

Cornell University Employee Assembly

AGENDA
Employee Assembly Meeting
February 6, 2019
12:15 -1:30pm
401 Physical Sciences Building

“An Active Voice for Cornell Staff”

We strive to make all events accessible. If you are in need of accommodations in order to fully participate, please contact the Office of the Assemblies at (607) 255-3715 or assembly@cornell.edu.

- I. Call to Order & Roll Call -12:15pm
- II. Approval of Minutes
- III. Committee Reports (30 minutes)
 - a. Communications and Awards Committee (5 Minutes)
 - b. Education Committee (5 Minutes)
 - c. Welfare Committee (5 Minutes)
 - d. Transportation Committee (5 Minutes)
 - e. Benefits and Policy Committee (5 Minutes)
 - f. Executive Committee (5 Minutes)
- IV. Business of the Day (30 Minutes):
 - a. Questions for President Pollack
 - b. Resolution 3: Policy 6.4 Discussion
- V. New Business (15 Minutes)
 - a. Open Discussion: Staff outreach, suggestions for how EA members can reach out to their constituents.
- VI. Adjournment – 1:30pm

Future Guests:

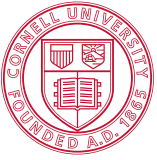
2/20 – Bridgette Brady & Reed Huegerich: Transportation Survey & Parking Optimization Study

3/6 – Michael Hoffmann: National Climate Assessment and IPCC reports

3/20 - Chantelle Cleary: Title IX Office

Note: In preparation for the 2/20 meeting please forward questions for Bridgette and Reed to hhc48@cornell.edu

You may join via Zoom. Here is the link: Join URL: <https://cornell.zoom.us/j/258604492>



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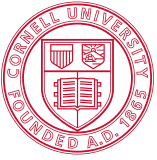
Cornell Employee Assembly

Minutes of the January 16 2019 Meeting

12:15 PM – 1:30 PM

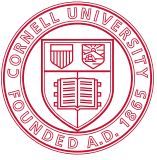
401 Physical Sciences Building

- I. Call to Order
 - a. C.Wiggers called the meeting to order at 12:15
 - b. *Members Present: A. Brooks, A. Hanlin-Mott, A. Hourigan, A. Sieverding, B. Roebal, C. Dawson, C. Sanzone, C. Wiggers, D. Hiner, E. Miller, H. Deven, H. Sheldon, J. Sager, K. Barth, LoParco, K. Supron, K. Maboney, L. Johnson-Kelly, M. Benda, N. Doolittle, T. Chams, T. Grove*
 - c. *Members Absent: A. Howell, J. Kruser, K. Fitch, P. Andersen, P. Thompson*
 - d. *Also Present:*
- II. Approval of Minutes
 - a. Minutes were not upload for the previous meeting so there was a motion to table the approval of minutes until the next meeting. Tabled
- III. Business of the Day (35 Minutes):
 - a. Diane Bradac: Work/Life Consultation Services (20 Minutes)
 - i. C. Wiggers introduced D. Bradac to the Employee Assembly (henceforth EA).
 - ii. D. Bradac went over the handouts and introduced herself to the Assembly and thanked them for inviting her.
 - iii. D. Bradac first described the term “well-being” and then went on explain the Well Being Model was developed by M. Opperman as part of the overall plan to help people feel connected.
 - iv. D. Bradac described a handout with a wheel in more details. She informed the EA that help is available and described the physical locations of where the Work/Life Consultants may be found. She gave a brief summary of all the services that the Office offers. Some of those services are in regards to parenting, flexible work arrangement, financial stress, and transitioning to retirement.
 - v. She reminded the EA that the Work/Life Consultation Services are part of the Human Resources (Henceforth HR) Department located in East Hill Plaza. She also said that their services are not only available in-person, but also online, over email or telephone. She also said workshops are available remotely.
 - vi. D. Bradac described her role as a consultant to help individuals obtain the services that they need. She continued to describe the relationships with other Cornell Departments like Cornell Wellness and the Benefits Office.
 - vii. D. Bradac asked if the EA had any questions.
 - viii. L. Johnson-Kelly stated that one of the handouts does not highlight New York Paid Family Leave which she feels is an important resource.
 1. D. Bradac stated that a brochure is being created to focus on Paid Family Leave.



