

**A MEETING
OF THE UNIVERSITY FACULTY SENATE
WEDNESDAY, SEPTEMBER 12, 2018**

1. CALL TO ORDER

[Charlie Van Loan, Dean of Faculty](#): “Lets get started. I have a few announcements, and we have two agenda items today, both of which will take about 40 minutes each.

“First of all, normally in the first meeting of the year, we select a speaker. And we have been out looking for people and whatever. Here are the requirements: Rough familiarity with Robert's Rules. It is a very important position, because you can sort of affect the flow of information. And today, we really have no formal business, so we can do without a speaker today, but we have to have one in place by October.

“And the individual who I think would be extremely good is [Sam Nelson](#) from ILR. He is a senior lecturer and director of forensics. And the only thing we want to bring up right now is the fact that it doesn't have to be a University Faculty member to be a speaker. The key thing is just to be fair and to move things along.

“And [Sam](#) wanted to make sure that you knew he's a senior lecturer and that he'd be very interesting in serving or, if there's somebody who would like to serve as well, he's very happy to work with such person. But at this time, I'd like to sort of put [Sam's](#) name out there and to hear if there's anyone who has any objections to this or who would like to have further discussion of this.

“Okay, great. So starting in October, [Sam](#) will be the speaker.”

2. ANNOUNCEMENTS

“A couple of updates. We spent all last year on the consensual policy, ran it by all the assemblies and the senate. Martha approved sort of a compromise then in May. And over the summer, the law team and human resources worked on making it an official policy, which it is now. It is called 6.3.

“It is an interim policy, meaning there's still little kinks to work out, some details to flesh out, but let me remind you what the three main points are behind the policy. First, and this is sort of a no-brainer, that if you have direct academic authority over a student, you cannot have a romantic relationship with that student.

“The second one was the undergraduate ban. Under no circumstances should a faculty/undergraduate romantic pair be tolerated. And the third one addresses graduate students. This is where we had somewhat of a divide in the population. The thing now is, again, this direct control, but paying more attention to perhaps in the future, if you have direct control over a student, it's inadvisable to form such a relationship.

“Anyway, just a heads up. It is official policy, but more to come. We have lots of things to do about education, alerting graduate students to all these things and so on, so it is ongoing, and you will be kept advised about all of that.

"Maplewood, in case you are following that, there was a building screwup, so to speak. Right now, here's the status. There are about 700 beds there, and that's the lineup, so to speak. It was a very unfortunate thing. Definitely going to be ramifications in the future about how we do things and so on; but anyway, there's the state of that.

"I have lots of things on my agenda this year, but let me mention two of them. So one is the meeting time question, so this is going to be like a calendar committee, although not academic year, but week. It has been 40 years since we figured out when those class times are, and now we teach in many different ways, we all have thoughts about various things. We are going to revisit how we set up the class times over the week.

"Other things will be on the agenda; for example, the 4:30 to 7:30 no-class zone, so to speak. Everything will be on the table. We will revisit everything and walk out of there either happy with what we have now or some modification.

"Second, unfortunately, there's been a real uptick in the research misconduct cases that come my way. We have a policy on that, 1.2. Like all our policies, it can be improved, so we're going to look to find a way to do that. It will involve myself, the university counsel and faculty.

"And again, very big thing here is education. What is research misconduct, and how do we prevent it? So there's a ton of surrounding issues that have to be looked at, but these are the two big things on my agenda.

"We will work these with ad hoc committees, and you'll be completely in the loop from start to finish. You know my style, which is to have a web site where everything is out in the open and people can leave comments, so it will be that kind of thing in these two arenas.

"Questions?"

"We need mic's. And again, name and where you're from, and a mic. It is not on."

[Senator Risa Lieberwitz](#): "Can you hear me now? All right. Risa Lieberwitz, ILR. My question on this, Charlie, is whether there are standing committees that would be appropriate to send these to, as opposed to ad hoc committees."

[Dean Van Loan](#): "That is right, yeah. Risa's question is we have a dozen standing committees in the senate. I loosely looked at where this might fall. Clearly, the Professional Status of the Faculty would be one of them, but it touches so many different things, so the act of forming this ad hoc committee, where those people come from would be something that we can figure out; but right now, I don't see it squarely sitting in any particular committee."

