

# Faculty Senate

February 13, 2018

To promote the communication of opposing views and to serve as a free-speech-with-respect model for the rest of the campus, all discussion in the Faculty Senate must be conducted in a civil fashion that is free of any intimidation or personal attacks.

- *the University Faculty Committee*

# Announcements

Charlie Van Loan  
Dean of Faculty

# University Bylaw Changes

The Trustees approved these Fall 2018 Faculty Senate Recommendations:

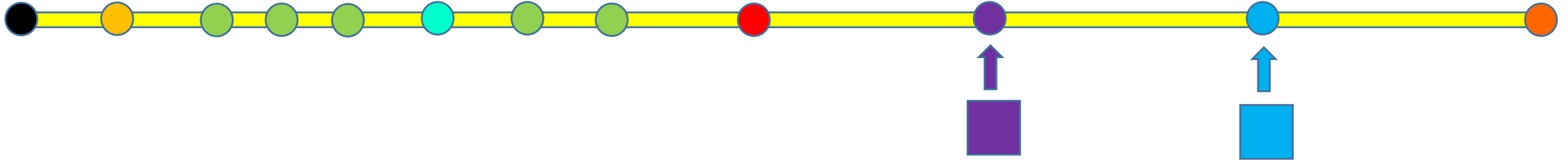
In Article II ...

Two trustees shall be elected from among and by the University Faculty at Ithaca and Geneva for terms of four years each, at least one being elected every second year. **The University Faculty shall determine the electorate.**

In Article XIII...

The University Faculty may grant **to any group of instructional and research staff** the right to vote on any question deemed by the Faculty to be of interest to such group.