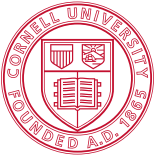
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- ix. H. Sheldon said that the Cancer Resource Center is another resource that people may use. He also asked if there were any challenges working with Departmental HR due to the differences between Cornell HR and Department HR.
 - 1. D. Bradac agreed that the Cancer Resource Center is another important resource. D. Bradac said that they have not been facing too many challenges.
- x. K. Barth thanked D. Bradac for attending the meeting and asked D. Bradac how the department measures success.
- xi. She responded and said that two people focus on data and analytics. They focus on how the information is being accessed and they closely examine employee surveys to make sure they are responding to employees. She reiterated that there is still much work to be done but that it is a collective effort with M. Opperman and the administration.
- xii. C. Wiggers thanked D. Bradac for coming to the meeting and asked her to let the EA know if there is any way that they can collaborate in the future.
- b. T. Chams: Time Off Policy (15 Minutes)
 - i. T. Chams said that this is a personal time off study. He first examined Cornell Policy 6.9 that relates to time off. His initial purpose was to see how on par Cornell was with other peer institutions.
 - ii. He said he wanted to look at time off that employees used for recreational activities. He also looked at that time off for all Ivy League University and Regional Universities.
 - iii. A. Seiverding asked for clarification on the differences between exempt and non-exempt.
 - iv. T. Chams said he did not look at non-exempt employees because he could not tell if non-exempt and exempt employees were comparable due to different workday hours. He said that he did not want to undermine non-exempt employees but rather to make the study as simple as possible. He added that Cornell exempt and non-exempt accrual rates are the same.
 - v. T. Chams described the different graphs such as Vacation Only and Vacation Only + Holidays that he included in the presentation. In comparison to other peer institutions he noted that Cornell still falls behind.
 - vi. T. Grove asked what is Cornell's justification for the rapid succession of step ups between year ten and fifteen.
 - vii. T. Chams replied that he did not know why Cornell was waiting for the increase between ten and fifteen years, he said that he will ask Human Resources. He reported that M. Opperman's team said that the current offerings are generous because it includes health and personal leave, which may be used when an individual is not ill.
 - viii. G. Giambattista asked if T. Chams felt that Cornell's policies were not enough for what he would like or if he felt that Cornell employees should receive more because other people at other universities were receiving more.



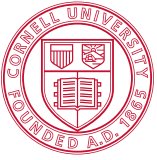
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- ix. T. Chams explained that increased benefits might help Cornell recruit and retain employees especially when regional peer institutions offer more time off than Cornell.
 - x. T. Grove said that she believes peoples' decisions to stay or leave Cornell relate more to their sense of belonging and networking rather than the amount of time off that they are offered. Regionally, she suggested that they look at salaries at Cornell versus other regional institutions. She suggested looking at Pay Band Information at other institutions to learn more about salaries.
 - xi. A. Sieverding asked if T. Chams was including the week off between Christmas and New Year's.
 - xii. T. Chams clarified that all holidays, including, but not limited to Christmas and New Year's were included.
 - xiii. C. Dawson said that personal and sick days were a huge benefit and he felt that they should not be minimized.
 - xiv. T. Chams agreed that personal and sick days were not insignificant, but that many people are not used to the idea of personal days so HR would like to know how to ensure that more people are taking advantage of personal days.
 - xv. E. Miller suggested an increase in accruals every two years because staying for two years shows a commitment to the university.
 - xvi. H. Sheldon stated that one problem with having sick time is that employees are incentivized not to use it due to saving on insurance premiums.
 - xvii. K. Mahoney cautioned the EA for asking for more due to the potential difficulty of the conversation. She said she was interested in having a conversation about how to use the time in a different way such as a sabbatical or a being able to take a month off to spend time with a child.
 - xviii. K. LoParco had a question about the comparable caps that an individual can bank in regards to time off. She also asked what the rules were for new hires to use.
 - xix. T. Chams reported that the cap is forty days. T. Chams said the rule is for employees wait one year before using their days off. He also that that policy is on par with other institutions.
 - xx. C. Wiggers thanked T. Chams for all his hard work and the Committee's hard work.
- IV. Committee Reports (25 minutes)
- a. Communications and Awards Committee
 - i. C. Sanzone said she needed to add the spring meetings onto the calendar. She asked if EA members would appreciate having events added to the calendar as a reminder. She also said they will continue with their plan to review the awards ceremony this semester.
 - b. Education Committee
 - i. A. Hourigan reported that there will be a meeting on Monday, January 28th. She asked for feedback in regards to the Education Committee's connectedness to Cornell Walks, Urban Legends or Campus Facts. She



