1. CALL TO ORDER

Acting Speaker Charlie Walcott: “I see we have a very crowded auditorium here. I just need to go through the usual litany to remind you that senators have priority in speaking, and only senators or their designated alternates may vote. Please identify yourself as to your name and department when you speak, and wait for the microphone. And I suggest, as usual, about two minutes to allow for more speakers.

“We have one consent item, which is the May minutes and September minutes need to be approved. Do I hear any objections? Then I will assume that they have been consented to. So Charlie Van Loan.”

2. ANNOUNCEMENTS [slides]

Dean Charlie Van Loan: “I have just a few announcements, but the first one’s particularly important. So remember last time we outlined a plan that is going to take a couple months to realize or to act on, which concerns the representation of the 1,000 non-tenured track title-holders, senior lecturers, researchers and so on.

“And when we walked into this issue, I kept saying we aren't going to change the definition of the University Faculty, because that's the tenure-track faculty; and therefore, we can steer clear of the trustees and the bylaws. However, there is sort of twelve words in the bylaws that actually have to be tweaked so -- a clearer path for us to act one-way or the other about this issue.

“In a nutshell, they concern an NTT presence in the Faculty Senate to the vote, and then elections, as in elections for faculty trustee. So the bylaws say things about this, and you will see now how we had to do a little bit of a word change. “This concerns voting members in the University Faculty. So the bylaws basically say that the University Faculty can extend voting rights to nonvoting members. Now, when this was written maybe 30, 40 years ago, it applied to nonvoting members of the University Faculty.

“For example, you’re a visiting associate professor. You are a member of the University Faculty, but you are a nonvoting member, but we have the authority to extend voting rights to that group. What we want to do now is change the red to the green, thereby letting the University Faculty decide who among the
academic title-holders, or more precisely in the language here, the instructional and research staff, that we would have the authority to extend to them the right to be engaged in matters of educational and vote on such matters.

“So that’s one change that would be in Article 13. Again, it does not make us do one thing or the other. It simply gives us unambiguous authority to decide if we want to engage the NTT title-holders in educational matters.

“The second thing that has to be changed concerns voting for trustee. So right now, University Faculty vote for trustees, and the trustee must be a member of the University Faculty. One of our proposals is, again, the trustee has to be a member of the University Faculty; however, we would decide the electorate.

“For example, we could, if we wanted, extend to the nontenured track title-holders or some group of them permission to vote in the trustee election. So the language -- well, you can see basically, University Faculty member must be a trustee, but we have the call in terms of who can vote.

“The third thing and this always happens whenever I look hard at the bylaws, there’s always a typo. So here is a typo in Article 13, where this is the only place they mention the senate and they refer to it as the University Senate. However, if you look at the bylaws of the senate, our name is the Faculty Senate.

“So this is kind of handy, because should we choose to extend who can participate in the senate, if you said University Faculty, then it’s not a good name, right? So this is a handy kind of typo to correct.

“So the thing here I’m asking is if anyone has any problems with this or issues with it. Again, it just gives us an unambiguous authority to do these things. Does not say we have to. It is a slight expansion of our power, so to speak, to run the senate and elections. Any comments or concerns about this?

“It is a multistep thing, so the trustees are here. In two or three weeks, they have an academic affairs committee that hears this sort of stuff. I will just present this in five minutes, so to speak, as kind of a heads up. And then in the January meeting, it would bubble up, assuming you approve of this, it would bubble up to the full board, and they would approve it in sort of consent style. So all this does is give us the chance, if we so choose, to enact some of the proposals that you heard about last month.
“So the next thing is kind of sad. Every year, we lose a number of colleagues. And you can see on that list, I am sure, people that you knew and worked with. In our office, we produce a book of memorial statements, and I encourage you to look through it. It is quite moving when you read these synopses of our colleagues and all the things they did when they were with us.

“That is the announcements.”

**Speaker Walcott:**
“We now have a presentation of proposed Policy 6.4, procedures that apply to the faculty.

“John, are you coping with that?”

3. **PROPOSED POLICY 6.4 PROCEDURES THAT APPLY TO FACULTY**
   **JOHN SILICIANO, MADELYN WESSEL, (UNIVERSITY COUNSEL) AND LAURIE JOHNSTON (DEPUTY TITLE IX COORDINATOR FOR FACULTY AND STAFF)**

**John Siliciano**, Deputy Provost and Professor of Law: “I am here to update you on some changes to the procedures for Policy 6.4, as they apply to faculty. I think Charlie circulated some background material, but I wanted to highlight some of the features here. These procedures are applied to complaints against Cornell employees -- that would be faculty and staff -- related to bias, discrimination, harassment and sexual misconduct.

“This is sort of Chapter 2 of a set of efforts to sort of update our policies. Chapter 1, and I spoke to the senate about this a few years ago, was a comprehensive review of the same policies as it relates to when students are defendants or respondents. And we did a very comprehensive university-wide review of that and significantly updated our policies with respect to students.

“We started there because, as you might imagine, that’s where most of the action was, most of the difficulty, most of the compliance. It was a very comprehensive review, and it has been very successful, in terms of our procedures now for these Policy 6.4 complaints are much clearer, much more productive. Students who are complainants or respondents are finding them much better, accessible and appropriate.

“And the Chapter 2 is that we set it after that first look, we would look at the faculty and staff provisions, and so that’s what I’m here to report about today.”
There are several goals that we had in this revision or review, just like we did last time.

“One is that we do need to update them to be in compliance with the increasingly complex federal and state overlay in this area. Our concern coming out of the student review is that faculty and staff also were lacking in some key procedural protections. Whether they were in the role of a complainant or respondent in these cases, the existing protections were in some cases unclear, inadequate.

“Our goal was also to provide a single set of procedures. In your materials, you have links to the existing sets of procedures that were separate for staff and for faculty. In most respects, all of us are employees. If faculty or staff does a sexual assault, it really does not matter what our title is. We are all employees.

“And the two sets of procedures run in parallel. They are almost identical. Where they deviate, it just creates confusion, so we created a single set applying to all employees, faculty and staff with specific callouts, where appropriate, for faculty in their academic role. And I will talk about that in a minute.

“Then we were trying to improve the basic clarity of these in ways that we learned from the student revision. So this is a long, wordy document. You have it in your materials. Here is our summary of what changed and what is the same, so that you can trace out the changes. As noted, this applies to all employees, so the two provisions have been combined, faculty and staff, into a single provision.