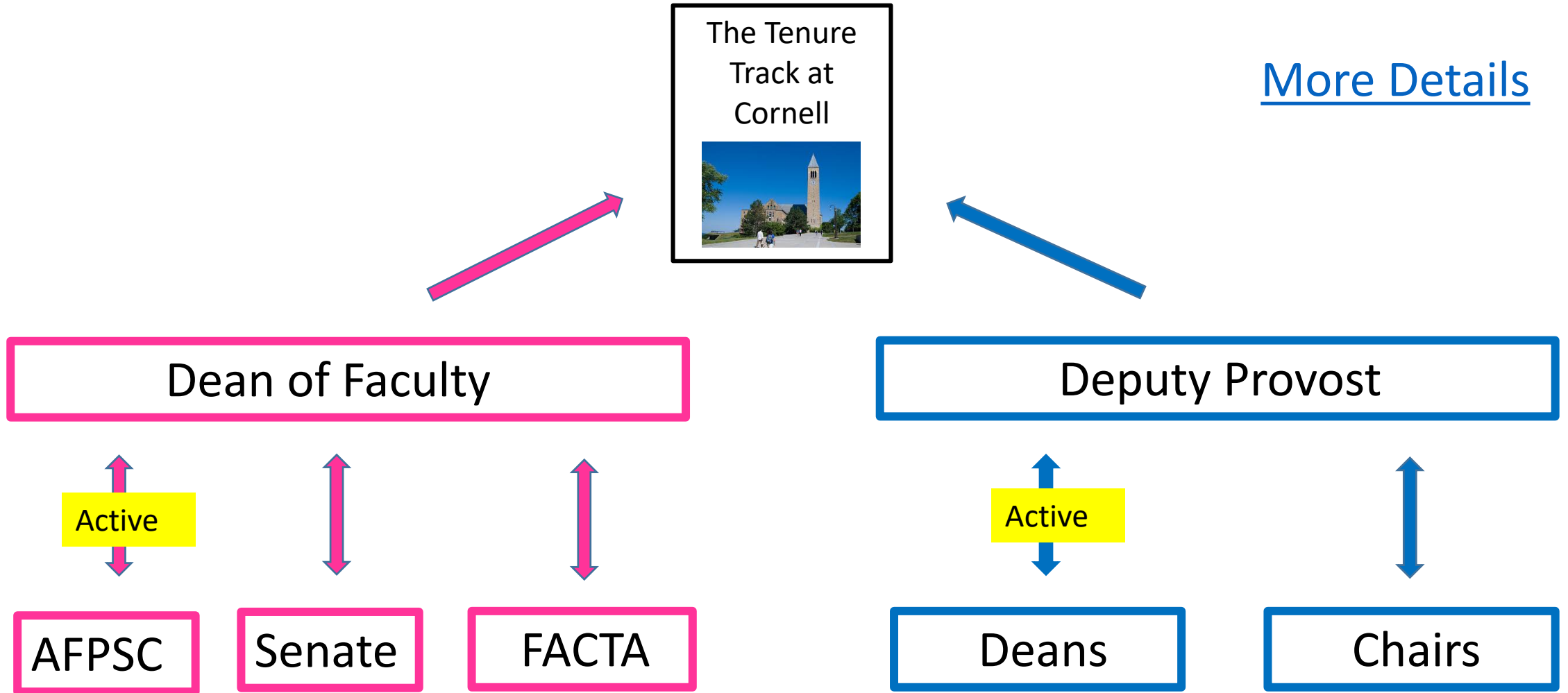
# Review of Tenure Track Processes



- Recruitment
- Orientation
- Annual Review
- Department Three-Year Review
- Department Review
- College & Ad Hoc Committee Review
- Provost & FACTA Review
- Trustee Approval

The goal is to provide more detail and “best practice” clarity to what is in the Faculty Handbook.

# Review of Tenure Track Processes



# Non-Snowday Follow-Up

The [Incident Leadership Team](#) will meet February 25 to discuss possible windchill-related protocols.

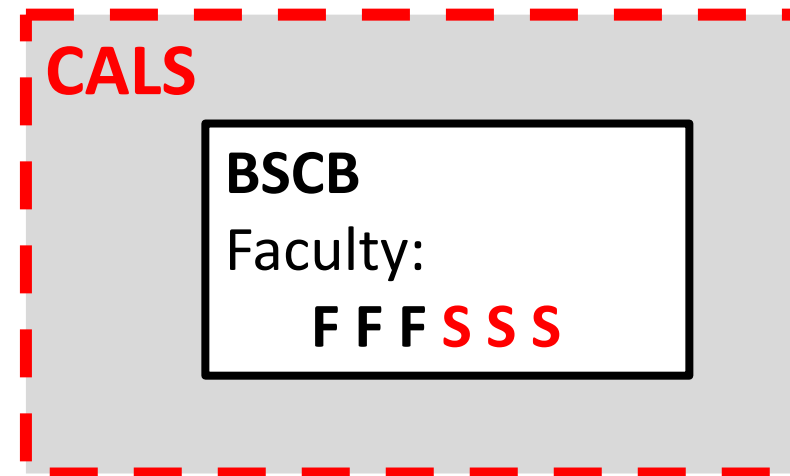
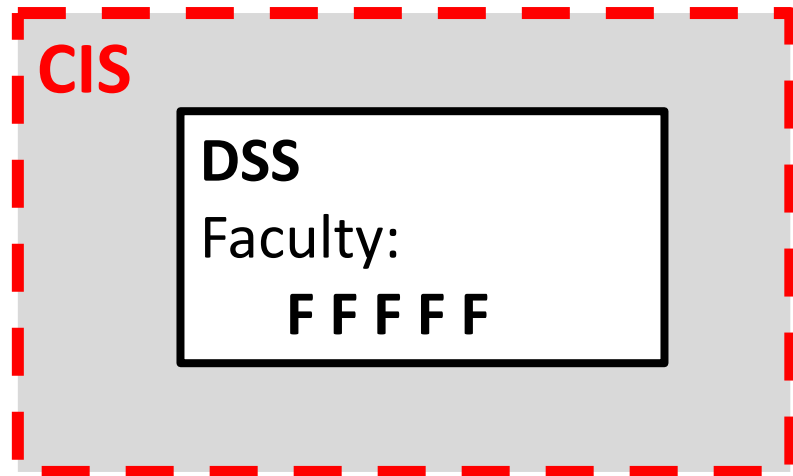
On [this webpage](#) is assembled data from the Northeast Climate Center together with advice from Cornell Health, Student Disability Services, International Student Services Office, and about 75 members of the community.