[Senator Lieberwitz](#): “Right, so how would the committees be chosen?”

[Dean Van Loan](#): “We will do something -- nominations, elections. First of all, there will be -- some kind of charge will be floated out there, this is what we're looking at, we need expertise in these areas. You want people spanning all the different research fields, plus people in the research office and so on, so it will be that kind of thing.”

[Senator Ken Birman](#): “I think this is great, Charlie. For the Policy 1.2 question, I'm curious to know, does this policy cover academic recommendations and reviews and so on, where a person might have any form of bias? And I don't really mean romantic, just could be any kind of bias. And if not, do we have a policy that says when you're performing an academic task that's supposed to be unbiased, you must be unbiased?”

[Dean Van Loan](#): “Right. The three things that define research misconduct in everybody's book, just plagiarism, data falsification and data fabrication. Then there's a surrounding larger circle where things get fuzzy; for example, like self-plagiarism or some of the kinds of misconduct you mentioned there.

“So one of the things here is to really clarify that, and there is kind of an overlap between bias in this venue, as we've discussed last year in the consensual thing. So there's a lot of comments stuff, but this will all be looked at in the big picture; but you want a policy that's clear, readable and informative.”

UNIDENTIFIED SPEAKER: “Some part of our policy covers the obligation to do an honest job and not have other factors enter into any kind of academic judgment.”

[Dean Van Loan](#): “Absolutely. Okay, so just a reminder, off the senate web site, you can leave comments, so if we have to move on to the next agenda item and you didn't have a chance, you can post comments there as well. “

3. [DISCUSSION OF VARIOUS STUDENT ACCOMMODATION PROCESSES](#)

“So the next item has to do with a discussion on student accommodations, so if the six presenters would come up here and sit in these chairs, I can say a few things about this. An accommodation means that something's come up in a student's life and they can't either make a due date or an exam or something like that. And there are various venues where these requests come from, and this isn't exhaustive.

“For example, concussions is not part of this list here, but these are four important settings where students make accommodations, and I thought it would be good to talk about them side by side, because they're different, but there's also a big common denominator amongst them. And I've talked to all the folks here, and very instructive. “Actually, the biggest common denominator is the student should approach the faculty member early, and I can't stress that enough, and I'm sure they will echo that.

“So we have these presenters, and what I'd like to do is I asked each of them to maybe talk about what they see from their vantage point, and especially how we can improve things. So faculty deal with this all the time. Sometimes it's tricky.

“We want guidance. Can we improve these policies? We will assimilate what's said here today and then maybe craft some kind of sense of a senate resolution for October, and then use that to work with folks from these offices to perhaps improve the operations.

“So first up, I would like to introduce [Erin Sember Chase](#), who works in the [Student Disability Service office](#). And you have a mic? Or you can talk here or – “

[Erin Sember Chase](#): “Hello. Thank you for inviting us to be part of this. So yeah, I'm going to give a brief overview about Student Disability Services, and then hit on a couple of key points that we thought you'd be most interested in hearing about today.

“So Student Disability Services, it starts with helping the university ensure that we are in compliance with making sure that our students with disabilities have equal access to the university programs and educational opportunities and that sort of thing.

“And there is a process by which students need to become registered with Student Disability Services and even be determined if they are eligible for disability services. So all students need to submit essentially a registration form with the office, but they also need to submit current and supporting documentation that sort of supports their status as an individual with a disability, and also supports whatever accommodations they may be requesting in this setting.

“And then our office, again, sort of reviews that documentation, talks with the student and makes the determination if they are eligible. We do have documentation guidelines on our web site and, of course, depending on the disability, there might be different types of guidelines or documentation that's needed.

“Not all conditions are necessarily going to meet the definition of being a disability. We are working with a legal definition, governed by the Americans with Disabilities Act. So that's really what we're trying to ascertain from documentation; does the condition rise to the level of being a disability and, therefore, the student would be eligible.

“So some things that we have been seeing in our office over the last several years is that the numbers are going up. Every year, we do have more students that are registered with our office for disability. And I'm sure that those of you who have been teaching for a while have noticed that as well; that you may have more students who are requesting accommodations in the academic setting.

