

# Extending University Voting Rights To RTE Faculty

# Where We Are

September	Recommendations from the Committee on Academic Titleholder Representation.
November	UFC Sponsored resolution that endorses the recommendations. We call this the “original proposal”.
December	Discussion of Concerns.
February	<p>Sense-of-Senate (SOS) votes to understand how we are thinking about critical components of the original proposal.</p> <p>UFC produces the “final proposal” taking the SOS votes into consideration.</p>
March	<p>Senate vote on final proposal.</p> <p>If approved then University Faculty referendum on the final proposal.</p>

# Quick Review of the Original Proposal

1. It defines the notion of University Voting Rights.
2. It defines the RTE (Research-Teaching-Extension) Faculty and those who have University Voting Rights.
3. It defines Faculty Senate membership rules.

[Details ...](#)

# Definition of University Voting Rights

1. You can serve in the Faculty Senate and can vote when your unit determines its Senator(s).
2. You can participate in University-wide elections that determine
  - (a) The Faculty Trustees
  - (b) The Dean of Faculty
  - (c) The Associate Dean of Faculty
  - (d) The University Faculty Committee
  - (e) The Nominations and Elections Committee
  - (f) The At-Large Senators

# Academic Titleholders

Professor (all ranks)	1582
Emeriti	619
University Professor	0
Professor-at-Large (in residence)	17

Visiting Professor (all ranks)	168
Adjunct/Acting Professor (all ranks)	258
Instructor	11
Teaching Associate	9
Visiting Instructor/Lecturer	131
Visiting Critic	33
Visiting Scholar/Scientist	168
Visiting Fellow	164

Research Professor (all ranks)	11
Clinical Professor (all ranks)	32
Professor-of-the-Practice (all ranks)	23

Research Scientist (both ranks)	9
Senior Scientist/Scholar	3
Senior Research Associate	122
Senior Extension Associate	108
Senior Lecturer	190

Research Associate	202
Extension Associate	117
Lecturer	140

Librarian (all ranks)	96
Archivist (all ranks)	15

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# The University Faculty

Professor (all ranks)	1582
Emeriti	619
University Professor	0
Professor-at-Large (in residence)	17

Visiting Professor (all ranks)	168
Adjunct/Acting Professor (all ranks)	258
Instructor	11
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Senior Lecturer	190

Research Associate	202
Extension Associate	117
Lecturer	140

Librarian (all ranks)	96
Archivist (all ranks)	15

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# The RTE Faculty

Professor (all ranks)	1582
Emeriti	619
University Professor	0
Professor-at-Large (in residence)	17

Visiting Professor (all ranks)	168
Adjunct/Acting Professor (all ranks)	258
Instructor	11
Teaching Associate	9
Visiting Instructor/Lecturer	131
Visiting Critic	33
Visiting Scholar/Scientist	168
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Senior Extension Associate	108
Senior Lecturer	190

Research Associate	202
Extension Associate	117
Lecturer	140

Librarian (all ranks)	96
Archivist (all ranks)	15

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# The RTE Faculty with University Voting Rights

Professor (all ranks)	1582
Emeriti	619
University Professor	0
Professor-at-Large (in residence)	17

Visiting Professor (all ranks)	168
Adjunct/Acting Professor (all ranks)	258
Instructor	11
Teaching Associate	9
Visiting Instructor/Lecturer	131
Visiting Critic	33
Visiting Scholar/Scientist	168
Visiting Fellow	164

Research Professor (all ranks)	11
Clinical Professor (all ranks)	32
Professor-of-the-Practice (all ranks)	23

Research Scientist (both ranks)	9
Senior Scientist/Scholar	3
Senior Research Associate	122
Senior Extension Associate	108
Senior Lecturer	190

Research Associate	202
Extension Associate	117
Lecturer	140

Librarian (all ranks)	96
Archivist (all ranks)	15

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# College RTE Senators

A college gets 1 RTE Senator  
if it has  $\leq 25$  voting RTE's.

A college gets 2 RTE Senators  
if it has  $> 25$  voting RTE's.