I will bring this information to the table.

# DSS and BSCB Realignment

**DSS** = Department of Statistical Science

**BSCB** = Department of Biological Statistics and Computational Biology



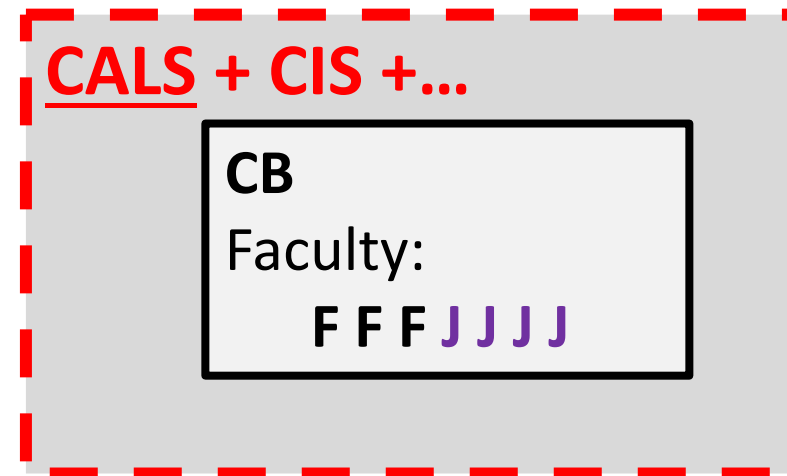
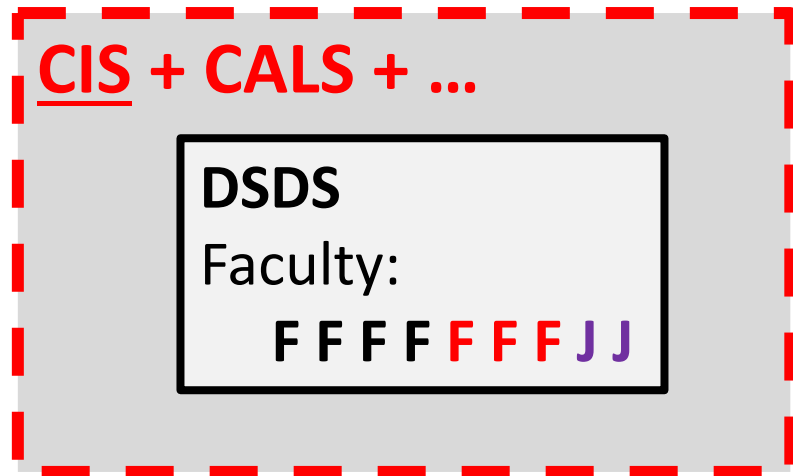
Current