“Again, it’s a very specific callout, when faculty need to be treated in a different way. The definitions have been updated to comply with federal and state current requirements. We are mandated to use certain definitions for sexual assault, so that is an adaptation that was part of the 2016 student revision. The other forms that are covered in terms of discrimination are unchanged from the existing policies.

“A key change here is around academic freedom determinations. Under the existing procedures, if a faculty member, say, gives a lecture that results in a charge of harassment or discrimination against that faculty member, and faculty member believes it’s an academic freedom issue, there is no ability to adjudicate that in the primary 6.4 hearing. It is just not available as a defense or a claim you can raise.
“It has to go all the way through to a completion of a finding of responsibility. Then you can start a secondary proceeding, a grievance proceeding. Only at the very end of that are you able to raise an academic freedom complaint.

“Those of you who followed the Laura Kipnis situation at Northwestern, it followed this pattern of a finding of responsibility for an article she had written that a complainant viewed as harassing. The academic freedom issue was suppressed until the very end, very destructive of that.

“And so we have revised the procedures to move the academic freedom inquiry right up front, so if a faculty member is charged with a 6.4 complaint, it is -- process stops and it is adjudicated up front by a faculty panel. Their finding that it is an academic freedom issue is non-appealable and it ends the process, only if this does not -- if there is a finding that this is not an academic freedom issue, whatever the charged conduct is, then it can proceed forward. The definition used of academic freedom is the one that this body adopted in 1960.

“Statute of limitations, this has been moved from the existing six months to two years, with the provision potentially for a longer statute of limitations, under special circumstances that would explain a delay in reporting. The move from six months to two years is a fairly obvious one.

“We all know there's contexts in which a student or staff member would not bring a complaint against their faculty member, their advisor, when they were still exposed to potential retaliation, so it is an obvious move to move out of this antiquated six-month statute of limitations.

“Arguments for how much further you extend it, we end up with two years, which is fairly commonplace, plus a caveat that if there are additional circumstances explaining a significant later delay, they would be allowed. So that is another significant change, along with the prior one. No change in the right of the parties to support during a process.

“Investigation. One big achievement of the student revision is we have a much clearer and more robust, more transparent investigative process. The existing faculty provisions had no provisions for exchange of information. The process of investigation was quite opaque. The current process adopted from the student procedures is much more transparent. All information is available to all parties. There is multiple avenues to review during the process. Everything is available from start to finish. The reviewer in the process remains to be the dean who
receives the final report and recommended finding. In addition, in the new procedures, they are provided all of the material. Parties have the same opportunity to comment. Right to appeal still is an appeal to the dean. The dean's decision may be appealed to the provost under the existing provisions.

“This revision instead changes it to an appeal to a faculty panel, who has received training in 6.4. These cases are very, very rare. The view is that having it go to the provost on a very rare basis was not reliable. It was more reliable to have review of finding go to a faculty panel, who is in fact trained in these fairly complicated 6.4 requirements. And then there is no change in the additional appeals post-process.

“So that's a quick summary of the changes. Our view in doing this was to really provide enhanced protection to both complainants and respondents and to be very careful about preserving and doing a much better job of preserving the areas in which faculty in their pedagogical role would be protected under academic freedom.

“So that's a quick summary. You have the materials. I am happy to answer any questions. We have greater experts here with us as well.”

Senator David Delchamps, Electrical and Computer Engineering: “Two faculty panels were mentioned: One of them for the upfront academic integrity review, if necessary, one of them for this appeal of the dean’s decision. Are they ad hoc? Are they standing? Are they put together by this body? Do you plan to have a subpopulation of faculty trained in 6.4, from whom to draw? I'm not sure where these folks are coming from.”

Deputy Provost Siliciano: “The one with academic freedom is drawn from the Academic Freedom and Professional Status Committee of the Faculty Senate. They, in the old system, that committee would come into play very, very late, after essentially two full proceedings before that Academic Freedom, so the idea was to move that membership up right at the front. That is the appropriate place for that particular inquiry.

“In terms of the appeal of the 6.4 finding, Laurie, maybe you have a better sense.”

Laurie Johnston, Director of Workforce Policy and Labor Relations: “Good afternoon. I am Laurie Johnston. I am the deputy Title IX coordinator for faculty
and staff. And for the second panel, that is right now for the student procedures, we have trained staff and faculty serve on those hearing panels. And so what we hope to do for a faculty appeal would be to draw from those trained faculty to serve on this review or appeal on the papers of an appeal under this process.”

_Beacon Richard Bensel, Government_: “I looked for the actual language on the revisions in -- is that available? This is a summary. The actual language of the proposed revisions, is that available?”

_Beau Provost Siliciano_: “I believe that Charlie circulated -- so it's online. On the agenda online is both this summary, but then also the full text of the revisions, and there is links to the old staff policy and old faculty policy, so it is all available. What we thought would be useful here, instead of trying to chart your way through pages and pages of text, is to summarize the key aspects, what’s changed and what's also remained the same.”

_Beaux Ken Birman, Computer Science_: “Thank you, John. The question Dave answered interested me. And in your answer, there was something that you did not touch on. Is there an obligation for this panel that the panelists be unbiased, and is there a chance for the different parties to challenge the membership of the panel, some kind of an obligation -- Ken Birman, Computer Science -- some sort of an obligation that the panel be an independent and unbiased group, in addition to being trained?”

_Beaux Provost Siliciano_: “That would obviously be the right goal, but Laurie, do you have any of the details?”

_Beaux John Johnston_: “We haven't specifically provided for that, but I think if someone were to raise that as an issue, that we would address it. I think that we tend -- we do provide the names of the people on the panel. And if somebody has a particular objection, then we would investigate it and determine whether or not it was an issue or not.

“We tend to steer clear of conflicts of interest, so if someone said that person can't be on my panel, they were my PI or I took a course from them or whatever, we have made those adjustments in the past for the student panels.”

_Beaux Birman_: “If you've made them, then it might make sense to make it explicit that that's a part of the process, that there's an opportunity to challenge the choice.”
Madelyn Wessel, University Counsel: “The opportunity, because it’s actually how things work in practice, of course. And for students as well. The panel is trained. I don’t know what your annual recruit process is, Laurie, but I would assume there may be a need to have some freshening of opportunities, and so faculty that would be interested could certainly work with this office and get trained and participate as panel members.”

Dean Van Loan: “When does it become official?”

