

**Faculty Senate
April 12, 2023**

>>Jonathan Ochshorn: Good afternoon. I'm Jonathan Ochshorn, Professor Emeritus, from Architecture, and now mask free. We start with a land acknowledgement. Cornell University is located on the traditional homelands of the Gayogo_hó? no'(the Cayuga Nation). The Gayogo_hó? no' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogo_hó? no' dispossession and honor the ongoing connection of Gayogo_hó? no' people, past and present, to these lands and waters. So, the meeting is officially called to order. The approval of the minutes is just happened sort of by unanimous consent. They are transcriptions of the meeting from March 8th. If you have any corrections, you can bring them to the attention of the Dean of Faculty. So, let's start with President Martha Pollack, Computer Science, will talk for about ten or 15 minutes and then we'll have about 15 minutes for Q&A or comments.

>> Martha Pollack: thanks, and hello to everybody who is here and everybody who is on Zoom. Is this working for Zoom? Yeah? Good, good, good, good. So, this group submitted several questions in advance that are pretty important and I want to reply to them in some detail so I will provide a very abbreviated version of my normal comments and then go right to the presubmitted questions using some of my Q&A time in my comments time, shifting that, but I do want to start with as I say, an abbreviated version of my normal recognition of faculty honors and at least acknowledge the faculty who have elected to the prestigious national academies since last time we met. Karen Vogtmann, Goldwin Smith Professor of Mathematics, Emeritus, and the College of Arts and Science was elected to the National Academy of Science. And Christopher Ober, Professor Materials Science and Engineering, and Adjunct Professor Kelin J. Kuhn have been elected to the National Academy of Engineering, and I

hope at my next visit I'll have time to further acknowledge the incredible faculty we have who are elected to societies like the National Academy of Inventors, the American Academy of Microbiology, the American Academy for the Advancement of Science as well as our nine -- nine exceptional junior faculty members who received NSF early career grants. Congratulations to all of these faculty. I do also want to give just one update and it is a financial update so that everybody knows where we stand on that. The FY-24 budget, so that's next year's academic year's budget was approved by the board. Planning for next year's budget is happening against the backdrop, as I think everybody can appreciate, of an unusually volatile economy. We've got supply chain issues. We've got absolutely skyrocketing construction costs. We have of course, the higher-than-average inflation over a prolonged period although thankfully, that is beginning to go down. As always, our goal in developing the budget is to invest in our mission driven priorities of academic distinction, educational verb and civic responsibility while also ensuring the university's long term financial stability. We did announce the new tuition rates for 23-24. They are well below the rate of inflation and for nearly all under grad with financial need, any increase will be offset by increases in grant base aids. Now, affordability absolutely remains a priority. It's been one of my central goes. It is one of the central goals of our current philanthropic campaign. I have mentioned here a number of times that we're trying to raise half a billion dollars for undergraduate financial aid, and I am really gratified at the extent to which our donors, mainly our alumni are stepping up. We're -- we have already raised \$340 million toward that \$500 million goal and as a result of that we are able to make midyear adjustments to the packages of many of our students this year. About 4700 students saw increases in grant aids of between 500 and \$1,500 and those increases in grant aids then decreased the loans, the work study, or the family contributions that they have to make. We are going to provide further increases this coming fall. Additionally, you probably saw that we are going to increase graduate stipends by 8% for the coming year. That brings the 12-month assistantship stipend for Ithaca and Cornell AgroTech based students to \$43,326 dollars and that stipend increase is just one part of an

ongoing initiative to enhance the experience for our graduate students. I think as many of you in this room know, we are now requiring that doctoral funding packages contain plans for summer support, for students who are going to make academic progress during the summer. Our graduate fields needed to prioritize funding current students who are in good standing before admitting new students and they need to adjust funding guarantees to match the anticipated time it takes to complete degrees. Overall, I would say that the funding for our graduate students is very competitive with our peers which is what we want. Last year, 2022, only 1.4% of graduating Cornell doctoral students incurred educational debt during their graduate studies and that compares with the national average of 38.5%. [INDISCERNIBLE] faculty and staff salaries, this is by far, by far, the largest outlay in our budget. So even a small percentage increase has a really tremendous impact on our bottom line. As much as we want to, we are not going to be able to increase our budget for salaries to fully match the current rate of inflation. We just can't cover that much within creases in sources of revenue, particularly tuition, but we are going to have a significantly higher than average SIP, Salary Improvement Pool, this year -- program this year. In fact, the SIP is going to exceed the increase in university revenues. We'll figure out how to do that because it's just important for our faculty and staff. Additionally, because the inflation really hurts lowest paid staff the most, earlier that semester we paid an in-year bonus of between 500 and a thousand dollars to lower paid staff on a sliding scale based on income. So those are my only updates and I want to turn to a set of questions that were submitted in advance. I was asked to, in particular, comment on some recent resolutions and one was Resolution 186 which is the request for a staff gynecologist at Cornell Health. So, let me tell you the situation there. Cornell Health is a primary care clinic. It doesn't provide specialty care. It really can't because the Cornell student population that uses Cornell Health doesn't require a lot of specialty care and that means it would be extremely difficult to recruit specialists whether they're gynecologist or dermatologists or urologists or gastroenterologists or whatever. We don't have enough to keep them busy and with very few patients it would be cost

