedback about three alternate products. These are products that are out there used by big universities, so the ones we narrowed it down to were Canvas, Brightspace and an advanced version of Blackboard, Blackboard ultra.

“Here is the timeline, showing this again, the needs and options. Structured survey, technical testing. Now we are in the pilot phase, so people -- quite a few faculty are using it in their classes. I'll say more about that later, so we can collect their feedback and the feedback of their students. The decision should happen in April 2018, next year, so this is coming up.

“This is what we have done so far, or this team has done. So the faculty survey went out to everybody. 28% response rate, and we've made sure to check that it was representative across colleges, across age groups and tenured, untenured,

everybody, and that looks very good, quite representative. This team have completed and transcribed over 50 in-depth faculty interviews already. Thank you for all of you who volunteered to talk to the team. And the analysis of those is in progress, trying to shed a little bit more light on the survey results, so that analysis is in progress and will be included in the report.

"Then the team has procured and implemented the pilot systems with these alternatives to Blackboard and Blackboard ultra. An initial summer pilot session was completed with one course in all three systems, so a heroic effort by that one faculty member. And then we have 32 fall pilot courses running at the moment.

"There are about 3,000 students enrolled, so this is quite impressive, and we've really tried to capture the small humanities course, as well as the 800-student STEM undergraduate class, so cross-disciplines and use cases. We are continuing to meet with faculty and staff from around the campus to gain a clear understanding of the needs and thoughts about this.

"What is coming next? We would like to do roundtable discussions, including TAs and administrators, people who will be very affected by the end decision as well, and the students, of course. And if you would like to be part of that or know anybody who would like to, please tell us, and there's an email address. So anything, any thoughts you have, volunteering or volunteering somebody else to participate, please let us know.

“Then there's a student Blackboard poll. Students logging into Blackboard will be prompted, so they have the option of completing a survey, which has quite a few open-ended questions, to really gain an in-depth understanding of their experience.

“We also are planning November information sessions, so trying to be strategically across a time that's not too busy around the places where all of us are very likely to be, so those will be tabled with expert staff, where you can really see, get your hands on it and maybe try a test course or just have your questions answered and talk to somebody.

“So please get involved, try it out. So you can also go directly to the web page and click on "try it out" to request an empty test course, send email. Your feedback is very important. This is our chance for all of us to weigh in to this very important decision.

“Final report will be assembled in spring '18, and it includes the survey results, the interview analysis, which is in progress; and then there's a lot of technical, so cost comparison, implications for each options, trying our best to represent what we learned in this process, which is still ongoing, and then this will be presented to the provost and the senate in the spring of 2018.

“A decision could be to stick with what we have or to change. If the decision is to change, then there will be a three-semester period of a time when a slow

rollover can be made. During that time, both licenses would be run, and we are starting to think of how that would look like with optimal support for everyone. "Any questions? Yes."

Senator Anthony Hay, Microbiology. "I recently migrated from a textbook-based electronic learning system owned by a publisher to Blackboard, and what I don't see captured here is the cost in person hours and time in that migration process, so is that included in your cost comparison?"

Vice Provost Thom-Levy: "Yes, it is."

J.P. Brennan: "Hi. I'm J.P. Brennan. I am the project manager from CIT, and I'm so glad to hear a question from you that I could answer about costs. The cost in terms of person hours is part of the evaluation. By doing pilots of all three of these systems, we have been working with faculty to understand the kind of time investment it takes both for support staff and faculty to convert the courses. And the tentative timeline of three semesters takes into account that there would have to be substantial staff time investment to make the conversion even possible for faculty who are already actively teaching."

"Unidentified Speaker: "We had an odd problem not with Blackboard; with a different online system a few semesters ago, where it turned out that if the students didn't set up a log-in for some type of extended account, their software and their other work was made public, which triggered a million cheating

scandals because students looking for homework solutions would actually discover other people from the same course who had set up an anonymous account.

"Is the technical evaluation going to look carefully at these issues? There are two sides; security and a privacy issue, and then there are unintended consequences of the policies, which also can be a concern."

Mr. Brennan: "Hi. Yes, the part of the technical phase of the project is a thorough legal review, as well as a security review, and we've worked with Cornell's counsel's office on all of our academic systems. And compared to other schools, Cornell is much more conservative about privacy and the meaning of the FERPA, so none of this information would be made public.

"There are systems out there that do have students have some options to be public, and all of that is very carefully done to limit what content is revealed and has to be done with the individual students' consent, because there are some academic programs that very much rely on that, like veterinary medicine; but most programs obviously want to keep course material confidential, even if there is some sort of social computing aspect to the rest of the application."

Senator John Weiss, History Department: "I just wanted to know if the Panopto program is going to be evaluated separately or along with Blackboard. And also, if Panopto is going to be made sort of distributable beyond Cornell, does that

have some implications if it's going to be done that way for things like the Committee on Human Subjects and so forth, when one tries to follow their rules too."

Todd Maniscalco: "Hi. I am Todd Maniscalco from CIT. As far as Panopto goes, we are evaluating a lot of the systems that we use that are third-party systems that plug into Blackboard currently, and they also integrate with these other systems that we're evaluating. As far as your question regarding Panopto being expanded outside of the LMS use, is that what you're asking about? More public access?"

Senator Weiss: (Off mic.)

Mr. Maniscalco: "Yeah, there's a number of ways that you can distribute the content that you create. You can distribute it through the LMS, which takes on the permissions of the class or the course and who's enrolled in that course. Only those folks would have access to it. But then outside of the LMS environment, you can also make it public. There's a way to make it public, if you have that need, if you need to publish it to people outside of the LMS environment, so it could go either way.

"Another one of the uses of Panopto that's starting to come on in some of the schools is they're also looking at it to do lecture capture, classroom capture and integrate that with some of the appliances that are set up to record classrooms, as

you're lecturing, the environment as well. There is some expanded use that's being looked at with Panopto, but hopefully I answered your question as far as access to the content.

"If not, you can -- well, what is your concern?"