Deputy Provost Siliciano: “In a sense, we have completed the revisions. Mary is vetting them with the Employee Assembly, I believe. And this is our chance to talk to the faculty.

“Pardon? They would become effective January.

“Thank you very much. Appreciate it.”

Acting Speaker Walcott: “We now have a planned review of class meeting times and related issues. Cassie?”

4. PLANNED REVIEW OF CLASS MEETING TIMES AND RELATED ISSUES [SLIDES] - DEAN CHARLES VAN LOAN, CASSIE DEMBOSKY, UNIVERSITY REGISTRAR, DAVID DELCHAMPS, CHAIR, EDUCATIONAL POLICY COMMITTEE

Dean Van Loan: “So I have mentioned this in passing a couple of times, but now it’s real. So we are on the front end of a review of when we teach and the surrounding issue, and many surrounding issues associated with that.

“Here is sort of a plan, a timeline. Whether or not we can follow it or not remains to be seen. So what I want to do first is present possible issues that need to be discussed and to hear from you, if anything is missing.

“Then, in the style we used for the consensual and the calendar, there will be a web site where people can comment on the issues, we can provide background materials and the like; big-time consulting with key players, which in this case would be like the degree program directors, the registrar office, the vice provost for undergraduate education office and so on.

“Then, there’s not going to be a special committee, because we are going to work with the Educational Policy Committee. They will be participating certainly in
Step 2 there, but they are going to then come up with some recommendations that will show up here in the form of resolutions and so on.

“And we’ll debate them and vote on them and so on. It may be the system has not broken, no change; but chances are, there will be some recommendations and they will go to the provost for the final enactment and so on.

“A little bit about where we are right now. This is a calendar problem compressed to one week. There is written down, with quite a history, what the so-called standard meeting times. I guess the last time this group touched on it was 37 years ago, so it has been around for a long time. And how we teach and the whole scene there has changed, so it certainly warrants a review.

“But you talk to people who schedule these things and deal with exceptions like whatever; you recognize that the system has its weak points. So those are the legit meeting times for the 50- and 75-minute slots. And already, there is kind of ambiguity.

“For example, could you teach Monday, Tuesday and Wednesday 10:10 to 11:00? All right, it is unclear from that notation whether it is legal or not. No one does this, and one reason why you do not do it is because you would knock out 10:10 to 11:00 on both the Monday, Wednesday, Friday’s situation and also Tuesday, Thursday. So there’s this thing about knocking out slots, which can make life difficult for scheduling and students.

“There are also longer periods for instruction, roughly a two-hour, a two-and-a-half and a three-hour slot. And they, too, come with -- there are only certain times you can do those. There is always an exception. You can always make exceptions and whatever.

“One thing we want to do here is sort of clean this up. In this space, there are four expectations, rules, bully pulpit things, I do not care how you term it, but there is pressure and expectation that you teach only during a legitimate slot and a legitimate slot time. We have this rule that between 4:30 and 7:30, no academics. That is driven by the need for student activities, athletics, giving students a guaranteed breathing space during the day.

“Evening exams, they’ve got to be on Tuesday and Thursday. You want to do a class in the evening; it cannot be Tuesday and Thursday. It has to be Monday and Wednesday. So here is a list of let us call them major constraints or rules
that show up when you reason about meeting times. All this stuff is on the table, as I will continue to talk about.

“A little about the free zone and when you can do stuff, there's the actual legislation, and it is there for the reasons that I just mentioned. But again, there is ambiguous language. No formal undergraduate classes in that slot. Well, what about a review session, for example, or some other academically -- something academic related to your course, but informal? So let us clean that up, or at least talk about it.

“The evening prelims, I guess there's nothing else to say, but the language does say no classes. Hey, what if you have a ten-student undergraduate group that wants to have a class 8:30 on Tuesday and Thursday nights? What about that? Monday, Wednesday evenings, again, you have the same sorts of issues.

“Anyway, the meeting times, and then these kinds of constraints. I think this was shown to us last year sometime. It is a document, it is a policy called the instructional space scheduling policy, and it has three objectives.

“So you might ask why do we have these rigid slots that we can only use to take our classes. Well, anyway, so the one reason is to facilitate scheduling. And also, we want to pay a little attention to making classes more even over the day. We all know what the prime time is, 10:10, 11:00, 1:00 and 2:00.

“If you look at the stats that you will see in a second, that's when a lot of our teaching is done, but this stresses out facilities. It might be hard to get especially a large lecture hall at 10:10. So some effort to try to spread out the teaching over the course of the day.

“And then, using the room. For example, a small class in a big room, because it happens to be next-door to your office may not be the best thing, so paying attention to the size of the classes and the rooms to which they are assigned.

“Conflicts. So you are going to get a lot of data, and I will show you some very hastily put together stats in a second, but how do we make sense of this? I mentioned a few minutes ago, hey, let us make it easy, so students can do their schedules, but a small number, but a significant number of students do put up with conflicts. It is in the 2 or 3% range.
“The question is, is that inevitable? Is it a sign of something that the system is not working? Is it a lower bound? Are there lots of students who look at a pair like that, those two courses and say well, I really want to take them, but I'm just not going to try them. So how do you interpret stats going to be part of the deal here, and how do we think about these things?

“Now let me look at some actual numbers. And I want to stress here, I put these together watching the baseball playoffs, so they are inaccurate, but they will give you the idea. The main thing here is that this study, this review is going to be real scientific. We are really going to look at accurate data, correct data.

“So just take the numbers that you are about to see in a metaphorical sense, that we really want to get to the bottom of some of these things and really reason about them. If we are told that hey, we do not have enough rooms at 10:10, I want to see the numbers, I want to see how booked up things are. We really got to get to the bottom of this with hard data.

“Anyway, so here’s a table of, I’ll say, roughly the legitimate 50-minute and 75-minute slots and how many students are in those various periods. You see the obvious bulge there towards midday. So we have the 50-minute slots, and they can come in four flavors: Monday, Wednesday, Friday; Monday, Wednesday; Friday; Tuesday, Thursday and so on. Then we have the 75-minute slots that are mostly on Tuesdays and Thursdays, but there are a couple available Monday and Wednesday.

“For the longer ones, here's where my data is kind of sloppy, but just to know that we have these longer slots that are populated, and we have to pay attention to those. Sorry. This is the number of courses during these times. That was students, this is courses. Obviously correlated, but whatever.

