15:38:33 From S.C. Pryor: Is there any update on the threatened strike by R.A.?

15:38:34 From Roberto Bertoia: How do the new CDC guidelines regarding testing affect Cornell’s plans?

15:39:10 From Paul Ginsparg: just curious, Illinois (and other places) have moved to saliva rather than anterior nares, and also skip one of the reagent steps, claiming no loss in sensitivity. Have we been looking at saliva tests?  https://covid19.illinois.edu/health-and-support/on-campus-covid-19-testing/

"Our saliva test, compared to other saliva tests, skips RNA-isolation (a cumbersome process) which allows quicker results. Our test is faster, cheaper and eliminates a key supply-chain bottleneck.

Our studies to date are consistent with this new saliva test not being less accurate than the nasal test. Our studies to date show that to date our saliva test does not make this less accurate than other saliva-based tests."

15:39:52 From Wendy Wilcox: Can you tell us more about the seat reservation system and when it will be in place?

15:40:49 From David Delchamps: Saliva test also gives reading on viral load, which correlates to how contagious someone is.

15:41:33 From Roberto Bertoia: What is the average wait time to get tested?

15:41:33 From Mark Wysocki: If a faculty member or staff are found to be positive, then do they find their own quarantined location or will Cornell provide a location?

15:43:18 From Paul Ginsparg: Another question: student sampling at Harvard is done "unobserved", i.e., they just swab anterior nares and turn in the sample in a tube. Can that be done for faculty, or do we need to wait in line to be observed?

15:44:34 From David Delchamps: Observed at Cornell as I recall.

15:45:18 From Debbie Cherney: 6 credits hurts our students that take a course with a lab, mostly 4 hours. Why not 2 courses?

15:46:12 From David Delchamps: Registrar claims they can’t limit courses, just credit hours. I raised this issue with them for engineering students.

15:46:23 From David Delchamps: I had the same 2-course idea.

15:47:00 From Evan Cooch: The 4-credit lab class(es) are proving to be a real hassle for students, given the 6 credit cap.
15:47:38 From Paul Ginsparg: or why not 8 credits? [re enrollment: my in-person course hit the cap within a few min of senior reg at 9a.m. today]

15:47:47 From kwt3: Also 4-credit courses that are not lab ... why 6 credits? Why not 7 or 8 credits?

15:48:13 From Maria Gandolfo Nixon: I have several students that have complained about the number of credits that as well. Mostly because they need to take a 4 credits course and a 3 credit course.

15:48:15 From David Delchamps: Registrar claims they discussed 4, 6, and 8 and settled on 6. Two courses would have been so much better.

15:48:16 From andrea simitch: we have paused on auto-registering our advanced students in their required 6 credit studios for just this reason!

15:48:41 From Evan Cooch: Enrollment in my 4 credit classes tanking because students have told me they don't want to be left with a '2-credit decision'. Or some such...

15:49:08 From Oren Falk: I've heard of students shopping on reddit for fake quarantine addresses. is anything being done to monitor that?

15:49:13 From kwt3: Why is the registrar allowed to make this decision?

15:49:56 From David Delchamps: Wasn’t a solo decision by registrar. VPUE and re-opening committee were also involved.

15:50:15 From kwt3: It still does not make good academic sense.

15:50:31 From David Delchamps: Agreed!

15:50:51 From Michael Kotlikoff: Talked about RA’s. No strike

15:51:49 From Michael Kotlikoff: CDC guidelines do not affect our ability to do surveillance testing. The guidelines are very controversial and I have serious concerns about the approach. We could not open without surveillance testing.

15:52:32 From Paul Ginsparg: the 10 students in the circle are not fully 6' spaced

15:52:47 From Evan Cooch: That picture is polar opposite of the reality you see walking around CollegeTown at night.

15:52:49 From Michael Kotlikoff: Yes, there are some advantages to saliva testing - also some disadvantages. We don’t see a compelling reason to switch at this point and it would be very difficult to do this while maintaining our surveillance.

15:53:54 From Michael Kotlikoff: I don’t have the latest on seat reservation (as to when it will begin). My understanding is that students will be able to use OpenTable to reserve spaces.

15:54:18 From neemakudva: Open Table has started on West Campus and other locations

15:54:46 From Michael Kotlikoff: David, all PCR testing gives information on viral load by quantifying the number of PCR cycles. That is not an advantage of saliva testing.
Testing has been fairly smooth with the exception of the storm shutting down the Mall on Sunday. We have opened more slots to cover students not being able to get appointments.