“There are a few different reasons why this might be, why these numbers might be increasing. A couple examples are nowadays, students, if they have had their disability ever since they were a child, then they likely have been getting accommodations all throughout school, primary and secondary school. They may have had what's called a Section 504 plan or an IEP when they were in school, so it's just sort of natural to them, that when they come to college, those accommodations are going to come with them into another educational setting. So they're just used to it more than maybe they were 10 or 15 years ago.

“The other thing to know, in case you didn't, is that the ADA, even though that's been around since 1992, it was actually amended in 2008. And the ADA Amendments Act, which went into effect in 2009, did a couple things. It sort of re-clarified the definition of disability, but it also gave more substance around what might be considered a disability and, one could argue, offering a more expansive view of what types of medical or mental health conditions may qualify under the law in being a disability.

“So it caused more people to sort of realize, hmm, what I have or what I've been living with or what my condition is actually might be a disability, and I may be entitled to certain rights, as well as responsibilities in my educational setting or my work setting.

“The other thing I think that has happened is that, you know, there is the likelihood that more people are being better diagnosed with their various disability; perhaps treatment and disability management opportunities have improved. So maybe compared to decades ago, we're seeing more individuals be able to simultaneously manage their disability and live with their disability and treat it, while also going to school and being a full member of the educational environment and that sort of thing, a workplace environment or whatever.

“And we, ourselves, have learned more about different conditions over the years. So let me give you a couple of examples. Decades ago, we didn't necessarily know a lot yet about things like autism and being in the autism spectrum or things like post-concussive syndrome, which could be a condition that emerges after you had so many concussions, or even one concussion.

“And so we learn more about these conditions, we learn more about, as I said, how to treat them and how to manage them, but also what the impact might be in an environment such as an educational environment. So we're in a better position -- first of all, the student's in a better position to be able to go to school, as I said, with this disability, but we're also in a better position to recognize what the impact might be on the access and be able to better accommodate them in that way.

“So there's many reasons why I think the trend of more students with disabilities is probably going to keep happening every year after this. Along with that trend, what

we're also seeing is an increase in the different types of disabilities that students are coming with. Back in the day, maybe we only really thought we had students with learning disabilities or visual or hearing, but we have actually seen a tremendous increase in the number of students who have chronic medical or mental health disabilities.

“And those can really vary in terms of their impact on a student, and so where maybe you were used to most students only needing extended time on an exam, you may now start to be experiencing students who need other types of accommodations in the classroom setting, in the day-to-day setting, because they might be living with conditions, disabilities that fluctuate, are episodic and variable, that sort of thing.

“So our office, again, in talking with these students and trying to determine what the impact of their disability is, and then sort of figuring out some broad accommodations that we believe that they're approved for. So for example, you may see that some students have been approved by us for deadline flexibility, should they have an episodic condition that might impact their ability to meet a deadline. Maybe attendance considerations.

“So please know that, in our minds, when we are approving these accommodations, we also recognize that we don't know every single course on campus and course requirements and course format, so we expect professors will let us know if they see an accommodation that they're not sure how that's going to work in their particular class or they have concerns that a particular accommodation might in some way compromise the experience of the course.

“That is never something we want; and so we are now, I think, in an era where we are anticipating and already seeing that there needs to be maybe more interactivensess between us and professors or us and the professors and the student, to really think through what appropriate accommodations might be for a particular course. And that's part of, again, some of the trend and the impact that we are seeing.

“I think that we are in a position now where I know our office and I know some colleges and schools have been starting to really think about what our internal structures and processes are around trying to accommodate all these students with disabilities, and that's a direction that I believe we're moving, and how can we better work together, how can we make sure we all have the resources that we need to accommodate our students.

“Yeah, pretty much. Did I hit four minutes? Thank you. You want questions now?”

[Dean Van Loan](#): “No, no. Now we'll hear from [Dan McMullin](#) and [Ari Weiss](#) and [Yasin Ahmed](#) from [Cornell United Religious Work](#). So we're talking about religious

accommodations here, and I've asked them, again, what do you see, how can we improve things and so on."