prohibitive. Further, and this is really important, most of these specialties, notably including OBGYN, require regular opportunities for surgical engagement to maintain their skills and their licensure. We can't provide that because we're not a surgical center. Specifically, with respect to gynecology our primary care physicians are trained to address many of the gynecological concerns of our students, preventive care and screening, some minimally clinical procedures such as IUD insertion, as well as the majority of pelvic pain conditions and as I noted in my response to the resolution when advanced surgical care -- when advanced specialty care or surgical intervention is needed the primary care physicians will do a referral. On that note, because we do recognize that our students need access to the doctors after a referral, we are expanding our partnership with Cornell Medicine in a number of areas including gynecology so students who need gynecological care after they have had exams conducted by the primary care physicians at Cornell Health, they can have tele-health appointments with a specialty at Weill Cornell for further support and treatment if the treatment can't be provided by the Cornell provider at no additional cost to the student. At radiology, we're now using Weill Cornell radiologists -- we already are -- to read images that are taken at Cornell Health. In psychiatry in the fall, we're going to begin having additional psychiatric support for medication management with physicians at Weill Cornell Medicine in addition to the services provided with Cornell Health staff. The pilot we're going to see how all this works and if it works well, we'll continue to develop these partnerships. Next, I was asked to say something about Resolution 184 regarding academic freedom in China and in other countries where Cornell has Global Hubs. As I have said to this group and other groups before, international partnerships are just absolutely essential to our excellence and to our ability to train the next generation of leaders and issues of academic freedom are critically important. We take the oversight of academic freedom in all of our relationships very seriously, so I appreciate the senate discussing these issues and I agree with much of the sentiment that's in the resolution. But I do want to correct one important assertion in the resolution. A Memorandum of Agreement generally result from faculty interests in a given collaboration

and faculty interest -- faculty connections are a significant reason for the number of MOA's that we have with Chinese institutions. But contrary to what the resolution says, the number of active MOA's with mainly Chinese institutions has actually dropped considerably in recent years and certainly since the institution of the Global Hubs. From 29 with unique collaborators in 2019, to 15 today. The Global Hubs initiative as was noted by vice provost Wendy Wolford in her letter to the senate did not add any new collaborations in China but rather expanded partnerships in the UK, Latin America, Southeast Asia, Africa, and Asia outside of mainland China. Many countries where we have relationships may not or may not share our core values of free expression and academic freedom or they might approach them differently but respect for Cornell's principles is enshrined in all our agreements and partnerships are reviewed on a regular basis by the appropriate academic leader. I hope that all of you had the opportunity to read the opinion piece in the Daily Sun last month in support of Global Hubs and academic freedom. It was authored by a number of your colleagues on the faculty. It points out that the language in this resolution as they put it risks inflating important differences between peoples and their government and it stresses the deep value that your colleagues see in the work they do with our students around the world and the commitment that they have to academic freedom in that work.

Okay, next question, was about increasing the student faculty ratio. I just want to assure you this is a topic that the provost I are very aware, very concerned about, and in fact we have a goal and a commitment to increase the number of faculty by 100 over the next three years. This is a key part of our strategic priorities. It's one to which we are strongly committed. It is one to which we are both putting in central resources and making a pillar of the philanthropic campaign. In fact, we have already raised \$1.8 billion for faculty and research. That's not all for named faculty positions. It is for research more broadly, but it does include a number of named professorships. As we are doing this, we are trying to do it as quickly as possible. It'll take a few years but not, you know, a decade. We are also working to provide support to the faculty in other ways. One example is the initiative you heard vice provost Lisa

Nishii talk about the last time I was here in helping with the management of exams for students who have received accommodations by the Office of Student Disability and Services. I was asked to say a few words about a possible graduate student union. Again, graduate students are critically important to our academic mission. We work really hard to attract the very best graduate students and to support them while we're here. I have already mentioned increased stipend and the other forms of support that we recently put into place. We're always working to be a place where our students can do their best work and where they feel that we are being -- they are being heard. To that end we have a number of ways for them to communicate their concerns to us through the GPSA, through the Student Advocacy Group, through the graduate school be it the graduate student associate Deans. Through the graduate and professional student diversity and inclusion council and through their own directors of graduate study. It is my hope that we can be a place that students thrive without feeling the need for third party representation but ultimately that's up to them to decide and we will stand by their decision. Okay. Finally, the last thing I was asked to speak about -- and I'm going to take a bit of time to talk about this one because it is really important, and that is the university's response to the disruption at the Ann Coulter event last semester. First of all, I want to note that we not infrequently have speakers who come to campus and present views from across the political spectrum, controversial views. You don't hear about those. They don't -- they don't make the news because there aren't disruptive protests but of course that was not the case at Coulter's visit and I will tell you that the seven students -- there were eight people involved, seven of them were Cornell students. They were all identified, and they were referred to the Office of Student Conduct and Community Standards. Now, I can't comment on the outcomes for individual students, but I can tell you that in these sorts of circumstances the response typically includes a combination of some sort of a sanction, a warning or probation, some sort of reflective activity that the students are involved in and some sort of an education. Something specifically tailored to help the students learn from their behavior choice. And in the case of the Ann

Coulter disruptors the outcomes were consistent with this approach. But I -- I think that this question leads to the broader issue of free expression in academic freedom. Something that's been in the news a lot lately and I want to spend a few minutes on that. These are of course core values for Cornell. So, too is being a community of belonging and for me, the most challenging issues come up when there is a -- either real or perceived conflict between two values that a person or an institution holds very deeply. And I want to be clear that from my perspective there are often tensions if not outright conflicts between our commitment to free expression and academic freedom on the one hand and being a welcoming and just and inclusive community on the other. I don't think it [INDISCERNIBLE] with anyone to pretend that that's not the case but our responsibility as a university is to honor both commitments despite the tensions. I think our students, the current generation of college students, they feel this tension acutely. You have probably seen the studies by the Pew Research Center. They surveyed people's views on free expression and the data show that younger people, people in their teens and their 20s are much less likely to value free expression than old people like us. Old people like me and medium people like you. Now, our students are often criticized, and I think unfairly for holding these views because, in my mind, what they are responding to is the accurate perception that when all speech, including highly offensive speech and even hateful speech is tolerated, some groups of people will be more heavily impacted, notably of course groups that have been historically marginalized in our society. and so, our students ask why we as a society permit this? Why don't we regulate speech to protect people from those who make hateful statements? And I think it's important to engage on this issue and when I do -- when I engage with students on this issue, I try to convey what I believe which is that free expression is absolutely fundamental to democracy and academic freedom is absolutely fundamental to higher education. Now, I doubt that I need to tell this group why I believe that but let me really quickly tell you what I tell the students. I tell them first of all, that you can't personally learn, and the state of knowledge as a whole can't advance if there isn't the opportunity for all kinds of ideas to be exchanged.