The system will allow a location to be chosen or will allow you to change the assigned location.

We are planning to move to “unobserved” testing after everyone gets used to the system.

Debbie, trade off between 6 and 8 credits.

You can take the photo away, thanks.

I apologize, but could you repeat the details you already mentioned re WHERE those faculty get tested who have been notified they must get tested routinely twice a week? Thanks.

We’re supposed to identify most convenient location and make an appointment, as I understand it. Unfortunately all locations close 4:30 PM daily.

Many locations!

locations starting on 9-3: CVM, RPCC, ILR, Willard Straight, Fischell Band Center, Collegetown, Livestock Pavilion

@Andrea — testing site details available at

Surveillance testing locations and hours

Robert Purcell Community Center, Multipurpose Room, Room 218

7:30 a.m. to 4:30 p.m., Monday-Friday
8 a.m. to 3 p.m., Saturday-Sunday

Willard Straight Hall, Library, Room 404

7:30 a.m. to 4:30 p.m., Monday-Friday
8 a.m. to 3 p.m., Saturday-Sunday

Collegetown Terrace Apartments, Fitness Center
7:30 a.m. to 4:30 p.m., Monday-Friday
8 a.m. to 3 p.m., Saturday-Sunday

Fischell Band Center
7:30 a.m. to 4:30 p.m., Monday-Friday
8 a.m. to 3 p.m., Saturday-Sunday

Livestock Pavilion:
7:30 a.m. to 4:30 p.m., Monday-Friday
8 a.m. to 3 p.m., Saturday-Sunday

ILR Conference Center, King Shaw Hall, Rooms 225 and 229
7:30 a.m. to 4:30 p.m., Monday-Friday

College of Veterinary Medicine, Classroom 6
7:30 a.m. to 4:30 p.m., Monday-Friday
8 a.m. to 3 p.m., Saturday-Sunday

Note: This location is available to those approved for CVM facility access.

16:28:13 From bethmilles: Thank you for this presentation!
16:28:24 From Elizabeth Lamb: Please consider including RTE faculty and staff in the DEI training
16:29:00 From Virginia Cole: +1 Elizabeth Lamb
16:29:54 From Amber Haywood: thank you, we will do that! @Elizabeth Lamb
16:30:03 From Amina Kilpatrick: Our email is: info@dobettercornell.com
16:30:26 From bethmilles: Would it be possible to add in the chat-the email address mentioned-to be included in the weekly email list?
16:30:36 From bethmilles: See it now thanks
16:30:40 From Yael Levitte: http://facultydevelopment.cornell.edu/department-resources/recruitment/

16:30:54 From Ken Birman: Very happy that Avery was able to raise this. I was involved in helping develop those policies and I think perhaps more should be done to publicize the many ways Cornell is proactive in these ways.

16:31:09 From neemakudva: @Amina posted the email address

16:31:10 From Chelsea Specht: Several of CALS faculty hires last year had undergraduates included on the search committees. It worked well; there were some confidentiality issues but nothing that couldn’t be overcome.


16:32:20 From andrea simitch: Architecture department involves student reps (grad and undergrad) in all short-listed candidate interviews and presentations. Separate meetings are also scheduled for shortlisted candidates to meet with student reps (from all degree programs).

16:32:56 From andrea simitch: Student rep feedback is then formally presented back to the faculty prior to appointment recommendations.

16:35:23 From Rhonda Gilmore: Design students (undergrads / grads) are also included in the vetting process in the faculty hiring process. Their feedback is valued and incorporated in the decision-making process.

16:36:02 From Durba Ghosh: In addition to student evaluations of courses, we solicit letters from students when we review faculty for tenure review and promotion.

16:38:05 From Chelsea Specht: @Durba same mechanism for student input used in CALS.

16:39:26 From Chelsea Specht: Perhaps we can make these policies more explicit. Probably most students don’t get asked to write letters for faculty, and its not clear that we ensure that diverse students are asked to write.

16:39:48 From David Delchamps: @Durba we get student letters for promotions in engineering.

16:39:49 From neemakudva: The point is that its not uniform ... right?

16:40:45 From Amber Haywood: correct, making student input uniform across colleges/departments is the goal.

16:41:18 From Amber Haywood: i agree making current policies more explicit to students is a great step!

16:41:25 From Carl Franck: In Physics, student letters are vital to reviews of faculty.

