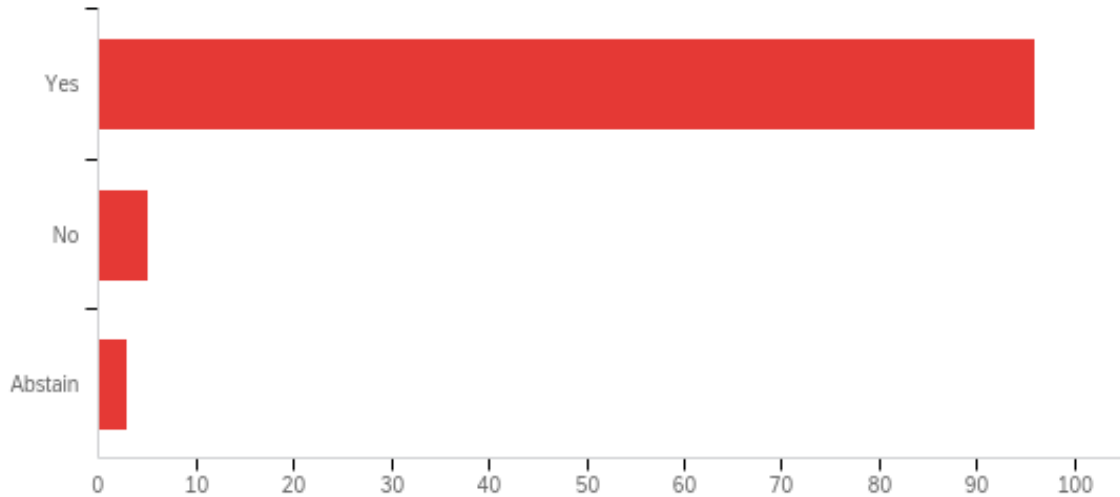


Faculty Senate Vote May 2023

Are you in favor of proposed resolution from the Cornell Bowers College of Computing and Information Science to adopt the Professor of the Practice titles?



#	Answer	%	Count
1	Yes	92.31%	96
2	No	4.81%	5
3	Abstain	2.88%	3
	Total	100%	104

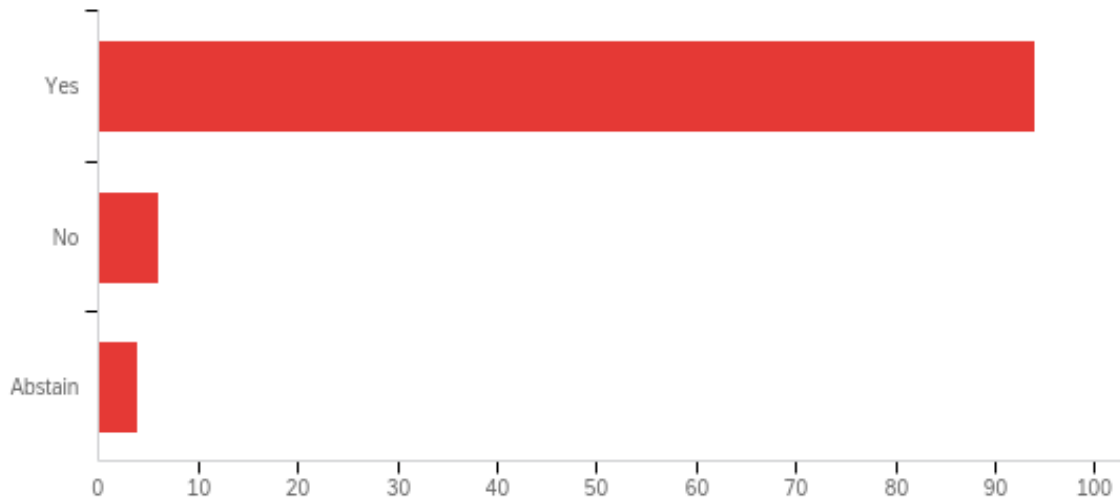
Comments

Feedback from colleagues is that individual colleges should be allowed to do what they feel is best for their college.

PP positions are in CBE and all PPs bring their unique expertise and industrial experience to our students and they typically teach the capstone project for seniors besides other courses.

This is a bad idea. It adds more to the hierarchy, a scholarly pecking order or sorts. It's a enough we have: Full Professor Associate Assistant The Practice Adjunct Enough, enough, if someone is hired it should be as Assistant. This section of the system was not broken, why try to fix it?

Are you in favor of proposed resolution from the Cornell Bowers College of Computing and Information Science to adopt the Research Professor titles?