Secondly, I tell them democracy only works when citizens have the right to express their views so that they as a whole can shape their society in ways that they believe will advance overall value. That's pretty much exactly what democracy means. Third, I tell them, even when you end up disagreeing with another person's point of view, the process of actively listening, and when warranted, responding, sharpens your ability to reason, to communicate, to convey your perspective and assuming it makes sense in a particular encounter, sharpens your ability to negotiate and come to a workable compromise because democracy and -- I would argue human relations in general don't work without compromise. Now, of course, this doesn't mean you always need to engage, and you certainly don't need to compromise with absolute every speaker you encounter. For example, I remind students if someone is coming, and you are absolutely certain that they are just going to spout hateful ideas you don't have to go to their talk. You can avoid it entirely. And finally, and -- this is one I stress, history has shown us, that the harms that are caused by regulating speech end up hurting the most the very people that the regulation was intended to protect. And, you know, you can -- there's so many examples. I -- I point to our students in [INDISCERNIBLE] who would know about this. I point to Eugene Debs, because they all know Eugene Debs who was convicted of sedition and put in prison for speaking out against American participation in the World War I. I speak about the hate speech bill that was put in place at the university of Michigan. It was actually before I got there in the 1990s but when it was implemented it led to sanctions against who? Only against black students. Or an example that does resonate with students today is what happened to Colin Kaepernick when he decided to protest by taking a knee. So really, true commitment to free expression seems to me to be the only way to ensure that everybody's voice is heard. To ensure that minoritized voices are not left out although you have to work part of that. You can't just say all speech is allowed. You have to ensure that opportunity isn't denied to some groups. The importance of free speech is just so great that we have to protect it even as we try to mitigate and manage the harm it sometimes causes because the harms of suppressing it are greater. and how do we

do that? How do we all do that as an institution? Well, we can use our free speech rights to denounce truly hateful speech. We have to do this very carefully. Particularly, the provost and I have to do this very carefully because if we are too quick to call out speech as offensive then we as administrators are putting ourselves right back into the position of regulating speech, but we're not completely muzzled and in extreme cases we can issue counter speech. We can also provide support, emotional, psychological and other to our students while also helping them develop leaders but we also need to remind the community that the right to free expression is not without limit and that, for example, to go back to the Ann Coulter exhibit the hecklers veto is not legitimate, nor is harassment or threatening speech. Now before I conclude, I -- I do want to just touch on one more thing and that's the national situation which, to me, is deeply, deeply concerning and I find particularly worrisome a range of efforts, including legislative ones, to limit what can be taught in the classroom, limit access to books, threaten the institution of tenure, and institute what are essentially educational gag orders. Indeed, increasingly we're seeing what are basically attacks on DEI efforts in universities couched as claims that universities don't support free speech. If we really were suppressing speech in an effort to protect students and others in the community from discomfort, then maybe that criticism would have validity but here not. We're protecting free speech. What we're doing is using our institutional right to free expression to communicate our commitment to diversity, inclusion, equity and belonging and as a university we can and do speak about our intellectual commitment to those things. But we would also defend the right of a faculty member who wanted to argue against the value of diversity, provided that they were doing that in a way that did not create a hostile environment for their students. My notes say -- does -- I thought it said left out not. So, is this all simple? Are the lines clean? Absolutely not so I will go back to where I started. The most challenging problems arise when there is a tension between deeply held values, deeply valued freedom of expression and academic freedom and we deeply value diversity, equity, inclusion, and as such, we have to do the hard work of figuring out how to honor both and it is toward

that end that we are planning a theme year next year focused on free expression. There's an article on it in today's Chronicle. The aim is to have the community engage with a significant history and challenges of free expression in academic freedom. The goal will be to increase knowledge about these topics, and to provide opportunities for the development of skills that are essential for effective participation in a democracy, skills like active listening, leading controversial discussions, leading effective advocacy and managing one's responses to controversial interactions. We're planning a series of cornerstone events such as reading groups on free expression, debates with invited speakers modeling and exhibitions that may span art, film and fashion. Academic units and departments and student organizations will also be invited to organize events across all of our campuses, including Weill Cornell medicine and Cornell tech in New York City. Fairly soon we'll launch a website devoted to the theme years goals and events with community members invited to participate and to share ideas and I'm going to be discussing this further with the leadership of all the assemblies and the faculty senate at their shared governance breakfast later this month. I truly hope that we see broad participation across our campuses, around this critical issue. Thank you, I know I went a little long, but I just wanted to make sure that I was able to say these things to you.

>>Jonathan Ochshorn: Thanks. So, stick around here in case there's comments or questions. If you're in person just walk down to one of these mics. If you're in Zoom land, raise your digital hand and keep it brief and identify yourself and your affiliation.

>> Martha Pollack: I've left them speechless

>>Jonathan Ochshorn: Well, you did select some questions in advance.

>> Martha Pollack: I did so, yes. I answered all the ones that were sent in actually.