16:41:45 From Virginia Cole: Amina and Colin - love this approach!

16:43:06 From Shannon Gleeson: Thanks everyone for your perspective. I would encourage that another element of diversifying faculty is considering not only teaching pedagogy but research
focus, and how canonical disciplinary foci can often be at odds with diversity aims. That is, revisiting what IS considered research excellence by decision makers, e.g. is race core to key theorizing and empirical methods in that discipline, and how are calls for new faculty worded accordingly. This is important for attracting diverse faculty to the applicant pool, and of course retention. When disciplines reinforce white supremacist approaches in their canon, this becomes very hard to then diversify the faculty and by extension the undergraduate and graduate student training. This is certainly the case in my own home departments on campus and beyond.

16:43:07 From Virginia Cole: +1 Mark

16:43:37 From Maria Gandolfo Nixon: Thank you Colin, Amina, Uchenna for your input!

16:44:11 From Mark Wysocki: If you want a required course, does it have to be only from Cornell or can a student petition a course from another institution?

16:44:19 From Chelsea Specht: +1 Shannon

16:44:50 From Durba Ghosh: I hope we can find a way to make student participation in review and promotion uniform. It's super-important. In the reviews and searches that I have been involved in, we learn things from students that we don't by other means.

16:45:16 From Chelsea Specht: @Mark - my feeling is that we should be offering these courses as an effort to decolonize our curriculum more broadly.

16:46:18 From Chris Schaffer: @Shannon Exactly. Emphasizing health disparities research in hiring for my department (BME), for example.

16:48:46 From Erik Born: +1 Mark

16:50:57 From Ken Birman: I support BLM and favor an anti-racist Cornell. Yet (and this isn't a negative or hostile question, but a genuine one) how do we reconcile some of these proposals with our commitment to freedom of speech, which does sometimes include speech some find offensive.

16:57:07 From Durba Ghosh: +1 Chiara

16:58:52 From Chelsea Specht: yes, Amber and Chiara. thank you. We demonstrate our values and commitment, and expectations, by building anti-racism into our curriculum. Both faculty and students learn, grow and benefit in the process.

17:01:13 From Ken Birman: +1 Harold

17:03:39 From Joanie Mackowski: regarding the earlier comments about student letters: in English, for reviews/promotions, all the instructor’s students, former, alums, & current, are contacted, and asked/invited to submit letters about the candidate. Those students who had either really positive experiences or really negative experiences tend to respond.

17:04:02 From Mark Lewis: freedom of speech does not give you the right to use racially insensitive language in the classroom.

17:04:05 From Jim DelRosso (he/him): Thank you, Uchenna!
From Kelly Hume: Thank you to all of the students for speaking today.

From Noliwe Rooks: teaching anti-racism is not just speech but also about power and freedoms are no enacted in race neutral ways.

From Joanie Mackowski: freedom of speech is also complex on a university campus: freedom to teach that the world is flat? Intelligent design?

From Jim DelRosso (he/him): We can embrace a vision of freedom of speech that does not force us to platform people who deny the humanity of others, and use that platform to cause harm.

From Chiara Formichi: I cannot believe someone in the Cornell community would call on “freedom of speech” to explain (justify?) offensive, insensitive, racist expressions.

From Uchenna Chukwukere: ^^^^.

From Jim DelRosso (he/him): Agreed.

From Marcie Farwell: Agreed.

From Virginia Cole: +1 Jim.

From Elizabeth Lamb: Thank you DBC. You are an impressive group and I think will help us get to a place we would all like to be in terms of anti-racism and diversity.

From Noliwe Rooks: the point is institutional racism is not about individual belief or speech.

From Phoebe Sengers: We are an educational institution and we should be able to educate community members about how to interact productively across different.

From Phoebe Sengers: difference.

From Phoebe Sengers: +1 Noliwe.

From Chiara Formichi: @Noiwe, if we had to choose one, yes, institutional. But we should strive to fight both.

From Marcie Farwell: +1 Elizabeth.

From Jim DelRosso (he/him): +1 Elizabeth.

From Chiara Formichi: +! Elizabeth.

From bethmilles: Yes!

From Virginia Cole: +1 Elizabeth.

From Joanie Mackowski: We are always curtailing speech based on what is or is not stupid and intellectually offensive. We need to help people understand what racist statements are and that they are stupid and intellectually offensive. Freedom is less the issue here than the difference between right and wrong.

From Doug Antczak: +1 Elizabeth!