[Dan McMullin](#): "Thank you for this opportunity. You can read all about accommodation, religious accommodation on the materials that Charlie made available on the web site. I would like to just talk about two or three very short things that have a great impact on our students.

"The first is to know that religious accommodation is more than simply making it possible for a student to be away or to spend time in a religious event or religious activity. It is a sign to the larger community of how seriously we take religious life as part of the complex of the identity of each of our students here.

"The dilemma for me is that while there are policies about accommodation, religious accommodation for students, there is no place where a student can find that, because the policy's in your handbook or it's in the employee's handbook and does not exist anywhere else. There is a dilemma there then. A student that may want to seek accommodation may not know there is such a thing. And even if they were aware of it or had an inkling, there is no way that they know how to approach a faculty member or some other educator in order to get the accommodation they need.

"Chaplains are more than willing to send out that kind of information, but it's helpful to know that chaplains do not have exhaustive databases. There are many, many students here who we know are engaged in religious life, who have no participation on the campus because they may be attending a synagogue or a church or another community somewhere else in the county or even in another city and, therefore, you and I would not be aware of that.

"There is also the situation that students these days don't follow the old models we used to be accustomed to. If you said that I have to go to Sabbath services on Friday, we got that. Or in my case, if somebody said we have a holy day of obligation, I have to go to mass, that was pretty obvious to people, but the student experience of religious life is quite different and far more complex.

"We provide a list, as well as we can, and it's still being updated, of those kinds of religious holidays that are important to the majority of practicing, or at least religious students. That exists on our web site, and you've received it as well; but what I'd like to suggest to you to ponder is how can we get this policy to students.

"I have looked at many other universities who have made the decision to either put it in a student handbook, which we don't have, or to make it a part of the syllabus of any class, so the students know a number of things: First, that religious accommodation is an important thing that we recognize.

“Secondly, by having it there at the outset of a semester, we can make some expectation that they let faculty members know about this well in advance, rather than what often happens is the day before, they might ask, or they may disappear and come the next day and say here's where I was.

“The dilemma for this kind of conversation is that while you have a need to create some accommodation, they, the students, cannot let go of the obligations that you place on them that are necessary for the completion of the coursework.

“That is the piece that sometimes disappears. There is still a contract between the two of you to accomplish what needs to be done in the course of the semester's time, and accommodation is understandable, but there needs to be a conversation and some negotiation about what that should look like.

“That is primarily what I wanted to say to you. In the short-term, I hope that -- even [Ari](#) will mention this; that there are holidays, fast days already here, Jewish New Year; and next week, Yom Kippur, which many, many Jewish students will be practicing, or at least fasting during those days.

“So I hope that there's at least an awareness that they can be accommodated to that, and I would hope in the longer term we might be able to create a very small hour-and-a-half meeting to do three things, which I've seen other universities accomplish, perhaps develop some very simple thing for a syllabus to be used; secondly, to find some kind of a tangible way that's written and documented about seeking accommodation, similar to what the university here uses for its employees; and thirdly, to provide perhaps six or eight scenarios of what a student might ask accommodation for, and then what can be done creatively to assist in helping them fulfill the obligation, but perhaps in a way different than what had been anticipated. Thanks.”

[Dean Van Loan](#): “[Ari Weiss](#), who is the director of Hillel.”

[Ari Weiss](#): “Hello, everyone. I would like to wish you all Shanah Tovah, happy and healthy new year, which also indicates we are already in the middle of the high holidays for Jewish students, which come early this year; so this is the point, as Jews follow a lunar and a bit of a solar year, so Rosh Hashanah is not September 7th or 8th every year. It falls on different times of the year. Sometimes it's a bit early. Sometimes it's a bit late.

“There are 3,000 Jewish students, another 500 graduate students at Cornell, and the high holidays are a particularly difficult time, because many of them want to celebrate, but they feel, especially freshmen, that they don't know how to voice for themselves or advocate for themselves. One thing I would suggest is perhaps having blackout dates for quizzes or major assignments on Rosh Hashanah and Yom Kippur every year.