>>Jonathan Ochshorn: -- um.

>> Yuval Grossman: Sorry, I cannot raise my hand, but can I speak?

>>Jonathan Ochshorn: Yeah, identify yourself.

>> Yuval Grossman: Yuval Grossman, Physics. Sorry, I couldn't find my digital hand. Thank you very much for your words about the academic freedom and I fully support it and I'm extremely worried about the situation and if as you said, both at Cornell and over all in the country. But my very personal question to you is, when this happen at Cornell why you were quiet? Why we didn't hear a very strong statement from you after the event?

>> Martha Pollack: After the Ann Coulter event? Well, there was -- first of all, we sent an apology to Ann Coulter and there was a strong statement that came out from -- I think it was Joel Malina. you know, the question of statements is an incredibly fraught one and every time something happens there are a lot of conversations about what should we say and who should sign it and when should it go out and to whom it should go out and what ends up inevitably happening is that the focus shifts from the event to -- to the statement and after this -- after that event it seemed like the right response -- in part because frankly we have many, many, many speakers come to campus for which everything goes smoothly and we didn't -- on the one hand we wanted to react strongly, on the other hand we didn't want to make it seem like this is our sort of normal state. It seemed like the decision there was to have a statement come from someone else. There is no particular significance to that.

>> Yuval Grossman: I see, and let me just say that personally I don't see a reason why it's not going to happen again and, particular as an Israeli it's happened a lot to Israeli speakers with this extreme anti-Israeli sentiment on campus and my question to you, how do you want to react when it happens next time?

>> Martha Pollack: Well that's why we're having a year to talk about free speech and free expression and academic freedom so that the community as a whole can get behind this.

>> Yuval Grossman: I really hope it will work. Thank you very much.

>>Jonathan Ochshorn: Okay. Seeing no -- a hand. Risa. Identify yourself and your --

>> Risa Lieberwitz: Hi. Hello. Hi. Risa Lieberwitz, ILR. First, let me also thank you for those strong words endorsing academic freedom. It's so important and it's -- it is -- you know, I couldn't agree more about that including, you know, having very heated disagreement on many issues and that would include to respond to some moment to you -- Yuval -- that would include on very -- on issues where people have extremely different views about Israel, about Zionism, etc. you know, it's not easy. It's often times not easy to really practice academic freedom in its fullest and so I appreciate your words about that and, what I hope that we can do through the faculty senate and in other ways as well, is to think about how to support our colleagues in states that are really embattled, you know, Florida is the one that gets a lot of attention right now because of the really the attacks on faculty and academic of faculty and students et cetera, Texas, you know, Oklahoma, et cetera. And I hope that we can find ways as, you know, as a private institution that is not subject to these sorts of -- pieces of legislation as well as being in New York

where we have, you know, we are not facing that kind of legislation. I hope that we can find ways to really put out statements, resolutions, take actions to support our colleagues and students in other states and I wonder if you -- have something, you know that -- that you are thinking about, President Pollack.

>> Martha Pollack: You know, Risa, thank you for that. I think it's a very interesting suggestion. I don't have something specific that I'm thinking about but, again, I -- I don't think that this is an issue. I mean I can sort of set the tone at the top, but this is an issue that the community as a whole has to take on and so, I -- I would very much welcome the involvement of the faculty senate in taking on these sorts of initiatives. I do hope that there is lots of input on the kinds of things that we can do similar -- you know of which yours might be one example, so thank you for those comments.

>>Jonathan Ochshorn: Okay.

>> Martha Pollack: Thank you all very much

>>Jonathan Ochshorn: I think we'll move onto the next order of business. The topic is Structural Equity and Inclusion for Research, Teaching and Extension RTE Faculty and we'll hear from Dean of Faculty, Eve De Rosa, for five minutes and then we'll have about ten minutes for the presentation of a resolution after that.

>> Eve De Rosa: Hi everybody. Thank you, President Pollack, for your comments. I felt like it might be helpful to give some background to new senators in particular, those who haven't been in the senate since 2018 when these conversations first started, and I thought it -- it's a fair thing to start with, you

know, the definition of RTE so, research, teaching, extension academics. These are not -- nontenure track full time faculty and in 2018 there was a push to include RTE faculty in shared governance with the faculty senate. So, in 2018, or actually -- sorry, the fall of 2019, we had our first set of RTE senators and also the senior academics were given university voting rights with the university faculty who are the tenured and tenure track faculty and there was also an RTE senate committee or task force convened and this committee is quite large actually and it has representation across the schools and colleges and we also try to really keep the voices of all the -- there's about four different groupings for RTE faculty. There's research, teaching, extension, librarians, archivists, and curators and so, all of those voices are on the committee because clinical faculty -- I like to use this example, in law school are much different than the clinical faculty in the veterinary school and so both are represented on the committee and so we do try to respect those different experiences and what I have also learned in this position is that the issues that are important to the researchers aren't always the same for extension academics for example. So, it's -- important to have all those voices represented. And, in the pandemic, the task force went quiet which makes a lot of sense. We had a lot of things on our minds but once I became the Dean of Faculty I re-- sort of re-energized the conversations and so I just want to share some of the accomplishments that we have made as a group and so, I've listed five here but some of them are -- once the legislation came through that there will be a new class of faculty grouping that has -- non-tenure track full time faculty then there were implications that weren't necessarily considered at that time that we had to sort of follow through on. So, given emeritus status then let's make sure that that's real and so, having an ID that actually acknowledges that you're emeritus and that you get the benefits associated with that. Having actually a workday family that's called RTE faculty and RTE Emeriti which did not exist so emeriti - RTE Emeriti were showing up at the wellness center looking for their free benefits that come with it and they didn't exist. Their access to the libraries, parking, computer software, there were many, many things that hadn't been considered and so all of those things we have been working on. We have RTE