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- wanted to know if any EA members felt that it was appropriate or inappropriate for the Education Committee to become involved. C. Wiggers felt that it was appropriate.
- c. Welfare Committee
 - i. A. Haenlin-Mott reported that they are looking to reschedule their next meeting. She said the next step would be continuing the conversation with the Title IX Office.
 - d. Transportation Committee
 - i. K. Mahoney reported that they had a good meeting on Monday. B. Brady and R. Huegerich presented on several topics such as the Transportation Safety Council. There is also a review of reducing the speed limit on campus to 25 mph, examining cross walks on campus and stop lights on campus. In the wake of the Big Red Bullet crash, The Campus to Campus Bus is being reviewed to make sure students and parents understand the differences in the bus services.
 - ii. K. Mahoney asked for EA members to send them any questions in regards to the Parking Optimization Study presentation.
 - iii. The committee also said that they will be sending a note to EA members asking to continue the discussion that M. Opperman suggested at the Mid-year retreat.
 - e. Benefits and Policy Committee
 - i. T. Chams reported that they will be meeting with M. Artibee and G. Barger from Benefits the next day between two and three in Ives Hall.
 - f. Executive Committee
 - i. H. Depew reported that the next time they meet President Pollack will be in attendance. She asked EA members to send her any questions that they might have so that she may pass them along to the president. She also thanked EA members for their participation in the Mid-Year Retreat.
 - g. Elections Committee
 - i. G. Giambattista reminded the EA that elections will be occurring in the spring. She clarified that a third of the EA, those whose positions will not be up for election will be on the Elections Committee.
 - ii. H. Sheldon said that P. Andersen share one seat and said that this coming year one of them will step down and there will be an election.
- V. New Business (15 Minutes)
- a. Resolution 3 Update
 - i. C. Wiggers reported that the discussion will be postponed until the next meeting when P. Thompson is present.
 - b. Open Discussion –
 - i. G. Giambattista encouraged the EA to take advantage of President Pollack's visit in the next EA meeting. She reminded the EA that the President's Office needs at least two weeks to adequately respond to the questions that they may receive.

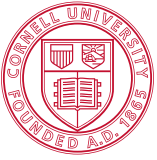


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- ii. P. Hampton brought up the point that EA members should really think about what they would like to say to President Pollack perhaps on behalf of their constituents.
- iii. C. Wiggers said that one of the challenges is sharing the amount of information that the EA has with President Pollack.
- iv. K. Supron said that one of the responses from the retreat was to encourage, managers, directors, and vice presidents to offer encouragement to their staff to become involved with the campus community.
- v. K. LoParco said that she did not know that questions had to be sent to President Pollack so far in advance.
- vi. C. Wiggers said that questions for President Pollack should be sent to H. Depew by Friday.
- vii. K. LoParco also asked if the meeting from the Fall with President Pollack was recorded.
- viii. P. Hampton responded and said that the OA has a full text transcript and can send that to her if she wishes.
- ix. K. LoParco said that she believed that G. Giambattista was suggesting that the EA might give a presentation to President Pollack to encourage discussion.
- x. C. Wiggers suggested doing committee reports while President Pollack is in attendance so that she has a chance to see what the EA is doing.
- xi. E. Miller and T. Chams both supported the idea of doing committee reports when President Pollack is in attendance.
- xii. K. LoParco suggested doing Committee Reports and questions when President Pollack is in attendance.
- xiii. H. Sheldon said that he believed that there should be a discussion about the Core Values when President Pollack is present.
- xiv. G. Giambattista said that she respectfully agreed with H. Sheldon and that it was appropriate to discuss the Core Values Statement when President Pollack was in attendance.