Senator Weiss: "When a student writes a paper, the paper includes interviews, which is an interaction with a human subject, that if I'm not going to distribute that beyond the course, that's within the course, I don't have to submit it to the Committee on Human Subjects. That is the way I have understood it. That is just with us.

"But if this is going to become a transferable kind of thing, a sort of video that theoretically, if I were so inclined, I could sort of peddle around and sort of distribute around, then it seems to me the Committee on Human Subjects might be a little worried about that."

Mr. Maniscalco: "Well, that's right, but the policy would apply to any content that -- depending on how you are distributing it. If you changed the method that you are going to distribute it, then you would need to get the right permissions for that, yes."

Speaker Walcott: "Other questions?"

Senator Carl Franck, Physics. "I apologize, because this may have been discussed last spring, but I'm wondering about Cornell's philosophy to the extent

which we imitate what MIT was, in the sense that it made itself available to the world. Is there current thinking about the sense in which we -- our university to the world?"

Vice Provost Thom-Levy: "Are you asking about massive online courses, or just generally open?"

Senator Carl Franck,: "For the materials that can useful to –"

Vice Provost Thom-Levy: "That is not a discussion we are involved in at the moment, so it's not something we're discussing at all in the context of this evaluation, yeah. This is purely is Blackboard the right thing for us."

Speaker Walcott: "We have time for one more, if anybody has a question. If not, thank you so much.

"Is Peggy here, by the way? No, okay, you're on."

4. On the Expanded New Student Orientation – Peggy Arcadi, Director, New Student Programs

Dean Van Loan: "So I can wing it. Here is the setting. There will be a new academic calendar starting next fall, and a very big feature of it is that orientation has two extra days. It looks the way it was before the current calendar took effect, so the high-level question is how should we use that extra time. We all have thoughts about orientation, so I thought it would be a great venue, just if

anyone has any ideas, to speak up. It has to be figured out this fall. We need the lead time.

"So Peggy's group, and it's a very complicated scene there, is working on this right now, and I thought it would be good to have her hear your thoughts. There is a grad scene and there's a U grad scene. At the U grad scene, New Student Programs is the university level entity, and they interact with these seven undergraduate colleges. Then there's the grad scene, which is in a way simpler. They have one event on sort of -- currently on Monday morning. And then the fields, of course, and the master's programs have to do their thing. And they are coupled because of space and faculty time.

"And in fact, when we figured it would be good to extend the orientation, the way it is currently is there's so much packed into that one Monday that you start the term already exhausted. And also, the shortened orientation period is a statement about advising. You are sort of saying -- there's a message there about advising, which I don't think is a positive one. That is the scene and the players.

"Here are some things that Peggy has to deal with in her job. She is kind of a coordinator, but Cornell is very decentralized and colleges, so to speak, get first dibs on certain things and whatever. So every entity has things that are mandated, things that are optional. It is mandated there be a section on sexual harassment. Colleges might have certain mandated things on their own, so that's

a very important thing. The coordination with the colleges, again, a college might say, oh, you would do this at the university level or you do it in the department level, so there's those kind of discussions.

"There is a general feeling that you can't have students having whole afternoons with nothing to do, so New Student Programs takes steps to ensure that there's always something to do. The colleges sort of come in with their things and they fill in the gaps, as necessary, so that's kind of an undercurrent in all this.

"This is also the biggest, if I understand it right, the biggest U grad volunteer setting on campus. Close to 400 undergraduates help out with orientation, so you can imagine the coordination and the training issues that come up with that.

"So this is a high-level background. We probably all knew this, but that question; can we use those extra two days to our advantage. And now you begin to think well, times are changing, there's a new environment, a new -- lot of social concerns, more activism. Should we sort of get students, as soon as they arrive on campus, thinking about these things.

"It is very important to recognize the orientation is step 1. It is not like you do this stuff and then hey, we're finished. These are seen as step 1s and things that hopefully continue through the first year. There is a whole other group that does first year experience, and orientation is just the opening chapter to that.

“Here are some things that maybe we can talk about, if you are so inclined. We used to have this book project that started out with a big fanfare, then it gradually wound down and was discontinued. The question is should we resurrect it in some new form. What about academic integrity? How do we talk about that? Should it be at the college level, the department level or the university level? So that's a very important thing.

“Free speech. Don't have to say anything more about that. How do we acquaint students with the issues around free speech? And then there's the kind of silo thing that you tend to stick to -- there's your dorm scene and then your college scene. Should we try to force a little more intermingling?

“Anyway, there are tons of issues here, and I just thought that since they are working on this this fall, and it's always a work in progress; it's not like they're going to figure things out and we have to live with it for the next ten years, but the fact is it's on everybody's mind and all the orientation planners are thinking about this, and maybe you have some thoughts yourself on this.

“Yeah.”

Senator Emeritus Martin Hatch, Music: “I think that the orientation, using a central issue as a focus is really important to set the pace, and one thing that's missing there that I think is really sort of bottom line, which is sustainability.

“What is the alternative, is what I'd suggest. In other words, starting off

freshmen thinking that in all areas of their work, they have to find ways to deal with the most pressing issue in the world now, so I would add that one to the list, if not put it at the top."

Dean Van Loan: "Any thoughts about any of you that participated in the book project, and were you sad to see it go, and would you like to see it come back? Yuval."

Senator Yuval Grossman, Physics: "One thing that I feel many student is the fact that clubfest is kind of late. It would have been for many student actually will benefit a lot if we can maybe not a full-fledge clubfest in orientation, but some version of it. And many clubs actually start very early. I know the club I'm doing, I'm doing water polo, we start Thursday of classes. And many people can benefit from it, so if we can have some way of doing it in fall, I think it would be nice."

Dean Van Loan: "Clubfest?"

Senator Grossman: "This year it was September 11th. It was already like three weeks within the semester, and maybe we want to keep it during -- some clubs need time to prepare, but maybe we can have a mini-version of clubfest, and I definitely know that my club, the water polo club, would love to go there in the beginning and get people, and I'm sure many other sports clubs that start early

would love to do it. And now that there's more time, it would be great to have some time, so that's my advice."