faculty for the first time were included in the faculty SIP which is a different pool before -- -- before they were in the staff SIP and also the task force had created a series of about 12ish questions that they wanted to ask of RTE faculty, across the university and, the confluence of timing was that we would be sending it around the same time or shortly before the work life survey and so, what I did instead is worked with IRP to see if we can get our questions into the work life survey that happens every few years and so those questions are now there and they are going to stay there and those questions then also were expanded beyond RTE faculty to our tenure track faculty and tenured faculty as well and emeriti, actually. next slide, please. And I wanted to just briefly review for new senators as well, the history of the legislation, how this all came to be so that this is a resource if you want to understand more because we will be voting on this resolution in May and so, use these tools and share them with your faculty in your units and for yourselves to just educate yourself on the history of how this all came to be and why we are working so hard on this issue and then I'm going to pass the mic over to John and -

>>John Callister: Thank you, Eve. I'm John Callister, the College of Engineering.

>>Kim Kopko: Yes, thank you, Eve. My name is Kim Kopko, and I am from the College of Human Ecology.

>> John Callister: What we have here is a chart -- I guess not. Moved, okay. What we have here is a preface to our faculty resolution. Nope. No -- now we're back to the chart.

>> Jill Short: Sorry, that's my fault.

>> John Callister: Now we're going to go back to the --

>> Kim Kopko: You guys can definitely pick this mic up. I have heels on too, it's really embarrassing. Ok, so what I did, last night or -- yesterday afternoon we received a spreadsheet from our RP with our head count for all faculty at Cornell and so I created this handy, dandy, summary of all the colleges and schools at Cornell and the different percentages and I did that -- I did it last year and I felt it was important to keep this exercise going because RTE faculty is a relatively new concept and each college and school you will notice has a different relationship to RTE faculty and so, if and when this resolution is approved we need to be able to go speak to the specific issues in that particular college or school and so I just wanted to give a sense of the variety of relationships and the diversity of those relationships and that's what this is and then the slides are a resource for those who want to understand those numbers. Yes, Tom? University faculty which are tenure track and tenured. Actually, thank you for that. I'll just make that clear. We have RTE research, RTE teaching, RTE extension, university faculty, tenured, tenure track.

>>John Callister: Thank you. Onto the preface. Kim and I have met with the task force for some time, and this certainly isn't complete list of what we've discussed over time. We came up with a wish list with probably 30 items on it and here is what we have as our presentation for you today and I just want to emphasize that this task force is an ongoing effort, so this isn't it. Right? We're going to keep going and adding more issues and hopefully with full dialogue with all of you to incorporate the issues that are important to not only RTE faculty but faculty as a whole. So, RTE faculty experience an inequitable workplace with regards to performance reviews, promotions, and employment duties. Further, wide disparities exist between RTE and other faculty with regard to human resources infrastructure as you have seen some of that has been mitigated recently and other institutional support as well as eligibility for some university wide awards. This deeply affects our RTE faculty, lowering morale, discouraging full participation in the academic life at the university and hampering work performance. These issues are

longstanding and serious.

>>Kim Kopko: Thank you, John. And before I go into the whereas clauses for our resolution -- can you hear me, okay? I do want to just give a nod of acknowledgement to the work of Charlie Van Loan, our Dean of Faculty who was previous to Eve and also Eve who has continued to take up the charge and advocate on behalf of RTE faculty so thank you to both you and Charlie. So, for our whereas clauses we tried to keep this as -- mean as John mentioned today in a meeting that we had earlier we probably went back and forth about eight or nine weeks over two page document so what you are seeing today is really a result of a process with our RTE task force that's been boiled down to kind of the most significant issues that we feel are the most general but that address the points that we would like to get across. So, whereas the research teaching and extension task force has examined the rights and responsibilities of RTE faculty with respect to job duties, resources, performance reviews and promotions, service, advising, governance, and other academic and administrative duties. Whereas RTE faculty have recently gained three key rights as Eve mentioned, those of university voting rights, the right to emeritus status and the right to serve on the faculty senate. Whereas RTE faculty play a vital role at Cornell University by significantly contributing to research, teaching, extension and service and whereas egalitarian service and respect for all faculty is necessary to the health and vitality of the economic -- I'm sorry, the academic environment, sense of community and reputation of the university.

>>John Callister: A resolution, be it resolved that RTE faculty have comparable structural equity and inclusion to the tenure-track and tenured faculty, except for those rights and responsibilities specific to tenure-track faculty arising from the hiring of tenure-track faculty and service on tenure and promotion committees for tenure-track faculty. Be it further resolved that the Vice Provost of Academic Affairs represent the RTE faculty in the University Administration, with the responsibility of determining and

implementing structural equity and inclusion of the RTE faculty in collaboration with the Deans of the schools and colleges.

>>Jonathan Ochshorn: Okay, I think there is some time for comments, questions, again, come on up if you are in person and raise your hand if you are not in person. We'll wait a few seconds to see.

>> Ken Birman: So, I'm Ken Birman, Computer Science. I want to thank you for the work that the task force has done. I think it's fantastic and I'm very supportive of what you are trying to do. I've been supportive of the RTE initiatives even before they took this more formal form. In the area of structural equity, it seems to me that we have had discussions around titles. I know that Eve is continuing to try to negotiate to restore a title that was just put on the shelf without any discussion with the faculty or the RTE individuals who were impacted and I'm hoping that Eve makes progress and is able to get that restored. There's also a lot of discussion around teaching professor titles because our peers have such titles and even the possibility of tenure for RTE teachers who are currently in non-tenurable structure categories that may not take the identical form as tenure for research faculty but one could imagine a form of tenure that might be appropriate and Cornell was one of the first -- I believe two or three institutions in the United States to initiate tenure. It would make sense for us to lead in this area. Has your committee considered these questions? Have you considered that to be in the scope that you consider it -- to be structural equity and is this wording intended to say that we need to move forward on those kinds of questions?