“So the two-hour slots, again, there are four of them during the day. And you can stage them on Mondays, Wednesdays, Friday; Monday -- well, you can read the left column there. This table, I really forgot to enter the data. Maybe something exciting was happening on the TV when I was doing this, but there is the two-and-a-half-hour slots and the three-hour slots.

“So these are very important, because the length of class is an issue, it's a variable and we have to think about that. Then there are evening classes. Not trivial, but they are staged on Monday and Wednesday evenings.
“What I’m about to show you now are what I have identified as eight study questions, issues, I don’t care how you phrase it, that I think we want to talk about, and I’m hoping here, maybe you can think of a ninth one or -- and help me embellish the study points associated with each of those.

“So one of them is do we have the right number of 75-minute classes, just to pull a possible thing out of the hat. Everything is on the table. So for example, if you want to increase by one the number of 75-minute slots, say on Tuesday and Thursday, you could do something like that. So that is on the table.

“Now, class length’s important. And I will just mention Harvard now has done away with 50-minute classes. Starting this fall, that is what their schedule looks like. It is a bunch of 75s, and there is sort of two categories of them. We do not have to go into the details, but there, and I have not looked at the reasoning.

“I am sure it s online and we’ll put it on our web site so everyone can look at it. They must have gone through a process, where the conclusion was that 75 minutes is better than 50, to the extent that we are not going to have any more 50-minute classes. So that is something we should think about.

“Now, often, when you are sitting down and mapping out a schedule, you might gravitate to 75 minutes because it s Tuesdays and Thursdays, and you like the long weekend for the research travel and stuff like that. But is there some pedagogical reason we should favor 75-minute classes?

“So they obviously went through this exercise, and we should pay attention to their reasoning and think about whether we want to do something like that or whether we want to turn the dial a bit and have more 75-minute classes.

“The free zone. So I get requests all the time for exceptions; can I do this, can I do that and so on. Should that be shortened? I believe -- Cassie, are there only two Ivy League schools that have this?”

Cassie Dembosky, University Registrar: “I saw that Harvard does not have it. It is not unusual to not have this.”

Dean Van Loan: “So that’s an issue. Everything is on the table. You do not have to take it down to zero. You could shorten it or whatever, but let us think about review the reasoning that went into having that period and see if those rules still
apply. Can you have a review session in there? Or I went through all these things.

“Anyway, it would been kind of nice to reason about this as a group and then write down okay, we’re going to still have it, but here are some exceptions that are allowable, and make it simple, so people can understand stuff.

“Again, exceptions to the evening prelim and class rules. We get requests for these all the time. Often they come in the form I have a small group, we all agree we can do this; why cannot we. That sort of thing, that kind of democratic hail, my students agree, that sounds okay.

“But what if there’s a student, the eleventh student who’s kind of bullied into saying yeah, its okay. So there is some thought that it looks good on the surface, but maybe it is not quite as appealing to the certain students that have that kind of flexibility.

“And then you have -- I use the word lifestyle here, but you have sleep patterns of students, which have changed, I suppose, in 50 years, and attention span issues. Anyway, so how students learn, and the correlation between length of class and how they learn is something we really should understand. Then speaking of the 4:30 to 7:30 slot, childcare issues loom large in that interval as well. So when we reason about the free zone, that is certainly something that is on the table.

“Seminars and graduate courses. Courses that are numbered 5000 and above are immune to all this stuff I’ve talked about, but you tend to want to schedule things at times when people can attend your class, right? In any case, we also have seminars for undergraduates, and something we are hearing a lot now is we want longer time slots for those seminars.

“So just looking at the whole seminar/grad student scene; and we have master students. Their programs are kind of undergraduate-like in terms of course intensity and whatever. We have to look at that.

“And then there’s special situations, notably in foreign language instruction, where you meet perhaps four, five times a week. And then in the performing arts, they also have special needs and so on, so let us just get real clear on what these are and get explicit about what is okay, so we do not have to deal with so many special cases.
“And then you have the real physical stuff, the getting a room for my class and so on. So this new policy that is out there has this provision, the design to move things so that the courses are more distributed over the day. And you have four blocks, and a course starts in one of those blocks.

“And if you’re a department, this policy is moving you towards this distribution; at least 20% of your enrollments have to come before 10:00, this kind of thing. So this is being unrolled. I believe there is a ramp up to this procedure and whatever. There are lots of questions about enforcement. What if you don’t do it? What is the penalty, and so on? Let us get real clear on what the stress points are in terms of room availability.

“That is it, but I hope to have a little discussion right now. But we will be talking about these eight things and others that you can identify, so that we can come up with some intelligent revisions.

“As I said, we want to hear from individuals. We all have our stories, I am sure, but this is really at the department level, how you orchestrate courses for your major and service courses. We really have to make sure we hear from every single department about this, so we will use bully pulpit to do that.

“And I also want to stress, when you look at this report, there’s not enough in there about faculty wanting to deliver great educational courses. This has to be -- this is as important as all the other things, student constraints, whatever. We really want to make sure that we are inserting in this discussion how we teach, how we want to teach and how we think we should teach. That has to be really high profile, paying attention to the other things as well.

“So we have a few minutes here. Any kind of thoughts about any of this stuff?”

Senator Bruce Lewenstein, Communication and STS: “I know that one of the ambiguities in the current policy is when it refers to classes, sometimes it refers specifically to undergraduate, and sometimes it says just classes.

“And at least some of my faculty have complained about times when those are in conflict, so they want to schedule a graduate seminar on a Tuesday evening, and it’s not clear whether that’s allowed. So I think that issue is something to be addressed, is making clear the differences between grad and undergrad.”
Dean Van Loan: “Yeah, well, the quick shot is 5000 or above, we are calling that graduate, but our best undergraduates horse around at that level and we at have 4000-level seminars that are graduate. But making those things -- it’s a very separate and important category, the seminars and those kind of courses, yeah.”

Senator Bensel: “About five years ago, when I was associate chair, we experimented with courses in the free zone, and there were several things that came up. One is that some of the faculty wanted to do this and some did not. Not a huge demand.

“But the other concern was that students really wanted that and the university wanted that time available for student activities. So what we did was we made certain that none of the courses offered in the free zone were required, so that -- that was the first thing.

“The second comment is logistically getting rid of Monday, Wednesday, Friday classes, that’s a good idea, because people are walking back and --.”

Dean Van Loan: “You really mean giving no classes on Monday, Wednesday, Friday?”