#	Answer	%	Count
1	Yes	90.38%	94
2	No	5.77%	6
3	Abstain	3.85%	4
	Total	100%	104

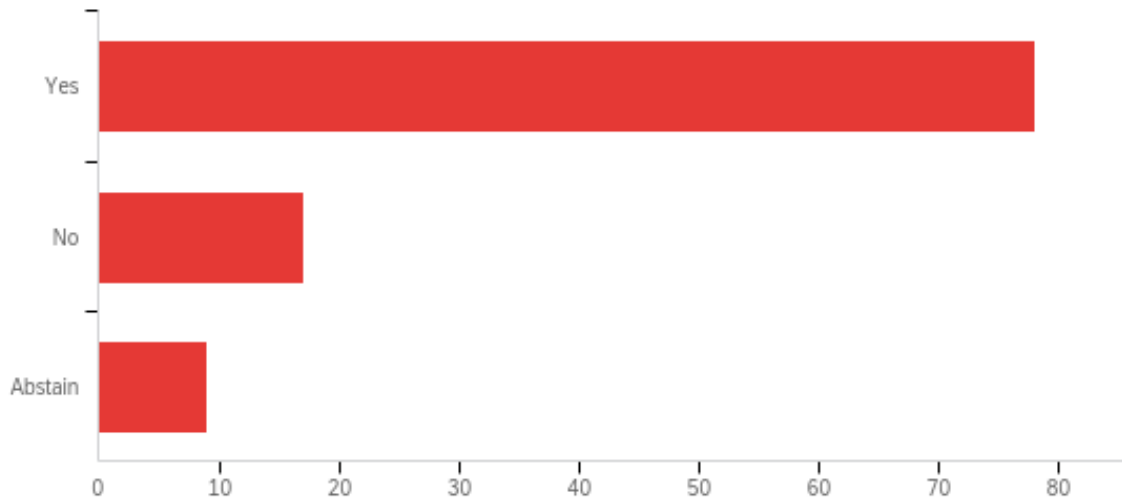
Comments

While I appreciate the idea that the title will facilitate collaboration with practitioners, I found the reasoning and rationale behind the resolution problematic. As Dean Bala made clear in the March 23, 2023 Senate meeting, CIS is looking at this new role as a mechanism for attracting soft money. This conflation of academic excellence and personal wealth is worrying, to say the least, especially if funding comes from private entities or corporations. Similarly, the idea that the protections of tenure and thus academic freedom are less or not relevant for these kinds of positions was concerning. Critical research in this field is more needed than ever, and past experiences (such as the case of Timnit Gebru at Google, among others) have shown that companies are quick to sanction research and researchers they have deemed irrelevant or problematic.

I didn't see the description about the rank of research professors, for example, research assistant professor, research associate professor and research professors. The longest appointment is 5 years. This position seems to me is a transition or bridging in the career. If RPs are recruited from different backgrounds, experiences, they should be appointed with an appropriate rank in the research professor category.

See Comment Above. Why not simply hire as Assistant Professor and within the specific hiring guideline have it written that it's mostly on the Research Level?

Are you in favor of proposed resolution regarding Structural Equity and Inclusion for Research, Teaching, and Extension ("RTE") faculty including addendum of examples presented at May 10, 2023 Faculty Senate meeting?



#	Answer	%	Count
1	Yes	75.00%	78
2	No	16.35%	17
3	Abstain	8.65%	9
	Total	100%	104

Comments

This is a start, but very non-specific for proposed actions to achieve Structural Equity and Inclusion for RTE; the input I have received is that it is hoped that work on this will continue and result in meaningful changes and progress in this area.

This resolution is a good start. Moving from a two-tier to a three-tier title system for RTE faculty is extremely important to improve equity across the university.

It is not clear what is meant by “comparable structural equity and inclusion to the tenure-track and tenured faculty.”. The lack of precision may result in confusion and unequal application across campus. By not defining the rights, it basically provides no particular rights – leaving interpretation to the individual.

The resolution is too vague.

Thank you for moving this through and for the listening session and list of examples

I'm in favor of improving working conditions for RTE faculty. I think more inclusion is important. However, I need more clarity on what this means in concrete terms: "RTE faculty have comparable structural equity and inclusion to the tenure-track and tenured faculty". Some specific examples would be very useful. Because of this I don't support the resolution in its current form.

Very much in support of RTE faculty and their role on campus, but the resolution is unclear in specifics of how and

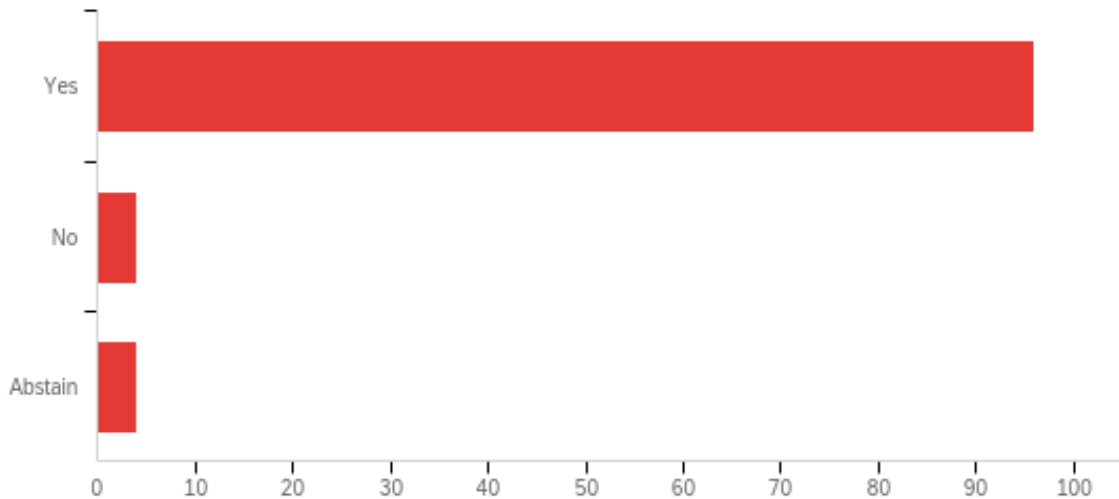
which forms of structural equity need to be addressed. If this resolution fails, it will likely not be a reflection of lack of support, but rather of the vagueness of the wording and types of inequities listed that include both intangible and structural. Future resolutions would benefit from listing concrete actions that can be addressed, versus non-tangibles like prestige.