>>John Callister: Certainly, the question of titles is actually first and foremost in our wish list and clarifying the titles and roles of the RTE faculty and how they fit in with the university is one of our major initiatives. We do have -- I'm sure that -- the number 25 different titles of RTE faculty? Something like

that? And it is something that we would like to somehow get some agreement and uniformity across the university if possible and what does each title mean and how does it indicate the role that particular person has? When it comes to a form of tenure for teaching faculty, actually it was proposed today previous to this meeting that perhaps the term could be vested in terms of after some, you know, trial period, something like nine years as a nontenure track faculty that they're position could be vested and thus have a degree of job security and other structure put in place that would -- you know, just make it a more comfortable situation for that person. So, did I address your question?

>> Ken Birman: Absolutely. This is exactly what I'd hoped you'd say. I'll comment that computer science, CIS has lost fantastic candidates as instructors to other institutions that are innovating in these ways. University of Washington most recently and I know there are other universities doing it as well. The vesting idea would be very responsive to the concerns that I've heard, and I think that titles matter very, very much to the people who are either denied those titles or have a chance to hold the titles. I do understand the worry some people have about us deconstructing tenure, but I think the kinds of responses you are discussing are necessary and that we're just in a world where we have to be players or else, we'll be extremely isolated by not [INDISCERNIBLE]. Thank you.

>>Jonathan Ochshorn: We have someone online and then another in person. Richard, identify yourself.

>> Richard Bense: Richard Bense, Government. I -- a short but maybe difficult question. Structural equity and inclusion -- way that needs to be carefully defined. Where is that going to be defined and how?

>> Kim Kopko: That's a very good question and thank you for that. We -- we came up with that through

discussions with the RTE task force. It was actually a language that was pulled from another context, an academic context and the committee seemed to really like that language. What it signifies I think -- instead of just the -- the semantics of it it's what it signifies and what is sort of across-the-board access for RTE faculty that is similar to tenure track.

>>Jonathan Ochshorn: Go ahead, identify yourself, in person.

>> Eliza Bettinger: My name is Eliza Bettinger. I am a librarian and an RTE faculty member. I have two questions. One kind of related to defining the problem and one that's about the remedy. The first one about defining the problem is related to the first two questions actually. To me, when you say structural equity the part of structural equity that matters to me and any -- the most meaningful way or really any meaningful way is about academic freedom. We only have academic freedom if we have economic security and job security because otherwise our -- you know jobs can be non-renewed for any reason including that someone doesn't like our scholarship -- on the board of trustees in the administration, who knows. I would say to me this -- you know the whereases in this resolution only really matter if they are meant to address like a permanent appointment. You know I worked at institution that have a permanent appointment, not tenure but permanent appointment for academic staff so that would be something to consider. Academic freedom is what I think matters here and what -- where I think the focus should be. My second question -- I guess my first one was more of a statement but my second one is a question and it's about the remedy that's proposed here in order to go for that structural equity. And you know, I'm -- I'm not being facetious when I say that I really do not know of an example when, you know, workers looking for structural equity find a solution to that problem in investing more power and responsibility in administrators. I'm not really sure how a vice provost is going to represent my interests as an RTE faculty and so I'm wondering how you are thinking that would work.

>>John Callister: We've certainly heard that before and that was a big discussion of course as being one of our key points of this resolution and I'll just say that we understand that the administrative solutions are not perfect. What our consensus was that a high-level person could shine a light and gain awareness of the RTE situations that exist in the colleges and really get the attention of the Deans and chairs so that was our understanding of how that would work. But, also, clearly, there has to be another avenue of including RTE faculty in faculty governance and that's, I would say, a co-equal and strong measure that we're also pursuing as, again, perhaps not evident here in our resolution today but part of our ongoing efforts in the future.

>> Eliza Bettinger: Okay, thank you.

>> Kim Kopko: I was just going to add to that. We actually did propose RTE representative in senior administration, university level administration and the feedback that we received was that it would fall under this current -- that there is an existing position already so what you're seeing today is the result of sort of being volleyed back to us at least two times and the -- we incorporated the feedback that we received because it was not going to be successfully received with the way that we had initially presented it so it's been massaged somewhat based on feedback which we're thankful to have that feedback and the opportunity to bring the final version today here but your point about job security is -- is very critical and I guess a few points I would make on that is as Eve said this initiative started in 2018 so we're still in baby step mode and I feel that we have made tremendous progress in not only raising awareness but in getting the rights that we talked about for RTE. A few years ago, those rights didn't exist so, we always want to kind of acknowledge, you know, where we were and where we are right now but what has come up is that many of us are on one-year contracts. It is employment at will, right? For some

of us in administrative positions it may be a five-year renewable contract but even that there's no guarantee that those five years -- it's a -- a lot of it is based on funding and so the job security is really just something that we started exploring today and the previous question addressed that a little bit as well. Just do we -- do we have a different title? Is it being vested but some type of job security and job guarantee?

>> Eliza Bettinger: Great, thanks and just to follow up from, you know, what I said about the administrator I -- you know I think if we look at examples of history, the way that workers gain more rights is usually by organizing themselves and, you know, negotiating with administrators, not by asking administrators to represent their interests so that's all. Thank you.

>> Kim Kopko: Thank you.

>>Jonathan Ochshorn: Risa?