The meeting was adjourned at 1:30 pm

Respectfully Submitted,
Sara DeVault-Feldman
Assembly Coordinator



EA R3: Transfer of Representation for CU Academic Titleholders

Abstract: *This resolution is a formal endorsement by the Employee Assembly to declare its support with the formal recommendations from the Committee on Academic Titleholder Representation (Appendix) in shared governance at the university.*

Sponsored by: *Pilar A. Thompson, International Representative; EA Executive Committee and the CU Committee on Academic Titleholder Representation.*

Reviewed by: *EA Executive Committee, Nov. 16, 2018*

Whereas, Cornell currently has approximately 1600 tenured/tenure track (TT) faculty, 460 research faculty, 380 teaching faculty, 230 extension faculty and the emeriti (600+). The remaining academic positions are placed into Research, Teaching and Extension titleholders (1060), including visitors - adjuncts (520+), and post-docs (500+). The University Faculty (= TT + emeriti) currently have representation through the Faculty Senate; everyone else is aligned with the Employee Assembly;

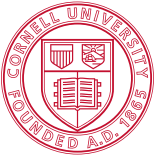
Whereas, the Research Faculty is defined to be the group of all Research Professors, Senior Scientists, Senior Scholars, Principle Research Scientists, Research Scientists, Senior Research Associates, and Research Associates, Librarians, Archivists, Visiting Critics, Visiting Fellows, Visiting Scholars, and Visiting Scientists;

Whereas, the Teaching Faculty is defined to be the group of all Professors of the Practice, Clinical Professors, Senior Lecturers, Lecturers, Instructors, and Teaching Associates;

Whereas, the Extension Faculty is defined to be the group of all Senior Extension Associates and Extension Associates;

Whereas, the group of all Research, Teaching, and Extension Faculty is referred to as the RTE Faculty;

Whereas, the RTE faculty have concerns and interests that align deeply with the concerns and interests of the University Faculty such as clear promotion and renewal standards, professional development, recruitment and retention, academic freedom, switching and mixing tracks, emeritus/a status, title definitions and ranks, clinical professor allocation ceilings, and various academic RTE issues.



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Whereas, postdocs have a critical role to play within the research community,

Be it therefore resolved, that it is in the best interests of Cornell to have both the RTE faculty and the postdoc community represented through the Faculty Senate rather than through the Employee Assembly.

Be it further resolved, that all Cornell policies use the term “RTE Faculty” instead of “non-tenure track faculty”.

Adopted by Vote of the Assembly (X-X-X), {Date},

Respectfully Submitted,

Pilar A. Thompson, EA International Representative

EA Resolution #3 - Academic Titleholders Transfer

Appendix

Committee on Academic Titleholder Representation

Recommendations Related to the Faculty Senate and Elections

November 2018

At Cornell there are approximately 1600 tenured/tenure track (TT) faculty, 460 research faculty, 380 teaching faculty, and 230 extension faculty. The pool of academic titleholders also includes the emeriti (600+), visitors and adjuncts (900+), and post-docs (500+). The University Faculty (= TT + emeriti) currently have representation through the Faculty Senate; everyone else is aligned with the Employee Assembly.

We recommend a plan whereby all academic titleholders are brought under the umbrella of the Faculty Senate with a group of about 1000 *RTE Faculty* being given *university voting rights*. If adopted, our proposal will enable RTE faculty with university voting rights to serve in the Faculty Senate and participate in elections for Faculty Trustee, Dean of Faculty, and Associate Dean of Faculty. These changes are important because faculty should address faculty-related issues with all the players in the room. This style of shared governance communicates respect, inspires participation, and leads to more effective leadership on academic issues. There are couplings between the long-term health of the tenure system and the long term health of the academic tracks that surround it. Oversight is the responsibility of the Faculty Senate so let us assemble all the necessary talent.

None our recommendations involve changing the definition or status of the University Faculty. We are not mandating a voting rights template that is to be followed by the colleges and departments. We are simply proposing a framework for shared governance at the university level that we think is in the best interest of us all.