**Plan:** Move the statistics faculty **S** from BSCB to DSS and rename both units.

# DSS and BSCB Realignmentments

**DSDS** = Department of Statistical and Data Science

**CB** = Department of Computational Biology



Proposed

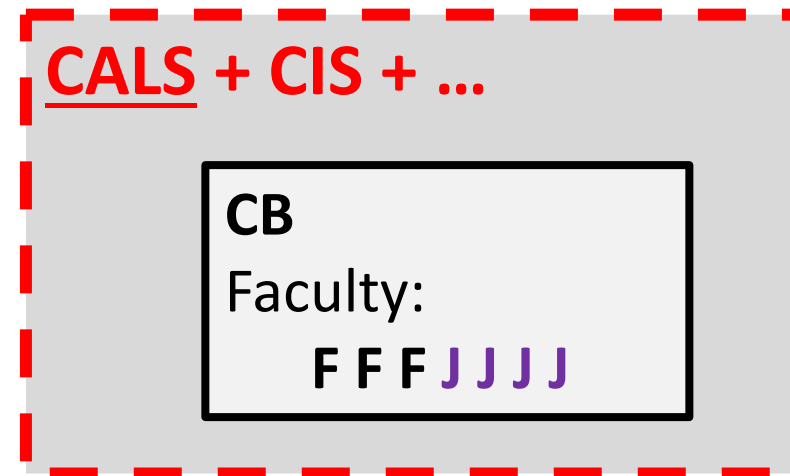
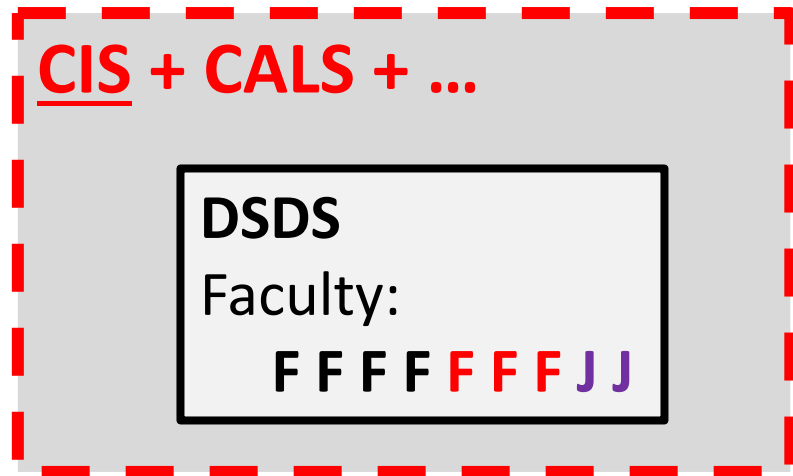
Proceed to build strength using joint appointments **J** from around the university using the “shared department model”, e.g., EEB, EAS, Nutritional Sci, MBG, NeuroB.



# DSS and BSCB Realignment

**DSDS** = Department of Statistical and Data Science

**CB** = Department of Computational Biology



Approved by all the affected deans, departments and faculty. Also approved by Senate's Committee on Academic Programs and Policies (even though there are no new programs.) **Open for comments.**

# Middle States Accreditation

Marin Clarkberg

Associate Vice Provost for Institutional Research & Planning

Mike Fontaine

Professor (Classics)

Associate Vice Provost for Undergraduate Education

## Middle States Accreditation

HOME

TIMELINE

SELF-STUDY DESIGN

STEERING COMMITTEE



### University Accreditation

In spring of 2019, the university is embarking on a university-wide self-study effort in pursuit of re-accreditation by the [Middle States Commission on Higher Education](#) in spring 2021.

Accreditation in higher education is a process of peer review for colleges, universities, and educational programs. In the U.S., accreditation is carried out through private, nonprofit organizations rather than the federal government. Cornell's accrediting body, the Middle States Commission on Higher Education, is a private entity



## Cornell begins 2021 reaccreditation process

Every 10 years, accreditation review covers the breadth of the university, including Weill Cornell Medicine in New York City and programs of instruction around the world. Accreditation is voluntary but is a requirement for an institution's students to be eligible for federal funds such as financial aid grants and loans.



## Cornell begins 2021 reaccreditation process

There are seven standards for accreditation: Mission and Goals; Ethics and Integrity; Design and Delivery of the Student Learning Experience; Support of the Student Experience; Educational Effectiveness Assessment; Planning, Resources and Institutional Improvement; and Governance, Leadership and Administration.

Each standard has its own working group, chaired by a faculty member on the committee.