Senator Thomas Björkman, Horticulture: "So sort of in reference to the book project, I burnt out on the book project. One of the things to happen (Off mic.) -- and one of the student's attitude was basically well, they're in power. They were going to do whatever they're going to do to us and it's not worth bothering trying to fight it. And nobody complained about that. It was so disheartening. And if we're training leaders, maybe giving them the idea that that's not a good attitude to go into college with would be useful exercise."

Professor Durba Ghosh, History: "And so maybe this is a turnback to the old orientation. There is an academic integrity film that the first-year students used to watch and discuss, and now it's something they just watch over the summer, so I think bringing that back would be great.

"I was a huge fan of the first-year book project, and it sounded like faculty burnt out on it, and that was one of the things that happened. So if it was brought back, I do think there would have to be some faculty enthusiasm.

"The other thing I was going to think of, our students are suffering from incredibly high levels of stress, and they come stressed out, and then the orientation stresses them out even more, because they're really busy the whole time they're here. And so I wonder if some kind of work/life balance, which we

all need help with, is something to think about as getting them integrated to the idea that even though they're here and there's a lot going on, that they need to kind of pace themselves and not cram everything in in that first week."

Dean Van Loan: "I know in the Calendar Committee, I said orientation -- nothing, I mean, nothing. But then, oh, this is going to lead to trouble and stuff. And then I worry, like an addict, however many days you have, you'll just keep piling stuff in there, so we want to pay attention.

"I have asked Peggy to show us a rough draft of the proposed orientation, like in November, just so they know we're paying attention there. There was another couple of questions."

Unidentified Speaker: (Off mic.) -- Sociology. "Two points I want to pick up on Durba's there. One point is about intellectual activity, and two is about the pace of this first couple of days. And it certainly seemed to me that as we constrained the orientation, we jammed so much in there, the students are exhausted by the first day of classes. And they have them running ragged, and all these different activities that they can't remember half the stuff that they were just exposed to, is my sense.

"Even to take the same amount of activity and just slow it down, to give them a chance to have some regular conversations with people, and not sprinting from place to place. It is kind of a priority in setting up the schedule of having it not

be so packed. I think the content, we can add some more things, it's fine; but to not do what -- you're afraid we are going to fill up the time with jammed in -- so one issue is slow it down.

"Two, I always enjoyed the book project as a bit of an intellectual modeling for the students when they come in, to have a nice brief intellectual conversation and show students what that looks like on this campus. I understand the burnout of the faculty and all the rest, but some version of an intellectual activity, so they remember why they're here, and that's not just on dorm life."

Dean Van Loan: "Let us see. Back there. Lets get some new people to talk."

Senator Simone Pinet, Romance Studies. "One thing I'm always struck by with students is how they talk about college as being not in the real world and, at the same time, they're being attacked all the time from the real world, so I wonder if we couldn't use the first-year reading project, which I was a fan, as something to bridge this thing, for them to see that what they are doing here is part of the real world.

"And I was wondering if we couldn't get students who are graduating seniors to pick the activity or the book or the format that they find most attractive for connecting the college experience to the real world, whatever it is that they're going to do, maybe bring back some of these graduating seniors to just talk about this book or this activity that they did.

"I thought it was a very interesting way to meet students from completely different disciplines, to wonder why it is they're so apathetic or to maybe think of solutions of how to make them come out of there during the class, during that semester where we just have had them in this reading project. I was a huge fan. I hope we can bring it back in some way; but I think that linking it to these real-world experiences from sustainability to political engagement, to free speech, I think this would be very important."

Dean Van Loan: "An interesting thing you mentioned is using upper -- seniors to perhaps help with the administration of this. I think we have time for one more. Right there.

"You always know that on the web site, you can always leave comments, if you didn't have a chance to say your thing. You can leave a comment on the web site."

Senator Harold Hodes, Philosophy. "One thing strikes me about the open house, and that is how many students just want to talk to faculty members about the subject matter of their departments. So it occurs to me there might be a sequel to open house in which students could go, in an organized way, to talk to a few members of particular departments about substantive stuff; what gets covered in various corners of their discipline, and might give them a better idea of how interested they are in particular fields."

Dean Van Loan: "You're in Philosophy, right? So how do you do open house? Like 7:30 to 9:00 at night, you just walk into someone's office?"

Senator Hodes: "No. The open house, it's always 1:00 to 3:00 or something, I guess it's on the Sunday before classes start, and it's always in this building. It is always right outside there, at least in recent years, and every department has a little booth, so to speak."

UNIDENTIFIED SPEAKER: " Engineering does a great orientation, where they have the different – "

UNIDENTIFIED SPEAKER: "But I mean, I always go, because I'm the US. And it always strikes me as kind of rushed. And a lot of students seem to feel that they'd like to have more discussion, at least that's the impression I get."

Dean Van Loan: "Okay, well, good discussion, and thanks a lot, and let's go on to the regularly scheduled -- he's asleep in the back row."

**5. AN OVERVIEW OF CORNELL'S BIAS ASSESSMENT AND REVIEW TEAM, VIJAY PENDAKUR, DEAN OF STUDENTS**

Vijay Pendakur , Dean of Students: "Not sleeping. Paying attention to the way you want to use orientation. Thank you for having me.

"Clearly, I have never been here before. I am Vijay Pendakur. I am the new dean of students here at Cornell University. I started in January, and so I'm just finishing ten months. And last week, Charlie and Chris asked me to come in and

see if I could spend a few minutes sharing a little information about Cornell's bias assessment and review team protocol. I wanted to just share a broad sketch of how I understand this process to work, and then take some questions.

"As I let Charlie know yesterday, I do have a hard stop at 4:30, so if this is something that is part of a bigger conversation, I'm totally open to that. And I think that this is something I could come back, and especially bring some more staff with me, who are really much more deeply involved in the process. And if there are really granular questions, that might be a better way to get into the weeds together.