The Committee

Adeolu Ademoyo	Africana Studies	Senior Lecturer
Stephane Bentolila	Molecular Biology and Genetics	Assistant Research Professor
Beth Bunting	Population Medicine & Diagnostic Science	Senior Extension Associate
Brenda Dietrich	Operations Research & Industrial Engineering	Professor of the Practice
Aliqae Geraci	Cornell University Library	Associate Librarian
Roger Gilbert	English	Professor

Kim Kopco	Policy Analysis and Management	Senior Extension Associate
Bruce Lauber	Natural Resources	Senior Research Associate
Estelle McKee	Law	Clinical Professor
Bruce Monger	Earth and Atmospheric Science	Senior Lecturer
Pilar Thompson	Veterinary Medicine, Employee Assembly	Program Manager
Charles Van Loan (Chair)	Computer Science, Dean of Faculty	Professor Emeritus
Makda Weatherspoon	Near Eastern Studies	Senior Lecturer

Report Outline

§1. Changing the Rules

Since we are proposing changes that relate to the composition of the Faculty Senate it is necessary to modify its bylaws. The precise modifications are identified in this section so that they can be handily referenced throughout the report. The adoption process is described.

§2. The University and RTE Faculties

The academic titles that define University Faculty are codified in the University Bylaws. They are basically the tenured and tenure track positions. We recommend that all other academic titleholder groups be identified with the “RTE Faculty”. The notion of “voting rights” is clarified.

§3. Electing Senators

We recommend that an RTE Faculty member with voting rights be allowed to serve as a department Senator, as an at-large Senator, or as one of approximately 20 College-RTE Senators. The College-RTE seats are apportioned among the colleges and are elected positions.

§4. The Composition of the Faculty Senate

The size of the faculty Senate will grow from its current size to about 120 members with the addition of the College-RTE seats and a dedicated RTE seat for the Library. We recommend the creation of a non-voting ex officio seat for post-docs.

§5. Elections for University Faculty Positions

We recommend that voting RTE Faculty be allowed to participate in elections that determine Faculty Trustees, the Dean of Faculty, the Associate Dean of Faculty, UFC membership, and N&E membership.

§6. Post-Referendum and Beyond

If our recommendations are approved by the University Faculty, then there is significant follow-up work that relates to just how we implement the senator-selection process and how we compose and structure various standing committees of the Faculty Senate.

Appendices

[A1.](#) The Process Followed

[A2.](#) Required Modification to the University Bylaws

[A3.](#) Recommended Modification to the Operating Principles of the University Faculty.

[A4.](#) Recommended Resolution for consideration by the Employee Assembly

[A5.](#) Recommended Resolution for consideration by the Faculty Senate

[A6](#). Recommended Referendum for consideration by the University Faculty

Background material and reactions to the preliminary draft of this final report are available on the [committee website](#).

§1. Changing the Rules

By “university voting rights” we mean having the right to vote in the Faculty Senate and to vote in elections for Faculty Trustee, Dean of Faculty, Associate Dean of Faculty, and various other university-level positions. Our recommendation is to extend voting rights to a specified subset of the RTE Faculty. To enact these changes it is necessary to modify selected passages in the [Operating Principles of the University Faculty](#) (OPUF). The OPUF is a bylaw-type document that governs the Faculty Senate, its committees, and associated elections. Here is a list of the required changes with links to before-and-after descriptions of the relevant text:

Change	Topic	OPUF Reference
S1	Voting and Nonvoting Members of the RTE Faculty	Article I
S2	Eligibility to Serve in the Faculty Senate	Article IX-B
S3	Make-Up of the Faculty Senate	Article IX-C
S4	Apportionment of Constituency Seats and College RTE Seats	Article IX-D
S5	Election of At-Large Seats and College RTE Seats	Article IX-E
S6	RTE Faculty Participation in Meetings	Article X-D-6
S7	Election of the Dean of Faculty	Article V-F
S8	Election of the Associate Dean of Faculty	Article VI-G
S9	Election of the Faculty Trustees	Article IV-A-2
S10	Election of University Faculty Committee Members	Article VIII-B-1
S11	Election of Nominations and Elections Committee Members	Article VIII-B-2

The actual approval process has two steps as described in [Article XIV of the OPUF](#):

1. The Faculty Senate passes a resolution that confirms support for S1-S12. ([Draft resolution document](#))
2. The University Faculty passes a referendum that supports the Faculty Senate resolution. ([Draft resolution document](#))

In addition, the Employee Assembly (EA) needs to express support insofar as 2000+ of its members are being realigned with the Faculty Senate. ([Draft EA resolution](#))

§2. The University and RTE Faculties

Cornell is quite precise with its line-up of [academic titles](#) and [title modifiers](#) but somewhat fuzzy when it comes to “Who is on the faculty?” and “Who has voting rights?” This is because those definitions

have largely been [left to the colleges](#) as per [Article XIV](#) of the University Bylaws. An exception is the definition of the University Faculty that is set forth in [Article XIII](#) of the University Bylaws. The titles that define the University Faculty are as follows:

The University Faculty	
Titles with University Voting Rights	Comments About Modified Titles
Professor	Those whose title is modified by courtesy or emeritus/a have university voting rights. Those whose title is modified by adjunct , visiting , or acting do not have university voting rights, which is consistent with University Bylaws.
Associate Professor	
Assistant Professor	
University Professor	
At-Large Professor	

Central to our proposal is the identification of the RTE Faculty where “RTE” stands for research, teaching, and extension. Here are the titles that define the RTE faculty:

The Research Faculty	
Titles with University Voting Rights	Comments About Modified Titles
Research Professor (all ranks)	Those whose title is modified by courtesy , visiting , or acting do not have university voting rights.
Research Scientist (all ranks)	
Senior Scholar/Scientist	
Research Associate (all ranks)	
Librarian/ (all ranks)	
Archivist (all ranks)	
Titles without University Voting Rights	
Visiting Critic	
Visiting Scholar/Scientist	
Visiting Fellow	
The Teaching Faculty	
Titles with University Voting Rights	Comments About Modified Titles
Professor of the Practice (all ranks)	Those whose title is modified by courtesy , visiting , or acting do not have university voting rights.
Clinical Professor (all ranks)	
Lecturer (all ranks)	
Titles without University Voting Rights	
Instructor	
Teaching Associate	
The Extension Faculty	

Titles with Voting Rights	Comments About Modified Titles
Extension Associate (all ranks)	Not applicable.

OPUF modification [S1](#) encodes these definitions.

For reference, here are the approximate populations for 2017-18:

Faculty	Voting	Nonvoting
University	2200	260
Professors (all ranks)	1600	260
Emeritus/a	600	0
RTE	1070	520
Research	450	370
Teaching	390	150
Extension	230	0

Just as these numbers are approximate, so also is the classification of academic titleholders into four faculties approximate:

- There are lecturers whose jobs have a research component.
- There are research associates with teaching responsibilities.
- There are professors who have a formal commitment to extension.
- Etc

Despite the fuzzy boundaries, the RTE acronym captures the essence of what we do as a faculty. Every faculty member engages in some mix of research, teaching, and outreach. That is why we prefer the simple and descriptive quality of “RTE Faculty” to “Academic Associates” or “Contingent Faculty”, or (and this is the worst) “non-tenure track faculty”. We appreciate the arguments for RTEC (“C” for “clinical”), RTEP (“P” for “of the practice”), and RTEL (“L” for “Library”) but advise against assigning too much importance to the acronym. We need to focus more attention on the perceptions of specific titles and less attention on the terminology that we use locally when formulating policy.

On the matter of who gets voting rights, we believe that titleholders on tracks that lead to senior positions should have university voting rights. Those whose positions are short term, part-time, or visiting positions should not have university voting rights. We are not in favor of “splitting” promotion ladders on the voting issue, i.e., granting university voting rights only to those who are on the “top rung” on grounds that they have the required perspective. That may make perfect sense in a college or department, but in the Faculty Senate, a beginning academic who has fresh memories of life as a post doc, research student, teaching assistant, entrepreneur, or clinical practitioner can contribute a lot. We

mention that all RTE faculty, regardless of title, are welcome to attend Faculty Senate meetings and participate in debates. See OPUF modification [S6](#).

§3. Electing Senators

RTE Faculty with university voting rights can serve in the Senate either as a representative of their department or school (a “constituent senator”), as an at-large Senator (there are nine), or as a College RTE representative (this is new).

The College RTE seats are for RTE faculty only. They are apportioned among the colleges according to “n”, the number of RTE faculty in their unit:

- A college has 1 RTE seat if $n \leq 25$.
- A college has 2 RTE seats if $25 < n < 100$.
- A college has 3 RTE seats if $100 \leq n$.