“Again, there are 3,000 Jewish students here at Cornell; but something else, I don't know if this is so much a policy, as much as an understanding, is just to be understanding for Jewish students. There's a subset of Jewish students who keep very strict observance of the high holidays, and some of them will take off Monday and Tuesday three times in this month of September for Rosh Hashanah, and then for follow-up holidays, and they might use all their -- I understand that you are allowed three excused absences.

“So they might use all their excused absences for religious holidays. And if they have an interview or something, just like -- I don't know if that's a policy, but just to be understanding and to be accommodating for them. Thank you.”

[Dean Van Loan](#): “[Yasin Ahmed](#) has been our Muslim chaplain for one year, and asked him to offer his insights.”

[Yasin Ahmed](#): “Good afternoon. First, thank you for having me. I just wanted to give background about what it's like for Muslim students and their identity, things that are going on with them on this campus. The first thing is kind of start to look at the framework of what is the identity formation of Muslims who are coming up in a post-9/11 era.

“And so if you look at the research, one-third of Muslims don't want people to know -- young Muslims in this demographic don't want people to know that they're Muslims. Half of them, because of the Islamophobic agenda and because of the media and all the things that come with that, they have a conflict within whether they believe they can be both Muslim and American at the same time, and so that's the space that they're coming into.

“And one of the reasons why that's important is because part of what we have to do is make accommodations for religious holidays, but do they have the audacity to ask for that accommodation. And so that's the question for Muslim students, is if I let the professor know that I'm Muslim, will that affect my grade? Will that affect my chances?

“A lot of this comes in also when it comes to career. And so if I wear my hat, if I wear my scarf, how does that affect my interview? How does that affect my recruiting? How does my name affect whether I get that second call? Those are things that come into play and are often on the minds of Muslims.

“There is a spectrum of how Muslim they are. You see it also in fashion trends. So Muslim women who wear the scarf, they might wear the scarf, but they want to make it colorful so it looks and fits into the American ideal of just being nationally awake -- I don't know. I am using college terms now.

(LAUGHTER)

“But then there's people who want to dress more modestly; but they understand if they dress more modestly without makeup, then they'll also be perceived differently from a religious standpoint and will be perceived as an extremist, just for practicing as they would have done traditionally somewhere else.

“So on our campus, we have 800 Muslims. We have a couple things that I just wanted to point out that might help. At the end of the spring semester, that's going to be Ramadan, and that's going to be when they're testing at the end of the spring semester.

“There are a couple things that we could do to make things easier for Muslim students, if that would be okay with you. One is, if you have a nighttime test, exam, to make it okay to eat or drink during that exam, so that they can break their fast while they're taking the exam. That would help a lot.

“There is a difference of opinion between some students would really like to take their test earlier in the day, when their mind is fresh from fasting, so their mind isn't depleted at that point. And so if you could perhaps make a second alternative time, so that they could do it in the day, instead of just at night. And then also, some people prefer to do it at the night, after they've done their fast.

“And then finally, the one weekly thing that probably comes up for Muslim students is that 1:00 is our services on Fridays, which is different than some of the other religious traditions, because it's during the school week. There are still classes going on.

“So if they need to go for that, and this is going back to the audacity to ask, is to make it a point to say that if you need religious accommodation for Jumu'ah, for the Friday services, or for fasting for Ramadan, it might be good to explicitly say that at the beginning of the semester, because they might not feel comfortable asking you, even though they still need it and use it. Does that make sense?

“Cool, thank you so much. Take care.”

[Dean Van Loan](#): “[Chantelle Cleary's](#) our new Title IX coordinator, and she'll talk about accommodations from her office standpoint.

“Let's just do that.”

[Chantelle Cleary](#): “Good afternoon, everyone. Thank you for having me. I am new here, so I don't have so much to say. I will be very brief, but I have been here at Cornell for a short period of time. My office coordinates the university's responses to discrimination based on sex, which includes any form of sexual or related misconduct.

“My office is required to provide students who have either experienced sexual or related misconduct, so sexual assault, dating violence, stalking, sexual harassment, or students who are accused of engaging in that behavior and are going through a university process, with certain accommodations to ensure, first and foremost, that they're supported and they feel safe here at Cornell; but then also, if they're going through a process aimed at determining whether or not a student has engaged in sexual or related misconduct, to make sure they're able to go through that process without it affecting them academically.