"The way I understand it, a number of years ago, Human Resources at Cornell University actually created our first bias tracking system. The vice president of Human Resources, Mary Opperman, felt very strongly that there should be a way at this university for individuals, students, staff or faculty to file a report through an electronic reporting system, and they could have their name reflected in the report as the person filing the report or they could not. And they could report an incident of bias.

"The initial vision for what was created in HR was something whereby HR could then collect this bias data and do some trend analysis over time. If you go to the Cornell web site and you google the Bias Assessment and Review Team through the Cornell search bar, you could actually go over to HR's page where they have

a page for the BART team, and there's aggregated data that goes back a number of years where you could look at reports about the types of bias incidents that come in. Obviously, they have been anonymized in terms of big picture reporting, but the initial goal was to create a way for the university to understand trends around bias; so who are the victims of bias, in terms of what kinds of groups are facing bias incidents, what kinds of bias incidents are trending, so if we're seeing an uptick in Islamophobia or homophobic incidents, that would be important for the campus to know.

"Initially, the project was really focused on data collection, trend analysis and then semi-regular reporting, quarterly reporting on the bias web page. Over time, some folks connected to the bias process started asking, if we know somebody has been the victim of a bias incident, maybe we should, just as a caring community, we probably should be reaching out to them.

"A group of people gathered and formed an outreach team, so that if a bias report comes in and the -- there's always a triage step to determine whether something meets the university's criteria for bias. If you are curious about these criteria, I urge you to go to the web site and review the university's definitions of bias. It's all well-displayed on the bias web site, but if something meets the definition of a bias incident, this group of people started to enact sort of an ad hoc response mechanism, where they would call -- if they had the information,

they would reach out to the victims of a bias incident and say look, we heard this happened. Are you aware of the resources that are here for you at Cornell? We care about you. We want to make sure you are connected to the right offices to get support in the wake of this problematic and potentially really distressing thing that you have experienced.

"That process started a couple years ago. Like two or three years ago, a group of people started gathering to make these care calls after a bias incident. And that group has continue to move along. In terms of timing, as to where the bias assessment and review process is at Cornell, I would say the data collection aggregation and reporting piece is really much more concretized than the idea of response. We haven't really thought through the response very systematically as an institution, in terms of how we would staff a response team, what it really means to call somebody who is the victim, or what are we doing for people who are being identified as perpetrators of a bias incident.

"And so on the response side, I think that -- my observations in the short time I've been here is there's some room for growth. I think one of the opportunities we have to really think through this more carefully as an institution and as a community and to figure out what we want to do, is that the response portion of the bias program is actually migrating over into the dean of students area starting in the spring.

“So while I didn't necessarily have -- well, I knew, and most of this predates me. When I first showed up, the bias team was really still being heavily administered out of HR. HR is going to continue to handle the data piece and the reporting piece, but when it comes to any of the bias incidents which deal with students, which is really 98% of our bias incidents, the dean of students area is going to start to manage that.

“I have a new staff member starting this Thursday, Marla Love, who I will be putting in charge of thinking through this and working with that group of people who have been working as responders, to systemize our approach better, to look at what's happening nationally, to see if there's any best practices out there we can borrow from. I do think it's important, as a university, we continue to reach out to the folks who are victims of bias and make sure they are aware of the resources available for them here and make sure they understand that Cornell does care about them.

“I think oftentimes, for any of us who have received bias, if nobody ever talks to you in the days and weeks that follow, you can really internalize that message and feel otherwise or like you don't belong, and we don't want that to happen for students. We want to continue our care practice, but I really want to nuance it and think about ways we can systemize it in terms of who's making the calls, what resources are being offered and those kind of things.

“So there's room for growth and something at the end of the spring or start of next fall, I would love to stop back and give an update in terms of how we shift as the process moves entirely into the dean's area when it comes to student-on-student bias response.

“Before I share any more, I want to open it up to the floor for what questions you have, and we can see, until 4:30, ways that I can share information that's relevant to this group and make sure that I take questions away that I might not be able to answer myself, but I can help Charlie and Chris connect with more information.”

Senator Hatch: ”Is there coordination with the ombudsman office about bias incidents, and how does one handle the alleged perpetrators of bias in this system that you're developing?”

Dean Pendakur: “Thank you for the question. Charlie, you would know this better than me, but I don't think there's an immediate coordination between the bias team right now and the ombudsperson's office, so I think that's something we could look at. If there's some utility there, that would be one thing I would love to think about bringing the ombudsperson's office into this in a meaningful way.

“Per your second question about what we do with alleged perpetrators, if we have -- the current practice, and this is up for review, but if we have information about the person committing the bias incident, the same team of people who are

calling the victim to make sure we offer resources and support are doing what we call an accountability call to the person that is the person committing the bias incident.

"So the accountability conversation looks something like this: You get a call or email from someone that says hey, I work for Cornell, I'm part of this Bias Assessment and Review Team. Your name has come up in a bias incident as somebody that has been involved in a bias incident. I would love for you to come in and talk with me.

"We have about a 50% response rate, because we don't have any real hold. We can't make that happen; but about half the time, the students, maybe from a place of thinking well, I'd better go in if someone wants to talk to me who has an administrative title, they do come in. And then there's a conversation that proceeds like can I talk to you about what happened, get your perspective on it, but also share what we are learning from the person who was impacted by what you said or did and how you might have made an individual or a group feel with your behavior, and is that the kind of person you want to be here at Cornell. Is that the way you want to be shaping our community and contributing?

"And there are some pretty good stories about students walking away being like wow, I really regret what I did and I didn't think of it that way. I thought I was being funny. That is one theme that comes up a lot, is I was just joking and it's

pretty illuminating for me to hear in detail about how my voice or my actions landed on a group or a person.

"And we also have students who come in and their agenda is to say I didn't do anything, I didn't do anything, and no matter what, even though we say this is not disciplinary process, because the entire BART process operates outside the code of conduct, they never really turn the corner into owning anything. And they walk out of the room saying yeah, that was a nice conversation, but I still think you've got the wrong person. And that happens a decent amount too.