Senator Bensel: “No. The 50-minute classes, just because people have to walk and go back and forth, and that’s just time that’s dead, and so -- I think it’s a good idea to go to the 75-minute.”

Chelsea Specht, Plant Biology: “You had asked about people moving classes. So I teach 1780 for bio majors, and that was previously a 50-minute Monday, Wednesday, Friday class. It has been completely converted to active learning and, in order to make that effective, we needed to move it to a Tuesday/Thursday to have the 75 minutes.

“And oftentimes, I feel like even 75 for the active learning environment is pushing it. So I think as there's so many active learning initiatives across campus, and if all of those are taken advantage of and all these classes become active learning, you are going to see a huge push for the need for the 75-minute class, and that might end up driving this change anyway, so thinking about it proactively is a great idea.”
**Senator Delchamps:** “I just wanted to comment because I’m the current chair of the Educational Policy Committee, and we are going to be in the thick of this whole thing; not so much gathering the data, but coming up with ideas.

“First thing I want to say, that in Charlie’s timeline, he said we, EPC, would try to bring some recommendations to the faculty, say, January, February. I’m hoping that before we bring recommendations, there’ll be some preliminary distillation of the data and solicitation of comments from this body, so that we don’t sort of come in with some kind of half-done deal; but instead, get the consultation rolling early on, not with the raw data, but with some distillation thereof.

“Second thing I want to mention is a couple of anecdotes. Charlie talked about these conflicts that -- people having classes that meet at the non-standard times. The examples he drew from were mostly situations where you picked and chose hours out of that table and just happened to have conflicts. Well, we have other kind of conflicts.

“One of the advantages of EPC is we have a large, broad representation from across the university. And we have, for example, we have two faculty members from the Hotel School on the committee, and I learned something new at our last meeting, which is the following, and what you said about active learning: In the Hotel School, a lot of their courses, most of the courses that only the hotelies take are of the sort of course that you can’t do it with a 50-minute class period. You have to have 75-minute classes.

“So what they have done in the Hotel School is made Monday and Wednesday look just like Tuesday and Thursday. In other words, those are all 75-minute slots, just like Tuesday and Thursday, and they schedule all the hotelie-specific classes in 75-minute pairs in those slots. They make an honest effort to schedule courses that someone else, not a hotelie, might want to take, in the standard slots; so that folks, say, in engineering, who want to take a financial accounting course at the Hotel School can do that.

“So that’s an issue we haven’t really touched on here, which is across different units, you have different problems. You have different issues that you have to address. And if you have a full case study curriculum, that is going to be a whole different thing, from something, say -- I teach theory courses. I can lecture to them and that’s fine that works for me. That does not work for Hotel. That is one thing.
“Another thing -- I'm going over two minutes. I hope you do not mind, timekeeper. The EPC have talked about the free zone, and there was -- we have not talked about it in depth, but there was an inclination among people in the community keep it.

“Now, one example that's kind of related to what Richard said about non-required classes in that zone, in Engineering, we have these student project teams. What are those? Are those courses? Or are they student activities? Well, I am not really sure what the answer to that is. They are both and they are neither. They have a course number. Student signs up for MAE 4900 for four credits, gets a grade. That makes it a course. On the other hand, it is totally optional; it does not count toward department requirements, so it is an activity.

“Well, they meet during those times. They have their -- and the students set up these meetings. It is not the faculty advisor saying we are going to meet Monday, Wednesday at 4:30. It is a student saying that. So that's an example of something I think we need to look at more carefully and look across the university and see what other sorts of activities of this kind there are that are kind of classes, kind of not classes.

“Another thing was the evening prelim issue. If you think about it, evening prelims are not fungible with evening classes in the following sense: Evening classes presumably meet every week. Evening prelims only happen during hot weeks, like twice or three times a semester.

“So this kind of disjunction between nights when you can have class and nights when you can have prelims doesn't make total sense in terms of schedule balancing, especially when you look at the number of cluttered evening prelim schedules that students have and direct conflicts that have to be resolved.

“So we have, EPC, considered having -- allowing classes on Tuesday and Thursday and/or prelims on Monday and Wednesday. Have not gone anywhere with that. Just want you to know it is on the radar. I think that is all I want to say now. Time is up, so CA gets the mic back, but please feel free to contact me or any member of the EPC if you just, in the middle of the night, have a thought you want to share with us, because we’re obviously not going to be able to think of everything on our own.”

Dean Van Loan: “Is there time for one more question, if there is one? The take-away here is make your chairs -- and DGSs and DUSs will certainly hear from us,
but really make sure that we get a departmental type response from your unit. That would be the most important thing. Thanks.”

5. FOOD INSECURITY ISSUES ON CAMPUS [STATISTICS, SLIDES] - ANKE WESSELS (DYSON, EXECUTIVE DIRECTOR OF CENTER FOR TRANSFORMATIVE ACTION)

Anke Wessels, Executive Director: “Hi, everybody. My name is Anke Wessels. I am the executive director of the Center for Transformative Action, formerly known as CRESP, for some of you who may have been around for a long time. We are located in Anabel Taylor Hall, and we are an affiliate of Cornell.

“I also teach social entrepreneurship in the Dyson School, and one of the classes I teach is a practicum in social entrepreneurship focused on Anabel's Grocery. Anabel's Grocery is also a project of CTA, and I think it is in that capacity, my work with Anabel's Grocery, that I am invited here by Charlie to talk to you about food insecurity at Cornell.

“I want to just say right up front, I'm not an expert in food insecurity, I don't do research on food insecurity, I don't teach about food insecurity really; so at the end of the presentation, I have a slide with some names of people in financial aid, in the dean of students office, at Dining, who you can contact, who probably have more direct experience with students who are food-insecure than I do. “First of all, I want to provide a definition for food insecurity that comes from the USDA. You will notice, food insecurity is the limited or uncertain availability of nutritionally adequate and safe foods or the ability to acquire such foods in a socially acceptable manner. It's not just sort of having access to food, but it's also anxiety around not having access to food, so the uncertainty is important.

“The USDA has a scale here on the right-hand side -- the left-hand side of different levels of food insecurity, so they realize it's a gradient. Marginal food insecurity pertains to households who have anxiety around whether or not they are going to have adequate food; but generally, they do have adequate food and nutritional food. Sort of their eating habits are not much disrupted, but there is a fair amount of anxiety because of financial issues, not really being quite certain, or maybe access not being quite certain.