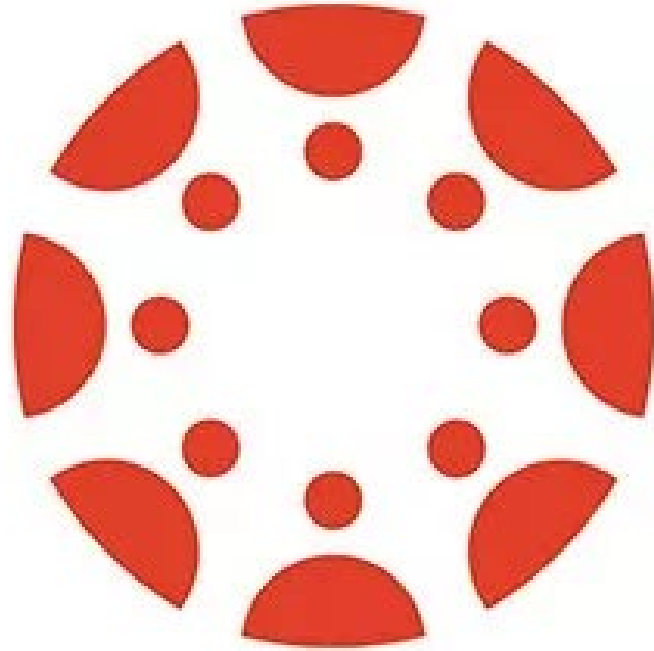
# Accreditation Steering Committee

- **Mike Fontaine**, co-chair, Associate Vice Provost of Undergraduate Education and Professor of Classics in the College of Arts & Sciences
- **Marin Clarkberg**, co-chair, Associate Vice Provost of Institutional Research & Planning and Accreditation Liaison Officer
- **Lisa Nishii**, Vice Provost of Undergraduate Education and Associate Professor of Human Resource Studies in the School of Industrial & Labor Relations
- **Kathy Edmondson**, University Assessment Project Manager and Assistant Dean for Learning & Instruction in the College of Veterinary Medicine
- **Alan Mathios**, professor in Policy Analysis & Management in the College of Human Ecology and a Commissioner for the Middle States Commission on Higher Education
- **Nick Matolka**, undergraduate in the College of Agriculture & Life Sciences
- **Caroline Levine**, chair of the Mission & Goals Working Group and Professor of English, College of Arts & Sciences
- **Louis R. Hyman**, chair of the Ethics & Integrity Working Group and Associate Professor of Labor Relations, Law & History in the School of Industrial & Labor Relations
- **Scott Peters**, chair of the Design & Delivery of the Student Learning Experience Working Group and Professor of Development Sociology in the College of Agriculture & Life Sciences
- **Durba Ghosh**, chair of the Educational Effectiveness Assessment Working Group and Professor of History in the College of Arts & Sciences
- **Stephan Schmidt**, chair of the Support of the Student Experience Working Group and Associate Professor of City & Regional Planning in the College of Architecture, Art & Planning
- **Sean Nicholson**, chair of the Planning, Resources & Institutional Improvement Working Group and Professor of Policy Analysis & Management in the College of Human Ecology
- **Bruce Lewenstein**, chair of the Governance, Leadership & Administration Working Group and Professor of Science & Technology Studies in the College of Arts & Sciences



## Cornell begins 2021 reaccreditation process

Once the design of the study is approved by Middle States, [the accreditation process](#) requires the self-study to be submitted with documentation, followed by a site visit, said Marin Clarkberg, associate vice provost of institutional research and planning and Cornell's accreditation liaison officer.