"And that's where I think we need to think through this sense of what outreach to both impacted and perpetrating parties looks like and look at -- I'm sure other institutions are doing interesting things here, and a best practice study might be able to help us build something very quickly.

"Do we do microphones for the audience members as well?"

Senator Wojtek Pawlowski, Plant Biology: "So this is to follow up on your last response. So you do have a process to deal with perpetrators who want to be better human beings. What happens to those who don't? I understand this is not a -- but do you have at least a way of conferring feedback?"

Dean Pendakur: "Thank you for the question. I think right now, we have limited mechanisms to deal with perpetrators who are not interested in being better human beings, to use your phrase. I think that our mechanisms for

offering feedback are to invite them into an accountability conversation. And if they turn us down on that invitation, then it kind of goes flat, and I recognize that there's a lot more that could be done in that arena.

"I think as the university as a whole looks at alternative dispute resolution mechanisms, like restorative justice circles and other mediation practices, this is something that has come up with a vengeance this fall. As we build something as a university to handle other ways of inviting people who are in conflict to resolve their conflict in ways that all parties can learn and grow and seek dignity, I think that we're going to have more options. Right now we have this sort of one limited option, which is to invite the person in to a one-on-one accountability conversation and, if they say no, we're sort of like okay. And then most of the effort gets focused on supporting the person who was the victim of the bias incident."

Visiting Lecturer Anne Sieffert, Romance Studies: "I actually had to use the bias incident report for two of my students, and their response was excellent. It was against a staff member rather than against another student, so I want to commend that.

"One of the things that I'm concerned about is that in order to find out about the bias incident report, I had to email someone in Diversity and Inclusion that I already had prior contact with, because none of the people in my department

and on the staff knew exactly what the process was, since it's a fairly new process, as you have underlined. And I wasn't aware of it, because when I came in last year, HR actually didn't make me aware of it. They didn't publicize this. I had to see all the mandatory videos, but this wasn't part of the process, so I think this is something that you can do better in the near future; make sure that everyone knows this process exists."

Dean Pendakur: "Thank you for the feedback, and I'll definitely share that with HR. Just one note, if a faculty or staff member is involved in a bias incident, that the team of people who works on that comes out of the Division of Human Resources, so there is a division of labor, although 90, 95% of the bias incident reports that come through are student-on-student, so those would be handled out of the dean of students area. If a faculty or staff member is involved, then the DHR team would step in and handle that."

Speaker Walcott: "Thank you so much. Appreciate it. We now move on to the UFC-sponsored resolution and Professor Ghosh."

6. **UFC-SPONSORED RESOLUTION AND VOTE: ON RECENT RACIAL INCIDENTS,** PROFESSOR DURBA GHOSH, UFC COMMITTEE: "I think I have a slide. So I want to thank my colleagues on the University Faculty Committee who drafted and revised this resolution. I'll just put up the first bit of it. The resolution, as you can see, is intended to reaffirm the faculty's commitments

toward generating and sustaining a learning environment that is inclusive.

"Many of you know about the incidents that have occurred in the last month or so. There was a student assembly resolution passed condemning these events, and then the graduate student and professional students assembly passed a similar resolution on September 25th.

"We have also seen a number of statements come out from the president's office, the provost, and also the vice provost of student affairs. I think that we, on the committee, felt it was very important to have the faculty have a voice in some of these initiatives. This resolution draws from the language of the resolutions that were passed by the student assembly and the graduate student assembly, but it is limited in the sense that the key difference is this resolution doesn't ask for specific remedies involving the campus code of conduct.

"I will just show you what it does say. A number of us have already, in terms of faculty, have already been drafted in the provost's task force on enhancing the diversity of the faculty, and surely a number of us will be drafted into the presidential task on diversity. A lot of us have had extended conversations with our students about the impact of these recent events. And so while I think we all agree that these individual affirmations are really, really important, we on the University Faculty Committee also felt it was important to have a collective

statement that expresses how horrified we are that folks in the campus community are directing such hate at each other.

“Maybe I'll step back on the first one. The first whereas, we haven't listed the specific incidents. We've only listed the incidents that were documented in "The Cornell Sun" and the "New York Times." This is a restatement of the existing campus code of conduct, and many of you know that is being revisited.

“We have resolved to condemn these violent and racist actions. We have also resolved that the faculty senate commits to ensuring that incidents of harassment against persons -- and this is drawn from the campus code of conduct -- based on disability, ethnicity, gender, national origin, race, religion, sexual orientation or affectional preference be fully investigated, and of course we've also resolved that we recommit ourselves to the motto any person, any study.

“I think I'll stop there, and then ask for questions or responses.”

Senator Grossman: “So the thing you said are different from the undergraduate -- and I'm very worried about exactly what you are saying. They tried to use these incidents in order to actually take away free speech, and I think after we had the discussion last May, and I think that we actually should be very clear; we should not use these incidents in order to suppress free speech. So I would be very happy if we actually add something that, kind of a response to their

resolution that we disagree with them on that, and we actually do support free speech."

Professor Ghosh: "So thoughts on that? I don't think the statement says we don't support free speech."

Senator Grossman: "Given the fact that they -- I think it is our job to actually state very explicitly, disagree with them on that and this is not to be used to suppress free speech."

Professor Ghosh: "Yeah, I don't read their resolution as not supporting free speech either."

Senator Grossman: "No, they want to change -- in a way to make it even harder for us to protect free speech."

Professor Ghosh: "Yeah, I don't see their resolution that way either, I guess, but maybe we can hear from other voices?"

Visiting Lecturer Sieffert: "I actually don't see the resolution either in this way, but if we move to make free speech part of this, I think it's a separate issue. I think it would be mixing up two different issues. We could potentially make a statement on free speech a separate one; but if we do make a statement on free speech, a separate one, then that statement, I would like it to include peaceful protests, explicitly in that free speech statement, because peaceful protest is also

a form of free speech, and I do think it's actually disappearing from all the debate on free speech. That particular form of free speech never comes up.