“Low food insecurity is where the quality and the variety of food is disrupted, but the quantity is not so disrupted. So eating habits are basically regular. The quantity of food is there, but the quality of the food is not.
“And then low food insecurity is where truly somebody doesn’t have access to food. Their eating habits are severely disrupted because of financial constraints or otherwise.

“What is the prevalence of food insecurity? So the USDA says one out of every seven households in the United States is food-insecure. This is greater -- so that is 14%. This is greater for households with children. That is more like 19%.

“So studies of food insecurity on college campuses are fairly new and fairly limited; but of those studies, there are estimates that food insecurity on college campuses basically range between 20% and 40%, even though some college campuses have shown 50% food insecurity amongst their undergraduates. And food insecurity is greater, as one might expect, at community colleges or state universities. The UC system has done an extensive study, so they have a lot of data on food insecurity, which is why it is mentioned here.

“What do we know about food insecurity at Cornell? We know very little. However, the only data point that we really have comes from the PULSE survey, the undergraduate survey that has done every two years. In 2015, there was a question put on that survey asking students the frequency at which they skip meals in order to save money, due to financial constraints.

“So that study was done in 2015. Sorry, about the font mix up here. The same question, again repeated in 2017. You will notice that in 2015, food insecurity, 22% of students said they skip meals often -- occasionally, often and very often. 28% in 2017.

“You will also notice a fairly large jump in certain demographics; so for instance, students of color. Black students, 47% in the 2017 survey said they skipped meals because of financial constraints. And over here, it is 29% in 2015. Hispanic students, 35%, versus 28% multiracial students, 47% versus 27%. And there was a new category in the 2017 survey for students who do not identify as male or female, and of that group, 50%.

“Now, certainly the N's here are fairly low; but nonetheless, Cornell uses the PULSE survey to make decisions, and this is the only data that we have.

“Here again, so what it looks like by college. In 2015, sort of Architecture, Art and Planning sort of stood out as students having more food insecurity. The ILR
students in 2017, CALS, Architecture and Planning and Hotel all stood out as fairly high levels of food insecurity. Engineering in both years, low levels.

“That is the question. So the question was how frequently do you skip meals or had not had enough to eat because of financial constraint. That was the question, and that is all we know.

“So you may be asking, doesn’t financial aid cover meal plans for students or provide money for meals for students in need. And indeed, it does. However, if you are living on campus and you are not living in west campus, you do not need to use that money to buy a meal plan. Also, if you are living off-campus, you get a chunk of money. There is no tracking as to how you use that money.

“So I have talked to students in my class who are food-insecure and I talked to some folks in the dean of students office who work with first-generation students -- for instance, Shakima Clency is a new associate dean in the dean of students office who works with first-gen students and low-income students. I have talked to Pat Wynn at dining.

“So what seems to be happening, even though, again, there’s no hard data to this, is that students are using that money for other purposes. So for instance, health insurance is mandatory, but not covered by financial aid. Students have other fees or other costs associated with taking classes that they may not be able to cover. Some students have to send money back home, there is an urgent need at home or they are trying to help their parents, so they take some of their financial aid and they send it back home.

“So for these reasons, food insecurity is sort of -- there are many intervening or interrelated factors. This bottom graphic here comes from a study done of the public schools in Massachusetts by the Wisconsin Hope Lab, which is really one of the key leaders in doing work on food insecurity on college campuses. And it just shows sort of that interaction between food insecurity, housing insecurity and homelessness in this graphic.

“What are the ramifications of food insecurity on college campuses? The UC study I referenced earlier, they did sort of extensive analysis, and one of the things they noticed is that students who were identified as food-insecure also more frequently had lower grades. So that is this graphic here on the left, the light blue.
“Also, interestingly, on the right, what we’re seeing -- what they saw at UC, in the UC system anyway, is that 57% of the students who are identified as food-insecure came from food-secure homes, households from their childhood.

“So what that seems to indicate is something that we probably could guess at, is that middle-income -- students coming from middle-income households are getting squeezed. The financial pressure of paying for school is significant for them. They might not get as much financial aid, and they are experiencing food insecurity for the first time. Those students are also less likely to know how to navigate a system in order to get food, because they are not used to this phenomenon.

“So what’s happening? Well, nationally, there are a couple very popular strategies. One is a meal swipe strategy, so students who are not using all of their meals can donate their meal swipes to a bank, and then those students in need can pick up those meal swipes anonymously, so without being identified.

“This is something that’s happening at UPenn, at Ithaca College just now this year. There are 50 partners around the country who are doing this. Cornell Dining is looking into the possibility of setting up a similar program here. They are working out sort of the IT issues associated with it, but they’re actively looking at that.

“Another popular sort of remedy is to have a food bank on campus. It is so popular that there is this network of university and colleges that have food banks called the College and University Food Bank Alliance. It currently has 641 members, so food banks are becoming quite popular. So including schools like Columbia, Brown, NYU and Georgetown, I put that in there, just so that you are aware that it is not just community colleges or state colleges, as one might expect, but more elite institutions also.

“University of California sort of has a multi-pronged approach that's backed by $3.3 million -- they have ten campuses -- to have a food bank, have meal swipes, work with students to get SNAP benefits through the CalFresh Program in California, work with students at admission to really understand what the true costs of school are; consider, when they are building new housing facilities, that they include facilities for food prep and food storage. So they are really trying to combat this issue from as many angles as possible in a comprehensive way.
“Here at Cornell, I already mentioned the possibility of a food swipe program. Also, for students who are in urgent need, they can, by referral, go to the dean of students or to Dining, and they can get a free guest meal pass. So if they have an acute crisis, no food, they can get a free guest meal pass.

“Then there are several student-led efforts. So one is a graduate student in the MPA program, who has started an organization called the Health Student Alliance. And what they are doing is they are gleaning food from as many sources as they can downtown, as well as on campus; and then on Wednesdays, at the Big Red Barn, they give that away. I have heard tell there is 150 to 175 students in line, waiting to pick up that food on Wednesdays. That is a brand new initiative.

“Anabel’s Grocery, I’ve already talked about. They provide fresh, affordable, nutritious food for sale, as a way to try to address the fact that it is hard to get to grocery stores, and food may not be as affordable at Wegmans for many students. Then there is this Cornell free food GroupMe, where students text each other when there is food at an event that has left over.