canvas



<b>February 2019</b>	<ul style="list-style-type: none"> <li>▪ Co-chairs attend kick-off meetings of Working Groups, reviewing the charge to the group, the Evidence Inventory, and answering questions</li> <li>▪ Working Groups commence evidence gathering, bi-weekly meeting schedule</li> </ul>
<b>March 2019</b>	<ul style="list-style-type: none"> <li>▪ Cornell will submit Self-Study Design (two weeks before visit from MSCHE's Steve Pugliese)</li> <li>▪ MSCHE's Steve Pugliese to visit Ithaca for Self-Study Prep Visit</li> </ul>
<b>May 2019</b>	<ul style="list-style-type: none"> <li>▪ May 10, initial draft of Working Group reports due</li> <li>▪ Steering Committee members read all Working Group reports and provide feedback</li> </ul>
<b>October 2019</b>	<ul style="list-style-type: none"> <li>▪ October 21, Working Groups provide final reports to Steering Committee</li> </ul>
<b>November 2019-February 2020</b>	<ul style="list-style-type: none"> <li>▪ Steering Committee assembles comprehensive Self-Study draft</li> </ul>
<b>March, 2020</b>	<ul style="list-style-type: none"> <li>▪ Working Group members provide feedback on comprehensive Self-Study draft</li> </ul>
<b>April-May 2020</b>	<ul style="list-style-type: none"> <li>▪ Self-Study draft shared and discussed with institutional leadership, the Board of Trustees, and the various university assemblies</li> </ul>
<b>June 2020</b>	<ul style="list-style-type: none"> <li>▪ Self-Study draft sent to Team Chair</li> <li>▪ Team Chair's Preliminary Visit</li> </ul>
<b>July – August 2020</b>	<ul style="list-style-type: none"> <li>▪ Self-Study Report finalized based on Team Chair feedback</li> </ul>
<b>September 2020</b>	<ul style="list-style-type: none"> <li>▪ Self-Study shared broadly with campus community and publicly</li> </ul>
<b>October 2020</b>	<ul style="list-style-type: none"> <li>▪ Evaluation Team on campus</li> <li>▪ Team Report provided within two weeks following the visit</li> <li>▪ Cornell provides official response</li> </ul>
<b>March 2021</b>	<ul style="list-style-type: none"> <li>▪ Commission meets and determines action</li> </ul>

open forum  
With the  
Middle States rep

March 21,  
11:00 a.m. – noon

Location TBD

# Sense-of-the-Senate Follow-Ups

Chris Schaffer  
Associate Dean of Faculty

# SOS Resolution On Food Insecurity

Ideas for direct faculty involvement that we pursued but did not pan out:

- Add \$1 to faculty soup tickets.
- Donate at Campus Store Check-Out.

## Recent University Steps

- students can donate “bonus meals” from their meal plan to a “bank”
- Faculty (and others) can donate to the [Cornell Access Fund](#) which can be used by students to help solve food insecurity problems

See this [Cornell Chronicle Article](#)

# SOS On University-Level Int'l Collaborations

The Senate asks that President Martha Pollack outline the conditions under which the University would decline to enter into or would withdraw from an institutional-level academic or research collaboration with another University or institution due to concerns about the violation of human rights or academic freedom, or due to concerns regarding student safety. The Senate asks for an opportunity to comment on a draft of such conditions in the Spring of 2019 and urges the President to make the broad conditions publicly known.

[President Pollack's Response](#)

# Some takeaways from President's response

- Int'l collaboration essential to our mission.
- Focus should be on academic partners and programs, not on actions and policies of their national government. Most important is that partners uphold academic freedom.
- In direct partnerships with governments their policies will be considered. Safety concerns are also important. Each situation is unique, and will require individual consideration when deciding whether to decline or withdraw from a partnership.

NOTE. PRESIDENT POLLACK WILL ATTEND THE MARCH SENATE

# SOS Voting on Aspects of RTE Representation

Charlie Van Loan  
Dean of 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

About  
4400

# The University Faculty

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

Visiting Professor (all ranks)	168
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Senior Lecturer	190

Research Associate	202
Extension Associate	117
Lecturer	140

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

About  
2300

# 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
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Senior Lecturer	190

Research Associate	202
Extension Associate	117
Lecturer	140

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

About  
2100

# 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
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Senior Lecturer	190

Research Associate	202
Extension Associate	117
Lecturer	140

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

About  
1100

# 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.

Turn in ballot after the meeting or to [deanoffaculty@cornell.edu](mailto:deanoffaculty@cornell.edu) by the end of Friday

**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.

# 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.

**[ Discussion ]**



# **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.

Turn in ballot after the meeting or to [deanoffaculty@cornell.edu](mailto:deanoffaculty@cornell.edu) by the end of Friday