Professor Ghosh: "Can I just call on Cynthia Bowman for a second? Because we did discuss this in the University Faculty Committee, and I know that in the next faculty senate meeting, Cynthia's arranged for one of her colleagues to come to talk to us about what free speech is in legal terms, what the limits are, what the conditions are, so maybe you could say a word about that."

Senator Cynthia Bowman, Law School. "On the University Faculty Committee, we discussed basically the point that's being demanded is a hate speech code be added to the university regulations. And we have a lot of mixed feelings about that. I, for one, think it would be difficult to formulate a free speech code that would, in fact, allow free speech -- a hate speech code, sorry. A hate speech code is what is being demanded by the students, and that can be a threat to free speech under certain circumstances.

"We decided that we actually need to educate ourselves better on this whole issue, and so I have a colleague who will come to our meeting next month and do a little show on 1st Amendment, the 1st Amendment to the extent that it applies or doesn't apply on campus, which is different, actually in the state-supported parts of the university versus the private parts of the university, how it relates to academic freedom, and the various kinds of exceptions to the 1st Amendment

that are made for threats and assaults and harassment, and can simply also go into the problems of developing a hate speech code. We sort of reserve that for next month, not this month."

Professor Chris Schaffer, Biomedical Engineering and Associate Dean of Faculty: "I just wanted to reiterate Cynthia's point here and maybe quote a little bit from our president, Martha Pollack, who I think has said very clearly how she views issues of free speech, and I don't hear a lot of debate going on. That's not surprising, I guess, among a group of faculty.

"But she said part of free speech is being willing to listen to what these students say and what their concerns are and to hear them out. And I would just say -- and I strongly believe that's a good idea. I think over the next couple of senate meetings, there will be things whose focus is trying to educate us about hate speech codes, how they have been implemented, how they've worked, how free speech -- or speech is handled in other parts of the world.

"And I think it would behoove us to wait to learn a little bit more and to learn a little bit more about what students specifically want regarding hate speech codes before we start saying that no free speech is it, free speech is it. I think we have plenty of space to be able to listen, and I would urge a little bit of caution before we say anything"

Senator Ken Birman, Computer Science. "I just want to speak in favor of the resolution as written. I think it's balanced and to the point. It speaks of harassment, it talks about the specific incidences and condemns them. I understand your point, actually, and I somewhat agree with you that the senate should take a stance on this, but I don't see a need to do that in this document, and I would hope we can focus on the document and hopefully approve it, and perhaps needs to have a follow-on motion at some point in the future."

Senator Linda Canina, Hotel School. "I find this quite obvious, but the specifics aren't listed. For example, commits. What are we going to do to ensure that these things -- so it's nice to put these things down on a piece of paper, put them in the handbook, but I'd like to speak more about what we're going to do in order to stop these things. And one of the things maybe we put something in the orientation and speak about cultural differences, ethics, morals, things like that."

Senator Ted Clark, Microbiology, Immunology: "I have a similar question of clarification. Does the code of conduct talk about how people are held accountable? I mean, it says they are to be held accountable, but are there specific things that the code of conduct talks about in terms of accountability?"

Professor Ghosh: "I think probably Professor Bensel can answer that, because he's been working on that, I know."

Senator Richard Bensel, Government. "We have been looking at the relationship between proposals for responding to hate speech and those parts of the currently structured code of conduct. What we're trying to do is get examples and then apply them -- the code of conduct to a specific -- so that harassment, for example, turns out, at least in the preliminary discussions we've had, to cover many of these incidents. State laws on hate crimes cover some of the others. Trying to find spaces where we would -- we think formal intervention in the campus code of conduct would be appropriate, because it doesn't cover it yet.

"That is where it stands, and what is coming to the University Assembly under another process will be apparently a resolution on hate crimes that will probably have formal responses in it. I don't know what those will be, but the University Assembly's quite insistent, I think, on that kind of response, so I'd be very careful and I'm trying to be very careful what I say now, too, because that will occur."

Senator Hakim Weatherspoon, Computer Science: "I guess the key is that we want to send a message consistent with the president and maybe the other student body. I actually agree with Ken, that this is actually pretty good as is. The language, be it resolved the faculty senate unequivocally condemns these violent racist actions is a pretty strong statement. I think there needs to be some follow-up on what accountable means and how we actually follow it up.

"I did get a number of emails that night that said here's what happened. I hadn't heard about it. What are the faculty going to do about it, so this is a good response, mixing in -- and we still respect free speech -- I think mixed messages. We do respect free speech. This was not free speech. This is the response of those incidences."

Professor Ghosh: "Yes, I hope so. I think we should bring it to a vote. I can respond quickly to some of the concerns. Do you want -- ."

Senator Bowman: "I wanted to answer your question about the commits is very vague. One of the things we had in mind was that we should have an item on the senate agenda every month that's race on campus, and that's holding accountable and committing to ensuring that these incidents will be -- they won't disappear and we'll go on to some other agenda."

Professor Ghosh: "Do I propose that it goes to a vote? So I have proposed that it goes to a vote. We need a second."

Speaker Walcott: "Show of hands. All in favor of the motion, please."

Dean Van Loan: **57** in favor.

Professor Ghosh: "All those opposed?"

Speaker Walcott: "All right, how many people are opposed to this motion? Okay. How many people wish to abstain? Okay, we have **one** abstention."

## 7. DOF-TO-FACULTY COMMUNICATION ISSUES, DEAN CHARLIE VAN LOAN

"Okay, so this is a real important topic, and it's prompted by current events, but it's a topic that I have had to deal with from the start. The subject is how do you communicate to 1,600 faculty. That is the basic question.

So here's method 1, which is announcements. We have this announcements thing there, pretty low threshold, like if the chess club is meeting in the basement of the Goldwin Smith and we think it's a good idea for faculty to come, we could put it up there. So right there you could see the summit meeting, there's a First Gen thing tomorrow night. Next week there's a take a stand against domestic violence. That is one way of doing it. The drawback, of course, is not many people read this page. You have to have a habit of doing it; but nevertheless, that is one way of doing that.