A college gets 3 RTE Senators  
if it has  $> 100$  voting RTE's.

College	#Voting RTE	#RTE-Only Seats
AAP	4	1
CALS	295	3
CAS	173	3
CHE	68	2
CIS	15	1
COE	56	2
CVM	123	3
ILR	45	2
JCB	44	2
LAW	15	1
	<b>842</b>	<b>20</b>

# What the Faculty Senate Would Look Like

1. 90+ academic-unit seats and 9 At-Large seats filled by voting members of the University Faculty and the RTE Faculty.
2. Approximately 20 RTE-designated Senate seats, apportioned among the colleges.
3. 1 RTE-designated Senate seat filled by Cornell University Library.
4. 1 Ex Officio seat each for the SA, GPSA, EA, ROTC, and the postdoc community.
5. 1 Senate seat designated for Emeriti and picked by Cornell Academics and Professors Emeritus.

# Four Concerns Discussed at December Senate

## Voice

Won't an expanded Senate with RTE members have a diminished voice?

## Identity

Is "RTE Faculty" the best way to refer to colleagues off the tenure track?

## Voting

Is the voting/nonvoting line properly drawn across the RTE Faculty?

## Ratio

Do we need to control the TT-to-RTE ratio in the Senate?

**Non-concerns:** the seat for the Library and the ex officio seat for the post docs

# Assess Concerns via Sense-of-Senate (SOS) Votes

We now take a sequence of ten SOS votes to capture how we think about the original proposal, the concerns, and the suggested modifications.

<b>SOS-1, SOS-2</b>	The terminology “RTE Faculty”
<b>SOS-3</b>	Representing RTE Faculty in the Senate
<b>SOS-4, SOS-5, SOS-6</b>	RTE Titleholders with University Voting Rights
<b>SOS-7, SOS-8, SOS-9</b>	Senate Membership Options
<b>SOS-10</b>	University At-Large Senate Seats

# On the SOS Voting...

These votes together with the surrounding conversation will provide guidance to the University Faculty Committee so that the final proposal for RTE representation is “best possible”.

- Vote “yes” if you are strongly in favor of the definition or feature being part of the final proposal.
- Vote “no” if you are strongly opposed to the definition or feature being part of the final proposal.
- Abstain if you are neutral with respect to the inclusion of the definition or feature in the final proposal.

**SOS-1**

## The RTE Acronym

The acronym, “RTE” is sufficiently inclusive when referring to academic titleholders who are off the tenure track.

## **Reasons to Support**

Every academic title that is described in the Faculty Handbook involves a significant mix of research, teaching, and extension (external engagement). Thus, “RTE” is an effective descriptor.

It is important to distinguish between what we do and the setting where we do it. Thus, you can be a teacher in a clinical setting (e.g., CVM) or a researcher in an entrepreneurial setting (e.g., Cornell Tech).

## **Reasons to Oppose**

Clinical Faculty have a mix of R, T, and E in their job description, but “clinical” so dominates how this group is regarded that “C” should be part of the acronym.

## **SOS-2**

### Use of the Word “Faculty” as in “RTE Faculty”

Teaching and research on and off campus is what defines a faculty member regardless of the proportions of those activities.

Therefore, “RTE Faculty” is the proper way to reference this group of colleagues.



## Reasons to Support

Stressing what those on and off the tenure track have in common (R, T, and E) is more productive and more collegial than stressing how those groups are different.

## Reasons to Oppose

At Cornell being a faculty member means that both teaching and research are in your job description. That is always true of those on the tenure track and not always true of those off the tenure track. This distinction is important and explains why terminologies like “Academic Associates,” “Academic Affiliates,” and “Nontenure-track faculty” might be preferred.

## **SOS-3**

# RTE Representation Through the Faculty Senate

The RTE Faculty should be represented through the Faculty Senate rather than through the Employee Assembly as is currently the case. Creation of a separate assembly for the RTE faculty is ill-advised.

## **Reasons to Support**

The impact and the voice of the Faculty Senate has less to do with titles and more to do with the quality of its deliberations and the intelligence behind its resolutions.