“My understanding is that we have been working really well with the associate deans in my office, when there is a request for accommodation, to craft an accommodation that would best serve the student, but at the same time, minimize the burden on you all, because it's my understanding you're receiving tons of accommodation requests, not only from my office, but from the folks that are addressing you today.

“So we are mindful of that, and we are doing our best; but I'm new here, and so I'm very much open to suggestions from not only our students on how we're doing, but also faculty. So please feel free to reach out to me, if you do think that there are better ways to do this.

“And finally, last thing I want to say is that the feedback that I have gotten from students -- and I've really been making it a point to get out there and to engage with them, since I've gotten here, picking up now that they're back, but the feedback that I've gotten from students is that when there have been requests for accommodations, the faculty have been amazing, they've been very accommodating, they have worked with the students, they have not pushed the students for more information about their experiences, which is part of the reason why we have these requests go through my office.

“And so I just want to thank you all very much. As you are aware, students who are experiencing violence or who are being accused of it are going through a time that either involves trauma or a high amount of stress, and so they appreciate you, and my office appreciates you. Thank you.”

[Dean Van Loan](#): “Last, we'll hear from [Amy Foster](#), in the Department of Athletics, and her job is compliance and student services.

[Amy Foster](#): “Like others, I just want to thank you for the opportunity to share and discuss some things here. I also would echo much of what has already been said in terms of the student athletes engaging in dialogue with you as faculty as soon as possible in the semester.

"I think [Charlie](#) mentioned early on that was a theme, and I think you've heard it throughout the other speakers, so that's something that we do encourage the student athletes to do as well. And as [Chantelle](#) was saying, we also have great positive feedback from our student athletes when they engage in that dialogue and they're looking for accommodations, when they're going to be missing class, due to athletics competitions. So just a huge thank you for that.

"I wanted to just quickly provide some procedures. I see on the slide up above, FACAPE does oversee our missed class time policy for our student athletes. So myself, my office and Carmen Rogers, who's joined me as an assistant athletic director for student services, we work closely with [FACAPE](#) and with [Frank Rossi](#) currently, who is the chairperson, to share with him athletics competition schedules for each sport.

"He reviews them, to be sure they meet the policy guidelines that ensures that the missed class time is within reasonable limitations. Once he has approved those schedules, we provide them to our student athletes by team.

"And we try to provide it as early on as possible in the semester and ask that they then share it with their faculty members as soon as possible and have that discussion that we were just talking about, to share with them what the conflicts may be, compare it with their syllabi to see when they would be gone, and see how the faculty responds to the fact that they may be missing some class or other classroom obligations because of their participation.

"And then beyond that, I wanted to share that in those -- as I said in the beginning, in most cases, faculty are really responsive to that, as long as the student athletes have been very proactive in their discussions. The problems do occur if the student athlete is hesitant to have that conversation and are worried about what the response may be, or perhaps maybe procrastinating a little bit, and so don't have that conversation until it's too late or the day before, and it's difficult for accommodations to be provided. So we are continuously working with the student athletes, to encourage them to have those conversations as soon as possible.

"On the flip side of that, I do know that we've had -- I've had conversations with faculty who aren't quite sure how to provide the accommodations or aren't sure of the possibilities that might be available to them, and that's when I would encourage you to feel comfortable to contact Carmen or myself.

"We have arranged for proctors on the road, on the bus, in the hotels, at the other institutions, so if an accommodation -- if you are not prepared to have a makeup exam and you would like the student athlete to take an exam at the same time that one is being offered, we worked with other people to help proctor that exam at the same time, if that is your preference.

“So that's just one example of ways. There is a spectrum of ways that faculty throughout the years have accommodated the needs of the student athletes, as they're participating in their athletics competitions. So I just wanted to pose that as an example that could help lead in any other discussion and questions and answers.”

[Dean Van Loan](#): “Okay, so we all have dealt with accommodations, and it would be excellent right now if some of you have certain perspectives, or maybe your department or unit has a way of handling these that you'd like to share with us. Bob.

“And after Bob will be Richard back there.”