"Here is a second method, which is more of a grassroots kind of thing. Maybe you have a committee and you have committee members and you are going to have an event and you want to get people out, so one avenue is contact all the DGSs or all your friends in those departments. And if you divide the work up, it's really not that much. How long does it take for someone on your committee to email each person in a college or whatever. Not long.

“The advantage of this is this forces interaction. It is not just an abstract message. You went through a chain of -- not command, but chain of connections there, and eventually you reached the faculty, so that's another method of doing that. You have to be willing to do that. I really don't think it's that much.

“Here is the other method, which is that I can mail all the faculty, and I can mail all the non-tenured track faculty and all the emeritus, so I do that for the senate meetings. The assumption here is if you use this for other things, the message should be free of political and other forms of bias.

“Another assumption here, and perhaps it's unstated, but perhaps we have to think about this harder, which is the act of advertising an event doesn't mean you endorse its content. Events are different than talks. If you invite a speaker, comes in and talks to your department and it is a bad talk, it's not really your fault, so there is a little decoupling between content and just stating something. Of course, an event or protest doesn't come with an abstract like a colloquium, so there is a difference; but the thing is, in my head, and I think of this as simply saying here's something interesting that may be for the full faculty.

“Let us analyze this. This is the message I sent out two weeks ago, on Tuesday, but prior to the Arts Quad event. So let's just take a look at this, and I'm very interested in your thoughts on this and what issues it raises. I think this is very important, because we are on the front end of a period of heightened activism.

There is going to be more and more events and more and more opportunities to tell one another about these events.

"The question is does this message have a political content. I want to stress how big that question mark is. I don't have the answers to that, but I don't think anybody really does. This is a complicated scene here, and all I want to do here is just talk out loud in front of you to see how you feel about these things, so is that a political event. I can tweak the Collegetown things very slightly and have the sponsor then be Cornell United Religious Work. Doesn't take much imagination to think why they might sponsor an Arts Quad event. Or you could have something that's clearly political; the College Republicans want to do something. So the point here is how do we assess a request from an organization to whether it's worthy of me mailing the faculty about it.

"Then there's a question about endorsement. I just said: See you there. I could have said be there, which is slightly more forceful, and then there is a difference here. Or I could be totally vanilla and say have a nice day, but the question is, though, words are incredibly important, and are there signals that I would send by just signing off that communicates something that I'm not aware of. So those are some of the issues.

"Here is the dilemma, which is -- this is me now. Do I want to spend time trying to figure out what's political and what's not? Do I want to spend time on what's

an endorsement and what isn't? Do I want -- is this an exercise in free speech or not? I was up all night working on that little email. I was new, I'm not used to this kind of stuff, so that one box there is like one sleepless night, and more; but now over here, instead of that, I would much rather, and I am looking at ways of doing something about this.

"For example, one of the demands in the BSU memo was about curriculum, courses. Can we do something there? Should -- we have the swim test, which has a certain role. Can we have high-level cultural requirements that are university-wide and that we all buy into and does some good. So that's what I would rather do. This is just me, and we all have budget time things. This is just me making a choice here. I don't want to have to think about all that stuff.

"However, we do have to go forward, and here are some possible principles that we can follow. I talked to people about these, and here are some of them. We can't just sit back. We have to be proactive, we have to alert one another to these different kinds of events, so we have to keep doing that and we'll continue to use the web site and the LISTSERV for that direction. However, these last two weeks, there are things I have learned and others have learned, and let's sort of step through these before we have the discussion; so one is remember, I had that tree thing. If you are an organization and want to get the word out, I can help you, our office can help you do that, advice on how to contact all the DGSs or

whatever, so we can be more proactive about that method, which I think is a really good method, which forces groups to get out and away from their college and talk to other people. We'd be very happy to help in that regard.

"Second, I think we really have to remind ourselves that listening to a talk or attending a protest has nothing to do with your endorsement of the content. If it did, then we're all going to hesitate and going to hear alternative points of view, and it's just not a healthy thing. I think the fact that we are supposed to be leaners, we're scholars, students look to us for various types of advice, and I think we have to drill home that point Number 2 there.

"And third, this is a very practical thing. I was up all night. I would like to drag the UFC into a sleepless night as well. We have to broaden -- when requests come in for emailing the faculty, we have to broaden the set of people who look at that, and so we'll be doing that.

"So that's sort of it, and I'm real interested in how you might look at this stuff. And remember, those were big question marks there. I really don't know the answers. I'm new to a lot of this, but anyway -- and lots of people have sent me emails and I really appreciate those and they have helped clarify my thinking over the last two weeks.

"With that, questions or comments about this?"

Speaker Walcott: "We have about three minutes."

Senator Linda Nicholson, Molecular Biology and Genetics. "I was one of the organizers of the protests that you advertised, and I just want to thank you. I think the turnout was much higher, due to your email. And I think that even though I got a lot of emails, a lot of blowback also just regarding some different opinions that were expressed during the protest, and I think it has generated some very rich discussion among faculty.

"And I see a positive outcome coming through, and I just think it's a great thing to be able to rapidly reach faculty, and I really appreciate the fact that you are willing to -- even though it kept you up all night, willing to put yourself out there and encourage people to participate, without endorsing. Just simply -- we cannot sensor what anybody is going to say at any of these events, including a scientific talk, right? So I think just basically putting the spirit out there was very, very valuable. Thank you."

Senator David Delchamps, Electrical and Computer Engineering. "When I saw that email, I was surprised. It was like the most political, in quotes, thing I have ever seen from the dean of the faculty over the LISTSERV. If you are interested in knowing in how at least one person read it, I already knew this thing was happening, but I knew it was a take a knee rally is what I knew it as.

"So no matter who you put as the sponsor, that's what I would have been thinking, that Charlie's talking about the take a knee rally. And when you said

see you there, the way I read that was I'm going to be there and I'm going to be participating, and I hope you will too.