A mixed Faculty Senate with “everyone in the room” makes this more likely because it squares with the idea of shared governance. Moreover, it creates opportunities for both the University and RTE faculties to exercise campus leadership outside of their respective circles.

## **Reasons to Oppose**

A separate “RTE Senate” would give unfettered representation to the RTE Faculty and not diminish the voice of the University Faculty. Coordination mechanisms through the Office of Assemblies could be developed to facilitate discussion between the two senates on matters of mutual interest.

# **SOS-4, SOS-5, SOS-6**

## University Voting Rights Options

Where do we draw the University Voting Rights “line” within these tracks?

Research Associate	Senior Research Associate
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Lecturer	Senior Lecturer
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Extension Associate	Senior Extension Associate
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# Three University Voting Rights Options

	University Voting Rights?		
Title	Original Option	Mixed Option	Senior-Only Option
Senior Research Associate	Yes	Yes	Yes
Research Associate	Yes	3+years Only	No
Senior Lecturer	Yes	Yes	Yes
Lecturer	Yes	3+ Years Only	No
Senior Extension Associate	Yes	Yes	Yes
Extension Associate	Yes	3+ Years Only	No

“3+years only” means the individual must have been in that position for three or more years thereby ensuring at least one reappointment.

# Three University Voting Rights Options

## (The Approximate Numbers)

	Option		
Title	Original	Mixed	Senior-Only
Senior Research Associate	122	122	122
Research Associate	202	97	0
Senior Lecturer	190	190	190
Lecturer	140	55	0
Senior Extension Associate	108	108	108
Extension Associate	117	63	0
	<b>879</b>	<b>635</b>	<b>420</b>

# SOS-4

## University Voting Rights: Original Option

Professor of the Practice (All ranks)

Research Professor (All Ranks)

Clinical Professor (All Ranks)

Research Scientist (Both Ranks)

Senior Scholar/Scientist/Fellow

Senior Research Associate and Research Associate

Senior Lecturer and Lecturer

Senior Extension Associate and Extension Associate

## **Reasons to Support**

This option is simple and fully inclusive. It trusts that the units will select individuals from their University and RTE faculties who have sufficient experience and perspective to serve effectively in the Faculty Senate.

## **Reasons to Oppose**

Being at the senior level in these tracks guarantees a level of vetting that squares with why someone should have University Voting Rights. The adoption of this option would undermine this. It blurs what it means to have a senior rank in these tracks.



# SOS-5

## University Voting Rights: Mixed Option

Professor of the Practice (All ranks)

Research Professor (All Ranks)

Clinical Professor (All Ranks)

Research Scientist (Both Ranks)

Senior Scholar/Scientist/Fellow

Senior Research Associate and 3+yr Research Associate

Senior Lecturer and 3+yr Lecturer

Senior Extension Associate and 3+yr Extension Associate

## **Reasons to Support**

The 3+year feature guarantees that the individual has gone through an appointment renewal. This signals a level of commitment that justifies voting rights.

## **Reasons to Oppose**

Makes setting up the who-can-vote list somewhat complicated for University elections. It invites challenges in ambiguous situations that would require precious staff time to resolve.

# **SOS-6**

## University Voting Rights: Senior-Only Option

Professor of the Practice (All ranks)  
Research Professor (All Ranks)  
Clinical Professor (All Ranks)  
Research Scientist (Both Ranks)  
Senior Scholar/Scientist/Fellow  
Senior Research Associate  
Senior Lecturer  
Senior Extension Associate

## **Reasons to Support**

Reinforces the notion that having a senior rank means something.

If it made sense, it would be easy to switch to the Mixed or Original options later on.

## **Reasons to Oppose**

It reduces the quality of representation for hundreds of individuals who are trying to launch their academic careers.

From the standpoint of professional development, it is good to give everybody in these tracks the chance to experience the benefits of shared governance first hand.