This is patterned after the OPUF rule ([Article IX-D](#)) that gives a department/school a second senator if it has more than 25 members who belong to the University Faculty. Based on AY2017-18 data, the allocation of College RTE seats would be as follows:

Here is a summary of eligibility and changes in **red** meaning “RTE voting rights”:

College	Number of RTE Faculty with University Voting Rights	Number of College RTE Seats
CALS	295	3
AAP	4	1
CAS	273	3
SCB	44	2
CIS	15	1
COE	56	2
CHE	68	2
ILR	45	2
LAW	19	1
VET	123	3
	942	20

summary of voting rules with and “RTE” with university

Type of Senator	Eligibility	Electorate	OPUF Modifications
Constituent	U or RTE	U and RTE (Dept-wide)	S1 + S2 + S3 + S4
At-Large	U or RTE	U and RTE (University-wide)	S1 + S2 + S3 + S4 + S5
College RTE	RTE	U and RTE (College-wide)	S1 + S2 + S3 + S4 + S5

§4. The Composition of the Faculty Senate

If our proposal is adopted, then the Faculty Senate will include these voting members:

1. The President of the University (or Provost when attending as Chief Educational Officer), ex officio.
2. The Dean, ex officio.
3. The Secretary, ex officio.
4. The Ithaca-Based Faculty Trustees, ex officio.
5. One emeritus/a faculty member selected by Cornell Academics and Professors Emeriti.
6. **One voting RTE faculty member from the library.**
7. Nine at-large members of the University Faculty (at most six of whom are tenured).
8. Department/School Senators **possibly selected from the RTE Faculty** (approximately ninety).
9. **College RTE Senators** (approximately twenty).

and these five ex officio nonvoting members determined by:

1. [The Student Assembly](#)
2. [The Graduate and Professional Student Assembly](#)
3. [The Employee Assembly](#)
4. **[The Office of Postdoctoral Studies](#)**
5. [ROTC](#)

Changes specified in **red**. See OPUF modification [S3](#) for more details. The idea behind the nonvoting ex officio seats is to create a formal communication channel between the Faculty Senate and the associated constituencies.

§5. Elections for University Faculty Positions

In the following table we indicate who can vote for certain University Faculty positions.

Changes are in **red**, “U” means voting members of the University Faculty, and “RTE” means RTE Faculty with university voting rights.

Office	Eligibility	Electorate	OPUF Modifications
Dean of Faculty	U	U and RTE	S1 + S7
Associate Dean of Faculty	U	U and RTE	S1 + S8
Faculty Trustee	U	U and RTE	S1 + S9
Member of University Faculty Committee	U	U and RTE	S1 + S10
Member of Nominations and Elections	U	U and RTE	S1 + S11

Note that in every case the electorate consists of the entire voting faculty. We believe that this will filter for office-holders who will work to enhance the combined strength of the University and RTE faculties.

§6. Post Referendum and Beyond

Two important matters need to be addressed if and when the University Faculty approves our recommendations.

The first concerns the process of Senator selection. Steps need to be taken to ensure that those who express interest in serving in the senate are duly considered by their academic unit. Diversity within the Faculty Senate needs to be improved and this will require a measure of proactivity on the part of chairs and directors. Elections are supposed to be by secret ballot (OPUF [Article IX.E.2](#)), a process that is rarely followed but one which would probably result in a healthier turnover of the membership. The Dean of Faculty Office will need to monitor the percentage of constituent senators who are selected from the RTE faculty to make sure there are no unhealthy dynamics, e.g., trends that reflect disengagement by the University Faculty. A clause to the Senate referendum has been added to force a review of the new system at the three-year point.

The second challenge that needs to be addressed concerns RTE participation in [standing committees](#) of the Faculty Senate. There already is a measure of participation but composition rules need to be clarified. (This does not require any modification of the OPUF.) Clearly, the [Faculty Advisory Committee on Tenure Appointments](#) should be composed solely of tenured members of the University Faculty. How RTE issues are to be handled at the committee level is very important. The option we prefer is to expand the charge (and membership) of the [Academic Freedom and Professional Status of the Faculty Committee](#) so that it can address RTE issues such as (a) promotion and renewal standards, (b) professional development, (c) recruitment and retention, (d) academic freedom, (e) switching and mixing tracks, (f) emeritus/a status for qualified RTE faculty, (g) title definitions and ranks, (h) clinical professor allocation ceilings, and (i) various HR issues. It should be mentioned, however, that strong arguments can be made for a new standing committee that is dedicated to RTE issues.

Our committee will look carefully at these challenges and provide recommendations to the Faculty Senate after the results of the referendum are known,