“So I see somebody trying to get me off. What can you do? Well, first of all, just be aware of the extra expenses associated with your course; textbooks, printing, printing of articles, printing of assignments. A lot of that printing may not be as necessary as it was five years ago.

“Also, students feel like they need to dress up often, if they need to give a presentation or they need to have really great presentation materials, so they spend money on markers and on fancy paper because they feel like that's connected to their grade. And that is extra money. So just being aware that food insecurity is a thing, it is a real thing here.

“And you may be in conversations with students. They are not going to come up to you and say hey, I haven't eaten for days, but they may, in a conversation with you say, you know, I had toast this morning and that's all I've eaten. So if you hear some of these things, to sort of gently talk to them about it, to see whether or not there's a need there, and then refer them potentially to the dean of students office.

“The last thing I want to say is there's a real need to collect real information, so in any way that you can support the collection of data so that we have a better
understanding of the prevalence of food insecurity and the impact on students, that would be great.

“And then here are some of those campus partners that you can reach out to, if you're interested. I mentioned Shakima. She is in the dean of students office, working with first-gen and low-income students. Pat Wynn in Dining, and Jennifer Wickham is in financial aid.

“Thank you. Yeah, applause.”

**Speaker Walcott:** “It seems to me it might be very useful to distribute that list a little more widely, so that -- yeah, that list right there, as people you could contact.

“Wait just a moment. We need to have a microphone. Otherwise, you won't get.”

**UNIDENTIFIED SPEAKER:** “Sure. Happy to wait.”

**Speaker Walcott:** “It is common.”

**Senator Larry Robinson, Johnson School.** “The PULSE question seemed ambiguous to me, because it wasn't clear if the -- because of financial considerations referred to skipping classes and not eating enough or just not eating enough. I skipped a lot of breakfast in college, but not because of financial considerations; so can you consider revising it so that's a little less ambiguous?”

**Anke Wessels:** “Yeah, so I am not in charge of that. Yeah, so it is good feedback, yes. So I think the intent of the question was that you're skipping meals because you don't have money, you don't have adequate money, right.”

**Speaker Walcott:** “Thank you very much. We have got to move on to the next, which is Frank Rossi, who's going to talk about student physical well-being, which obviously has something to do with food, as well as other things.

6. **STUDENT PHYSICAL WELL BEING [SLIDES] - FRANK ROSSI (CHAIR, FACULTY ADVISORY COMMITTEE ON ATHLETICS AND PHYSICAL EDUCATION)**

**Professor Frank Rossi, Horticulture:** “Thank you. It is a pleasure for me to be with you today. I am Frank Rossi. I am associate professor in the section of
horticulture, School of Integrated Plant Science in the College of Ag -- how about that for a mouthful -- here representing the leadership, staff and of course, most importantly, the student athletes in our athletic and physical education work here at Cornell.

“I have been chair of FACAPE, as it's listed there, for the last six years. Just started my third term. I would like someone else to start leading this committee. It has been a wonderful ride, but I think it is time for some more young people also getting more involved in doing this stuff.

“This afternoon, I'll take you through just this little bit that I've been asked to present in advance of this, just our role in oversight, academics, the phys ed program, a little bit about where athletics is facilities-wise -- probably no surprise, it's not any different than all the other facilities on campus that are suffering from deferred maintenance -- and then the concussion surveillance report.

“Just to remind the senate what we are, as a committee, are charged to do, this is really advice on programs that support the educational objectives of the athletic department, and I couldn't tell you how many championships we won.

“I really don't -- I pay attention to the soccer team, because I'm involved with taking care of the grass, but in general, I have to say I don't pay enormous attention to our athletic department from a how well they do and win. Andy always wants to tell me how many championships they have, and I tend to be focused on what we have to do with this.

“One of the major things, and I believe you heard from people about this particular issue, is the leave or accommodation policy that the FACAPE Committee oversees that's been refined over the last several years.

“And so you heard a little bit about that previously from Amy Foster -- I'd be happy to answer some questions at the very end -- just to remind you that my signature is on every one of those forms that many of you or all of you who have athletes in your class, that's going to have the attendance impacted in that, should see it in the beginning of the semester.

“One of the issues we have with accommodating our students athletes is very simple: They wait too long to do it, and they're terrible when they're freshmen. They figure it out after we start yelling at them a little bit, but the reality is, they
think it is a right; they can just miss these classes and, oh, this is just tough nuts
on us.

“And I think they just have to think it through a little bit. And they have gotten a
lot better at it, and it does not take long for them to get this. Amy and Carmen
do an incredible job in keeping the thousand student athletes in line around this
issue. It is something that is -- it gets struggled with. Coaches do not help
sometimes.

“There is just a lot of competition. These kids are here to learn and to compete at
a very high level, many of them national champions or parts of championship
teams. And part of sustaining that real academic thread in their experience here
is making sure that the faculty advisors to the team function properly.

“Every team has one or more faculty advisors that are there as resources for
those students when there’s issues either with regard to leave or with
performance, and I thought I’d just remind you of the performance of many of
our athletes.

“There are many, many graphs. I had to take a few of them out. Not to brag
about how bright our student athletes are, a fair amount of them, 10% getting 4.0
or better; and we are in the 2% to 5% below 2.0. So the majority of our student
athletes do exceptionally well and are generally in the 3 to 4 range for their
GPAs, and they have a lot of support to stay there.

“And if they don’t maintain those expectations, particularly as their own
academic advisors feel, the academic advisors, with Carmen and the tutors get
involved and try to help the students. So you see very little below 2.0s making it
into the second year. Of course, as freshmen, you will see a little bit, then that
goes away completely.

“To move on to the physical education program, I’d refer you to this article that
was published in the March/April of the alumni magazine. It says it much better
than any data or chart could do it. I pulled a few quotes out of here; to just
remind you how wildly successful our physical education program is here at
Cornell. We are one of only three Ivies that have a physical education
requirement, and we have over 300 offerings in this area, including Cornell
outdoor education that many of you may be involved in.
“Just a quick look at the numbers. Again, we could give you tons of charts about this. About 11,000 students were enrolled in PE in the '16-'17 year; 11,000 had fitness memberships. Swipes on fitness memberships have tripled in the last several years. We have seen an enormous uptick in that, as the investment in equipment and facilities have improved.

“And Bartels, the climbing wall, has gone absolutely crazy. You go there on any night; you can barely find any space. This is all good signs. Lots of intramurals. Cornell outdoor education, probably one of the most successful ventures they have started out there. And 1,400 students in that school year took PE credit when their requirement was already fulfilled, so there is continuing to be a need for these offerings and for the athletic department to offer them.