# SOS-7, SOS-8, SOS-9

## Department/College Senate Membership Options

<b>Original</b>	Departments can send either University or RTE Faculty to Senate.
	18-20 RTE-only seats distributed among the colleges.
<b>Modified-1</b>	Departments can only send University Faculty to Senate.
	18-20 RTE-only seats distributed among the colleges.
<b>Modified-2</b>	Every department is allocated one additional Senate seat. At least half of its filled seats must be occupied by University Faculty.
	No college RTE-only seats

Under the Original Option, there is no control over the TT-to-RTE ratio.  
The Modified-1 and Modified-2 options address this concern.

# SOS-7

## Senate Membership: Original Option

Every department has at least one Senator.

A department has two Senators if  $\#TT > 25$ .

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Department Senators can be University Faculty or RTE Faculty.

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Every college has at least one RTE-only seat.

A college has two RTE-only seats if it has 25 or more RTE faculty.

A college has three RTE-only seats if it has more than 100 RTE faculty

What is in red represents a change from what we have now.

## **Reasons to Support**

Academic units can be trusted to elect effective representatives from the University and RTE faculties. Secret ballot elections (as required) reinforce this.

There is no reason to expect a decline in the level of TT representation.

## **Reasons to Oppose**

Unanticipated forces in the future may lead to unacceptably low levels of TT participation in the Senate.

It will be harder to reach the 50% quorum because the size of the Senate expands by the number of College RTE seats. That number would be between 18 and 20 depending on the selected University Voting Rights option.

# SOS-8

## Senate Membership: Modified-1 Option

Every department has at least one Senator.  
A department has two Senators if  $\#TT > 25$ .

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Department Senators must be University Faculty.

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Every college has at least one RTE-only seat.  
A college has two RTE-only seats if it has 25 or more RTE faculty.  
A college has three RTE-only seats if it has more than 100 RTE faculty

What is in red represents a change from what we have now.



## Reasons to Support

The RTE-only college seats are enough to guarantee sufficient RTE representation.

The TT-to-RTE ratio would never be less than 72-to-30\*.

## Reasons to Oppose

Does not foster RTE participation in the departments.

It will be harder to reach the 50% quorum because the size of the Senate expands by the number of College RTE seats. That number would be between 18 and 20 depending on the selected University Voting Rights option.

\*That would happen if #TT  $\leq$  25 in each of the 72 departments and #RTE  $>$  100 in each of the 10 colleges.

# SOS-9

## Senate Membership: Modified-2 Option

Every department has at least **two** Senate seats

A department has **three** Senate seats if  **$\#TT + \#RTE > 25$** .

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**At least half of the filled seats from any department must be occupied by University Faculty.**

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No RTE-only college seats

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**Quorum requires the presence of at least at least half of the departments. (Currently there are 72 departments.)**

What is in **red** represents a change from what we have now.

## **Reasons to Support**

The “extra senator” feature will promote RTE representation.

If a unit has multiple Senators, then its voice at a “non-voting” Senate meeting is not diminished as long as one of the Senators can attend—a buddy system. The new quorum rule will ensure that business gets done.

Small units can stay with their 1-seat status if they prefer.

The TT-to-RTE ratio is determined by department choices, but is always greater than 1-to-1.

## **Reasons to Oppose**

The size of the Senate is significantly expanded with this option (110 to perhaps 180) and this will diminish the effectiveness of the body.

# **SOS-10**

## University At-Large Seats

Nine at-large Senators determined by university-wide elections.

The seats would be designated, in particular

- 3 for tenured faculty

- 3 for assistant professors

- 3 for RTE faculty who have University Voting Rights.

## **Reasons to Support**

This creates a opportunity for different types faculty to serve in the Senate as individuals independent of their home unit.

It creates a path to the Senate for RTE faculty who work in centers and who do not have a college or department affiliation.

## **Reasons to Oppose**

It would be better not to designate the seats and simply allow any member of the University or RTE faculties to run for any seat. This would make it easier to produce a slate of candidates and fill the positions.

# Conclusion

The University Faculty Committee will take the results of these votes and the associated Senate discussion and produce the “final” version of the proposal.

If the Senate approves the final proposal then it goes to the entire University Faculty for a vote.

Whatever is enacted will be reviewed after three years.