[Senator Robert Howarth](#): “Thank you. Bob Howarth, Ecology and Evolutionary Biology. Thank you all for coming. I found it useful. I teach the freshman class every spring, 235 students, so we have lots of accommodations, and I think we're doing a pretty good job.

“On the disability, I would just say that we don't even require students to prove that they have a disability. If they claim they do, we accommodate. It is just as easy for us to do so, and we lean over backwards. We try really hard with the religious accommodations as well.

“If we understand in advance what the most important religious holidays are, we do a much better job than if we don't, and we try to do that. I am not sure we always do it, so getting that information out to us and the faculty, important.

“The one place where we still have problems, quite frankly, is with the student athletes. And we try really hard. For our class, a student has to be in a section either on Thursday afternoons or on Fridays, and the Friday absences for student athletes are a big problem, so we try to push them into the Thursday.

“Despite that, a fair number of coaches say it's okay for them to miss it on Thursday, and I think that really kind of needs to be addressed. I hear quite regularly from students who say their coaches say it's okay for them to do it, so it's a communication issue there.”

[Amy Foster](#): “Thank you for bringing that to our attention, and please feel free to reach out again to me in person, and I'm happy to have more discussion. And we will continue to have conversations with our coaches. It is certainly not okay for them to encourage that, and that's disappointing to hear.

“Our teams do travel very regularly on Friday, so it would make sense that a Friday afternoon section is difficult for them. And these are the things that we hope the student athletes can resolve with the professors early on in the semester.

“And if it's not going to be the course for them that particular term, maybe they need to consider taking it at another time, and those are the discussions that Carmen and I have with them sometimes. The difficulties come if a particular course is only offered during their traditional season; so a football athlete in the fall or a lacrosse athlete in the spring, and that the course is only offered during that time that they have competition.

“But in those cases, life choices have to be made and there have to be discussions about what can work. And I know many faculty will encourage them to attend a different section, if it's available. So Thursday, in most cases, shouldn't be an issue with regard to most of our travel. And clearly, coaches shouldn't be encouraging them to miss that. But please continue to bring any of those particular issues to our attention, and we can work through them, as we are able.”

[Dean Van Loan](#): “I believe you had a question, Richard.”

[Senator Richard Bense](#): “It is for [Chantelle Cleary](#). Last year, I was a member of the Code and Judicial Committee of the University Assembly. Incidental to our discussions, we talked about, discussed Title IX accommodations. I thought it would be useful if you'd explain to the senators what those accommodations are and why they are instituted, because it may be unclear to them.”

[Chantelle Cleary](#): “So there's a number of different academic accommodations that we provide to students who have either experienced sexual-related misconduct or who are going through a process having been accused. The most common are excused absences.

“So if, for example, a student experiences, say, a sexual assault and, as a result of that experience, they decide to leave Ithaca for a period of time or they have to leave the area to get medical care, or they are receiving medical care, so they miss classes, we will work with the associate deans to work back with the professors that those students have, to make sure that those absences are not held against them.

“Another example of an academic accommodation might be extension of an assignment, for the same reason. So the student may have left for a period of time to process the experience that they had. The more difficult accommodations that I think we're dealing with, particularly in graduate study programs, are the imposition of what we call no contact orders.

“So no contact orders are orders out of my office that require students to not have contact with each other, and these no contact orders can be very difficult, because -- well, they're simple when we are just saying to the students you cannot communicate with each other. Don't talk to each other. That is easy, we hope.

“But it becomes more involved when we are asking the students to stay away from each other, so to not be in the same physical space. So the accused student would be told that if they were to encounter the reporting student, that they would have to leave the space.

“Now, we are trying to balance that requirement, which we must provide, pursuant to education law -- New York State Education Law 129b, even in the absence of a finding that a student has violated Cornell policy. So even before we've done our whole investigation, if the reporting individual requests a no contact order, we have to grant it under New York State law.

“And so we're trying to balance the reporting student's right to have that order issued by the university with the accused student's right to their academic endeavors. And so what we may do in those cases is literally assign seats in a classroom.

“So my staff will go into the lab, where these two students need to be, because they are in the same program, and there's only one lab that they're working at, or going to the same classroom; say, for example, in the veterinarian school. Students are on the same track, so we'll go into the classroom and we'll assign seats.