"Now, I couldn't, because I had a class, but I wasn't offended or I didn't think it was wrong for the dean of the faculty to use it that way. I think the graph thing, that's for academic stuff really. If you need to get the word out quickly about something like this, then really the only way you could do it is by that. And I think it was daring of you to do that. And if it really had that kind of an effect, I think it was great; but anyway, that's just one faculty member rank and file view on it."

Speaker Walcott: "I think that's it."

Dean Van Loan: "Okay, you can keep sending me your thoughts about this afterwards. It is really valuable, because no one of us really has the whole picture.

"We have two Good and Welfares, and they are each five minutes in length, so Eric."

**8. GOOD AND WELFARE**

1. **Senator Eric Cheyfitz**, English and the American Indian indigenous Studies Program. "Everybody's aware of the protests that have taken place, organized by Black Students United. There were also protests last year, save our

programs in Arts and Sciences, focused on Indigenous Studies Program, lack of support for them, FGSS and LGBT.

"These are important protests by significant students here at Cornell who feel they're not getting a proper education. Because these subjects of race, gender, class, sexuality, social justice are being marginalized, they're not central to the curriculum.

"I will read just the demands from both sets -- both groups, diverse groups of minoritized students offered demands, which have not been attended to. Clearly, the ones offered by the Black Students United, there hasn't been time to attend to them; but what I want to focus on now, the other demands have not been addressed themselves substantially.

"Black Students United said we demand that all students, undergraduate and graduate, to have appropriate ongoing and mandatory coursework that deals with issues of identity such as race, class, religion, ability, status, sexual or romantic orientation, gender, citizenship status, et cetera. We want this coursework to be explicitly focused on systems of power and privilege in the United States and centering the voices of oppressed people assembled by professional diversity consultants and student leaders.

"Article 13, Section 2 of the bylaws of Cornell University reads as follows: The functions of the University Faculty shall be to consider questions of educational

policy, which concern more than one college, school or separate academic unit or are general interests.

"So this is a matter for the faculty senate, to start to discuss what we are going to do about having some requirements here that speak to these issues, some requirements that deal with diversity. And I want to point out that diversity for me, and I think for the students I'm talking about, and some of whom I think, if not all, would agree with me, diversity is not simply exposure to courses that deal with another culture. Diversity is exposure to courses that deal with the intersectional issues of race, class, gender and sexual difference. And the issues are located here for these students in the United States of America and at Cornell University specifically.

"So we have an apparatus here. We have faculty, myself included, who deal with these issues on a semester-by-semester basis in our courses, and I can list precisely those academic units that do it. These are African-American -- Africana and African-American Studies, American Indian and Indigenous Studies, Latina/Latino Studies, Asian-American Studies, Feminist, Gender and Sexuality Studies, and Lesbian, Gay, Bisexual and Transgender Studies.

"These are the courses that do this day in and day out, and they are not getting support. They are not getting financial support from the university, they are not getting financial support in relationship to just amount of money that they have

to do things, which includes hiring a faculty of diversity. Not only diversity of race, gender, sexuality, but a diversity of intellectual opinion.

"So it is the mandate of us in the senate to take these issues up, to make suggestions, recommendations to the university general. It is clear in the bylaws. Nobody else is empowered to do that but the senate, so what I'm suggesting is that we form a committee or we use the Educational Policy Committee to begin to discuss these issues seriously, to invite people in who know about them, both students and faculty, and to get to work on these pressing issues, which are now at Cornell University marginalized issues. That is all I have to say."

2. **Senator Yuval Grossman,** Physics: "My name is Yuval Grossman, and maybe you hear my accent; I'm Israeli, yes. And I want to answer the thing that I talked to Charlie, and it's really, really making me very sad and everything. I also didn't sleep at night, but for different reason, not because -- and we all hear a comment said we want to help each other, we want to make everybody else feel welcome.

"So I saw this email and I saw the people who support it. I know many of those names. Those name had been extremely aggressive against us. They called for boycotting us, they called for destroying our country. And it doesn't matter what you think about it. That is not nice. That's not nice, and you knew it, you knew that it's not nice.

“And it doesn't matter what you think. You know you are going to hurt other people. And we are talking about being nice to each other, we are talking about if we want people to feel here welcome. And I always ask those people who will tell me, you know, when someone tell me, you never understand what does it mean that someone tell you the N word because you are white, and I said do you know what someone feel when someone say I want to destroy your country? No, you don't, unless you are Israeli.

“So treat us same as you treat other people. You should not send these emails, you should not. You should not make things look as if they are oh, simple. They are not. It makes me really sad. And you know, this all the time, this double standard against us. Last semester, we had our Independence Day. Anti-Israeli students come, and I guess everybody know the story.

“There was a policeman and said of course you have a free speech. Free speech is extremely important. Go and demonstrate outside. Don't come and take over the event. They tell the policeman no, we just want to get into the building. They get in the building, they get into the room, and they destroy it.

“What happened? Silence. The provost say nothing, we said nothing, nobody said a word. When I asked the provost about it, what he said? It is a political statement. They come and destroy our event, okay.

“And then Charlie send an email, and then you see what happened. In the middle of this, we want to be united, we want to feel for everybody. A guy stand up and said I want to destroy your country. And you know what Charlie said? He just said it was a small deal. Maybe for you it was a small deal. Maybe you shook your hand, but not me. It is hate.

“So let me end with one thing, okay. Everybody has the right to say things. I truly believe on free speech. Of course he had the right to stand up and said I want to destroy your country, Yuval. He had the right to do it, but you should not help him to spread the word. You represent us. We are few of us, we are very few of us, and you should not do this.

“So I really wanted to sleep at night, truly. Just don't send these emails, very simple. You sleep at night, okay? And I'd be happy to talk to anybody who are organizing this event to maybe understand something else. We always say try to understand what the other feel. You don't have to agree with me, okay. Many people believe that the destroy of Israel is a peaceful thing, and that's their right, but you have to understand that it hurt us.”

Speaker Walcott: “I think that's it, and I declare the meeting adjourned.”