>> Risa Lieberwitz: Yeah, thank you. First, I want to thank both the chairs who are here and the task force for the work that you have done and I -- I think that the -- not only the spirit of what you have put forward but some of the language about real structural equity being needed is -- is very welcome, you know. Very important. And, as -- as both John and Kim know, you know, I'm very supportive of the idea of working on the job security issues and finding contractual kinds of language and et cetera and so, I'm full agreement with those comments that have been made by everybody, but I wanted to also go back to something that Liza said just before which is the final resolution part. I think it's not enough to be implicit that faculty governance, shared governance would be part of that process of -- of developing and implementing changes towards structural equity but that there should be an explicit statement that

that process will involve and integrate shared governance by faculty at all levels so not only the faculty senate but also the college and the department levels because that -- those voices of the faculty are where faculty interests are expressed so I hope that there can be a change in that part of the resolution to make that clear.

>>Jonathan Ochshorn: Are there any other comments or questions? Okay. If not, I think we'll move onto our last order of business. Senate announcements and updates from the Dean of Faculty, Eve De Rosa, chair of the University Faculty Committee and a member of the Psychology Department and Chelsea Specht, associate Dean of Faculty, chair of the nominations and elections committee from Plant Biology. Ten minutes and then there should be about 15 minutes if there is any comments or questions.

>> Eve De Rosa: We'll get there. Yeah, and -- the next slide. I think -- yeah. It looks so bad. Matt totally exaggerated how low it had to go. So -- I just wanted to -- oop. Okay. I just wanted to go back to that composition and one of the things when the apportionment was last done there was a -- a mandate to come back every three years to assess the apportionment and the university has changed in its structures. There's new schools, there's -- one that's not here yet. The School of Continuing Ed is also going to probably be on this list next year. We have a new Dean and so one of the first things I noticed that the New Brooks School of Public Policy was not -- didn't have representation in the senate despite it having been created in 2021. So we did that immediately and it wasn't until after that -- that I realized that the research division doesn't have representation yet and so, next year we will -- or this spring we'll ask the -- probably the vice president of research and innovation to run an election for a senator at the college or -- the school level for the research diversity and we'll also ask for a college level representation for the tech campus even though many of the faculty on the tech campus are represented in the academic units. There isn't any voice to talk to the impact of what conversations we have here on the

Ithaca campus may have on the faculty there and those are two things that we'll remedy immediately and then -- next slide please. Next year, we'll work with both the nominations and elections committee, University Faculty Committee, the faculty senate of course, on apportionment. We will work with that team to come up with a proposal, bring it to the senate. How to acknowledge the different construction and composition of the university at this time -- at -- at that time. And we'll make sure also that there's good representation across the disciplines as well. I want to make that explicit and here is -- I'm listing the numbers of university faculty and RTE faculty. This list does not include the retired emeriti. The retired emeriti also have university voting rights and so the emeriti are about 800 or so faculty members and so we do have representation there, but we will also -- I just wanted you to know that they'll also be part of the elections and be involved in these conversations. Next slide. And so, this is us. There are 126 of us, Jill counted many, many times to make sure we get the count right and I guess just a reminder that at -- we are representing in this space obviously the current -- I think it's 14 schools and colleges and soon to be 15, 3 campuses, and all of the different disciplines. The University Faculty Committee and the nominations and elections committees and the at large are -- we're about to have an election and so that is what's going to be voted on with all faculty that have university voting rights and that's about 3500 of us. And just a reminder that one of the things that our office has to do with great energy thanks to the chair of our nominations and elections committee and [INDISCERNIBLE] who supports the office, we have to also appoint over 100 people to all of our senate committees so there's a lot of faculty energy that is helping us with our shared governance. Next slide, please, and that's a thank you to all of you. There -- what I -- one of the things I was very struck by when I started the position last year was how conscientious we are on the senate committees and the -- there's a tremendous amount of care that happens there that allows them -- legislation to come through the senate and discussion and shaping and all of that so I just -- I don't think I really had an appreciation of that before coming into this office and I do want to make sure that we do acknowledge the faculty volunteers that work on the senate

committees as well and, next -- I'm going to let Chelsea take over.

>> Chelsea Specht: okay, because it's next week, right? Today is the 12th. Okay. I'm losing it. Does -- does anyone else lose it this time in the semester or is it just me? Oh my gosh it's like -- any way. I'm also teaching a brand-new course for the first time so I -- it might just be me but I'm going crazy. The -- what I really want to drive home here is that the -- please go online and look at the faculty senate -- look at your composition. Find your name, find your friends that are also on the faculty senate and see where you sit in this large pool of individuals that are contributing to the university shared governance. In addition to the faculty senate there's all the people that are serving on our various committees. As a senator you can serve on those committees and it's another way to get engaged in your role, in your shared governance, in your leadership role. Often times by serving on one of those committees it'll just start to make a lot of the puzzle pieces fall into -- into place as to what happens with in the faculty senate largely. But elections are held in the spring, and they will start next week. You will all be getting the emails about elections coming off and the appointments are then made through the spring and the summer. Now, the elections to your faculty senate positions -- these are elected positions. They are elected with in your units so there's the constituents that you serve. You should be going back to those constituents and polling them when you're thinking about -- the resolutions to be voted onto get a full understand of how your constituents would vote and then voting as their voice representing them. We are aware that within the context of many of your units, or departments you may get the sense that you're appointed into this position. However, it really is an elected position so your constituents should have awareness of who you are and what you're doing in that role and have kind of supported you into moving into that role and so we do reach out to the chairs to get information about who is being elected by those units. The nominations and elections committee is a very important committee and I encourage anyone who knows people and has ideas of who could be good service to serve on this