“Again, not to belabor this, but their facilities suffer from many of the things that all of our facilities suffer from; just deferred maintenance. We have new carpets on Schoellkopf and Hoy that we are getting now between seven to ten years out of. The grass soccer field was just redone.

“All of this done -- almost entirely -- with the alumni support. And as the alumni choose to give, these facilities get improved. Bowling is nuts. People, the kids love bowling in ways that we have never seen in the last three to five years, so that has become enormously popular again and gotten some renovation recently.

“Courts and pool at Helen Newman, it seems to be a tough sell for the department to get the funding to really fix those, so I think that sort of thing is still up in the air, relative to the investment that's going to get made out there.

“Now, of course, there are lots of plans to develop the Game Farm facility much further than it is currently, and this is a dream plan for what that would look like, moving a big indoor facility, multiple soccer fields, the track. This was assuming, to a certain extent, that a quad would be put where the existing field hockey and soccer field would be.

“Moving on to just briefly talking about concussion, something I try to tell students why we’re worried about this here. We should be using this muscle more than any other, I would suspect, so we probably should make sure we tend to it. And all I can tell you is there continues to be a bit of an alarm here for me, and I am really pleased to see that the Ivy League is leading the way in trying to mitigate these issues.
“We do a lot with communication. Many of the times, especially in Division I athletics, the students are reluctant to even show that they have got -- been hit or maybe suffered a concussion, so baseline data is critical. And we are encouraging all the students at Cornell to get baseline tested when they come in. And the Gannett facility uses the impact testing for that, because students fall on the ice, hit their head. It would be nice if you had a baseline, to know where you should be.

“So here's a look at the sports that you might think would have the biggest concussions. I did not include polo, because they would go for years and not have any, and then in one year have four, with somebody falling off a horse or something else happening when they play polo inside.

“You can see that there are upward trends and downward trends. We obviously are deeply concerned both about football and hockey, men's hockey, women's hockey. Whenever we get above that average, we get deeply concerned. And you see that football, sprint and heavies, as well as women's ice hockey and men's ice hockey.

“Continued emphasis in minimizing concussions and, for example, one of the things that Ivy League has led, first of all by taking contact out of practice -- that happened a number of years ago -- and more recently, changing the kickoff rule. I do not know how many of you know anything about American football, but kickoffs comprise about 6% of the plays that occur in an American football game, and they account for 20% of the concussions that occur.

“So we get at little concerned, particularly when hockey, with twelve concussions in a year, that's 30% of the team getting concussed. So obviously, very concerning, and the surveillance report continues to allow us to respond to that.

“So how'd I do? Right on the number. No time for questions, perfect. Can I go?

“I do. Okay.

“Wait. Karen has got to bring the mic. How you doing, Karen? Good to see you.”

Senator Jack Zinda, Development Sociology: “Coming out here from the Midwest, I was surprised to see that students had to pay extra to use the fitness
facilities. In relation to the previous discussion, I'm wondering, are there any provisions for affordability for that, for students who have financial limitations?"

**Professor Rossi:** “I have no idea, but we'll get you an answer to that question. We have a record of this, right? We will absolutely get you an answer to that question. I thought it was part of student fees that you paid as part of your fees. Are you suggesting that the fitness centers are extra for the students as well? Significantly extra?

“Well, that's something we ought to look at, because we don't want to limit access. 11,000 memberships would suggest otherwise, right? Relative to the student body, anyway.

“Other questions? Interesting. Good, thank you very much. Appreciate that. Applause.”

7. **GOOD AND WELFARE [SLIDES] - ALAN MATHIOS AND STEVE POPE ON THE COMMUNITY FOUNDATION**

Professor Alan Mathios, Policy Analysis & Management: “Hi there. Steve and I are here just to create more awareness of this truly phenomenal organization downtown called The Community Foundation of Tompkins County.

“And so what this foundation does, is it basically is -- its mission statement can be read, but what we try to do is transform philanthropy into real action that impacts Tompkins County and improves the quality of life for all residents in the county. A lot of our work is actually raising funds, but most of our work is transforming the philanthropy that comes to us through needs assessment.

“We have grant review committees that look at need continuously and then distribute the philanthropy to make a difference in all sorts of ways, from arts and culture to human services, to virtually every aspect of what a community is.

“I am absolutely confident that you have been touched through your interact with the community by the grants this foundation does; the Hangar Theatre, the State Theatre, the arts throughout all of the county, as well as, again, a lot of the true human service needs and the local non-profits that benefit greatly from the foundation.

“And we're here to increase awareness, especially because, as Steve's going to talk about, we have a special thing going on that we hope engages more Cornell
faculty and staff in contributing to the foundation and potentially getting involved. You can see the extensive involvement of former board -- people who have been on the board. I was on the board for six years, chair for two, and it was one of the most meaningful experiences I've had living in Ithaca and taking my passion and putting it into the community.”

**Emeritus Professor Steve Pope, Mechanical Engineering:** “I am Steve Pope, emeritus faculty in Mechanical Aerospace Engineering and also treasurer of The Community Foundation. As Alan has said, the reason we are here is to raise awareness about The Community Foundation. It seems that while some Cornell people have been involved, as you see from the previous slide, among the Cornell community, there seems to be a lack of awareness of much of the foundation's activities.

“Some evidence for that is the fact that we have a Cornell matching challenge at the moment, which has not been supported nearly as much as we would like. So the story is, an anonymous donor is willing to match up to $10,000, donations from you, Cornell donors, faculty, staff, active or retired, matching $1,000 each, up to a total of $10,000.

“This is in 2018. It's now October and, so far, we only have $6,200 received, which represents 0.3% of the gifts that -- total gifts we have received. I am convinced this is not a reflection of the Cornell community’s support for those activities, but rather a lack of awareness.

“And so what we’re hoping you will do is take this information back to your departments, to raise awareness of the fine work The Community Foundation does, and maybe using these slides. The bottom of the slides is contact information. The staff: George Ferrari, the chief executive officer; and Nancy Massicci, the chief development officer; and you can also contact Alan, me, if you want further information.

“Thank you. (Applause).”

**Speaker Walcott:** “Is there a question? Oh, yes. Would you please, if you have not done so, sign in on the sheets, which are over here on the side? And I think the meeting is now adjourned. Thank you.”