I appreciate the examples given both at the Faculty Forum and the recent Senate meeting, but the language in the resolution remains too broad for me to support. I would support a resolution spelling out more clearly (or enhancing, if need be) the procedures for RTE faculty to grieve local inequities like not being invited to meetings. However, other issues (e.g. job security) are too complex to be addressed university-wide by a brief, broad resolution like this.

The resolution is not specific regarding the meaning of "Structural Equity and Inclusion," nor how this avoids the slippery slope leading to an institution dominated by contingent faculty.

I am worried about the breadth of the proposed resolution. "comparable structural equity and inclusion" to tenured faculty members is at once too broad and not specific enough. It is helped by the specifics that were mentioned at the recent faculty senate meeting.

Are you in favor of proposed resolution from the Brooks School of Public Policy to adopt the Professor of Practice titles?

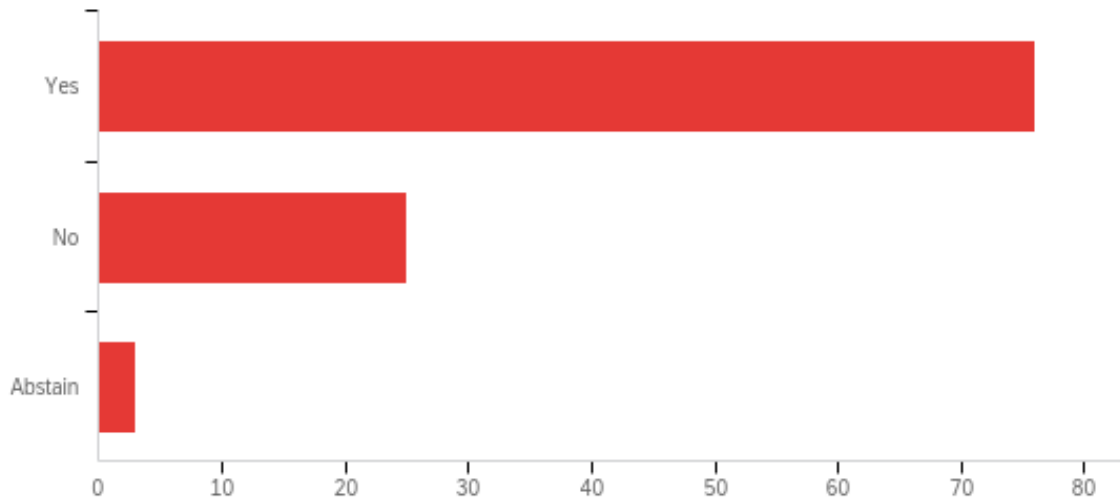


#	Answer	%	Count
1	Yes	92.31%	96
2	No	3.85%	4
3	Abstain	3.85%	4
	Total	100%	104

Comments

The title of the Professor of the Practice is a bad idea, and none tenure, this is not how I envision a University.

Are you in favor of proposed resolution regarding graded academic coursework during breaks?



#	Answer	%	Count
1	Yes	73.08%	76
2	No	24.04%	25
3	Abstain	2.88%	3
	Total	100%	104

Comments

There was some confusion among my colleagues because they already thought this was a requirement. We discussed this during the senate meeting, but wanted to share those comments.

I strongly support students taking a true break, but this amendment does not seem like it can be enforced in a useful way as it is currently written. It could perhaps better be addressed by college curriculum committees, and our department representative will bring this issue up there.

I am hesitant to vote for this and add more constraints to faculty regarding their assignments. This may also have unintended consequences of homework being due before breaks (and students requesting extensions over the break). I'm voting yes but I have reservations.

I feel the senate discussion about this proposal was inconclusive with too many outstanding issues about what kinds of teaching practices it would, possibly unintentionally, constrain.

Too complicated for me

Feels too broad for studio-based and project-based courses which build up over weeks. Could this be more focused on types of assignments-- tests, papers, etc. that are more onerous?

I think we got down to the fundamental problem at the end of the meeting: Each part of the policy makes sense taken independently, but they are not independent parts. They are connected via the Academic Calendar. The impact of each provision depends on where a break falls relative to the calendar.

What are the remedies if a faculty member nevertheless assigns coursework that requires work during a break? How does this differ from being "strongly discouraged?"