committee and to put yourself up for election to the committee. We get together all fall and propose names. These names are either individuals who will be appointed and so then we reach out to them directly and say, hey, your name is -- has come up. Would you like to serve on this committee, or they could be names to run for election. So, hey, there's this open seat. Would you be willing to put your name forward for an election and obviously for those that we're running elections for we need to get more names that are willing to run than we actually have seats otherwise it doesn't really feel like an election, it just feels like an appointment. So, the nominations committee works really hard to get all these names. This year we have ten open elected positions that will be coming up. This is four members of the university faculty, three members of the nominations and elections committee, and three senators at large. The names are already here. Your ballots will come to your inboxes on Monday and please do vote for these positions. Everybody gets to vote in two weeks. You have two weeks to vote. And encourage your constituents to vote. Encourage your friends, your other -- your fellow faculty members, all your colleagues to vote cause it really matters and the more votes we have the more we recognize that people are understanding the work that we do as a senate. And then there are 39 new appointed positions. These have all been filled and those will be announced after the voting happens and we can also announce the elected members at the exact same time. So, if anyone has any questions about the process of being nominated, the process of being nominated either for a ballot or being nominated and appointed, please reach out and ask and also if you have -- and if you know someone who is interested in serving you can always forward us those names. We have our ballots and appointments set up for next year, but we keep a running tab of people who are interested in serving. And of course, we often reach out to people and they're like I'm on sabbatical this year but ping me next year so, we keep that list going. So even if someone can't serve now but wants to in the future, this is their opportunity to really -- to bring that home. So, thank you. And thanks again to my nominations and elections committee for being really awesome this year and giving us a really great slate of names that really spans

the university so that we have great representation across the 14, 15 different schools that we represent.

>>Jonathan Ochshorn: We have some time for questions or comments for the Dean and associate Dean.

If you're here, just come up to the mic or raise your hand and I will start with Ashleigh who is in Zoom land. Identify yourself.

>> Ashleigh Newman: Hi, thank you. Ashleigh Newman, at large. my home is Population, Medicine, Diagnostics Sciences and I just had a question regarding the chart, Eve, that you displayed. I've never seen at least at our college in the vet school having the faculty with an RTE divided and assigned to be either RT or E because we don't just do one thing. We do, you know, many things and for example, RTE doesn't involve clinical service that we do as clinicians or as -- you know, in the lab and so, I was just wondering -- the rationale for that and if that was just a faculty senate decision or this task force for how to divide faculty verses -- I guess at the college level we're usually just the tenure track and RTE.

>> Eve De Rosa: I did that for a reason. I -- I did this exercise last year to understand each college's culture and because I'm -- I'm working with the task force to really wrestle with how do we make sure that each college and unit within the college is responsive to RTE and faculty so, to me, I'm data bound I guess and so I wanted to understand the -- the different compositions and in order to -- so, yes, many RTE -- it's not rare for RTE to have more than one sort of commitment to research and teaching or extension and teaching but in order to get an accurate head count I needed to give their primary title and so what you are seeing here are the head counts for someone's primary head count -- sorry, primary title.

>> Ashleigh Newman: Thank you.

>> Eve De Rosa: Yes, that's based on their HR title so in HR if you are someone who is being compensated for research and teaching one of those they will designate and workday as your primary academic title. That's the one I chose for this exercise and that was only so that we have an accurate head count cause otherwise people were being doubly and triply counted and that's not meaningful.

>> Ashleigh Newman: I understand, thank you.

>>Jonathan Ochshorn: Risa?

>> Risa Lieberwitz: Yeah, thanks. Risa Lieberwitz, ILR. So I had a question for Eve and Eve, you mentioned about including the college of continuing education and this -- I wanted to ask about that and it relates to a question I -- I had initially when I read in -- I don't know if this is accurate or not but it's in the Cornell Daily Sun from March 21st of this year about the new Dean of the School of Continuing Education and she refers -- she -- she's not quoted but she's at least paraphrased in that article as saying that one of the reasons she was interested in this position was because of -- it says the new degree program for working adults as a part time bachelor's program and I wondered if you had any updates on that? If you're statement is related to that because, you know, we passed the resolution with regard to the provost basically -- you know, confirming, promising that he would come back and talk with us before anything is done, so if you have any updates on that -- that would be great.

>> Eve De Rosa: Yes, of course, so the update is that I'm working with Mary the new Dean so, she has asked for -- she's very, very sensitive to shared governance and respects it and so that was one of the first things she did when she got on campus was seek me out and she's also wanted to understand the

relationship of the nontenure track faculty verses tenure track faculty and she was asking how to engage our senate committees, the faculty senate, none of these things are facts and so these are all exercises at this point trying to understand what is needed or what would work here and faculty will be involved deeply in that and when thinking about the apportionment I may not actually end up having representation for the School of Continuing Education because every person who teaches through that mechanism has an academic home on the Ithaca campus so if there was representation it would be at the at large or college level, just one -- one senator and so, I just wanted to make that clear that I'm not going to have the academic units recounted in that space.

>> Risa Lieberwitz: So, can I just confirm that I understand -- so what -- what you said earlier was that you're talking with the new Dean. She sought you out in order to -- at least in part in order to go through that -- that list that was in the resolution that said there are lots of problems that would need to be worked out, lots of issues before any sort of move forward would be made to create the part time program, is that what we're talking about and that the senate would be involved in that?

>> Eve De Rosa: Yes, our senate committees will be involved in that, correct.

>>Jonathan Ochshorn: Are there any other questions or comments? I see none in person, nor online in Zoom land. I think we're ready then to move to adjournment. Meeting is adjourned.

>> Eve De Rosa: Enjoy the weather.

>>Jonathan Ochshorn: Yeah.