“And we're communicating that with, certainly, the associate deans, we're working with them to come up with those solutions and, in certain cases, we may have to communicate that to the faculty as well.

“Is that helpful?”

[Senator Bense](#): “That is exactly what I wanted.”

[Chantel Cleary](#): “Thank you. Sorry if I was long-winded, Charlie.”

[Dean Van Loan](#): “This brings this session to a close. Just two things. So first, again, if you have thoughts on this, you can post them on our web site or contact me. I look forward to working with our presenters here and their students, to try to improve our policies. You will be fully in the loop on all of that, but let's right now thank them all for coming and sharing their thoughts. Thanks a lot.

“For the rest of the time here, I'd like to talk about some preliminary recommendations of a committee that we, as a senate, approved back in February. Even earlier, in December, we began talking about this. And emphasis here on preliminary.”

4. [NONTENURE TRACK REPRESENTATION IN THE SENATE-](#)
A [Proposal](#) from the [Committee on Academic Titleholder Representation](#)
([Charles Van Loan](#))

[Dean Van Loan](#): “So here's the committee. And we worked hard in May, then we went into hibernation, and then August and early September, we worked more. It is an array of people with many different titles.

“So here are the numbers. If you look in various university documents, you'll see about 20 or so titles; depends how you group them. So for example, the University Faculty are basically a tenured track faculty. You have research tracks, extension tracks and so on. There you see the numbers. It is 4,000. Again, we have a web site. You can look at how these are distributed over the colleges. It is very interesting, but those are the numbers. It is a significant group of people.

“Let me give you a little history and some more numbers. In 2004, the senate commissioned a similar committee to look at exactly the same problem. The report targeted the provost, posed as a set of recommendations.

“In terms of follow-up, there were only two concrete things. The senate passed recommendations about professional development, that we should do something about it, and a little bit about looking into emeritus status for certain academic title-holders. Lots of advice to colleges about how to be inclusive, but none for the senate itself.

“Here are some numbers. Column 1, there is the tenured track faculty. And you can see, it's pretty much 1,550, plus or minus 20 over this period. No real discernible growth. The second red column there is what we will call RTE faculty. These are what we'd typically call non-tenured track faculty. And that number has gone down a little bit. A little bump there at the recession, but there's no huge trend there besides that.

“You can also note the percent of women and underrepresented minorities in both categories. You can see the steady improvement, for example, of women on the tenured track faculty over this period. Same for the underrepresented minorities; whereas one in three faculty members in the tenured group is a woman, it's half in the RTE category.

“So some stats there. There is often nervousness about the growth of adjuncts. You read about this for the big city universities, the adjuncts are being used as cheap labor. We don't have that here, and there's no trend here in this table that would suggest any group is taking over.

“I want you to think about two things. Let us think about teaching. Here are the 15 biggest courses going on right now, and who's at the board. You can see, it's a pretty even split. So green is tenured track professors, and blue is typically a senior lecturer. If you see two numbers on the same line, like Number 7 there, that means it is co-taught, one from each camp. So you look at that; a huge teaching presence.

“Let us talk about external funding in Ithaca, \$600 million. I am not saying who brings this in. We all bring it in. There is a chemistry there that makes this possible. So we

should think about our central responsibilities of teaching and research when we reason about title-holders.

“How are these people represented? How are all these colleagues represented? The green is the Faculty Senate. It is basically the University Faculty. When you add in the emeriti, it's 2,600 people. The blue are represented through the Employee Assembly.

“Let me say a few things about that. And first of all, the Employee Assembly's very much behind what I'm going to propose here, but basically, the Employee Assembly never, I really mean never, considers academic matters. They have a huge agenda of important stuff, but never would they talk about academic matters.

“We have 2,000 such individuals represented that way. And for example, employees have their own trustee. I have yet to find, say, a lecturer or researcher who has voted for employee trustee. I mean, these things are loosely formed together. They evolve over time. The point here is the Employee Assembly's not the right place for this group.

“This is the goal. The goal is to move everybody -- let's use the word align, align everybody, all the academic title-holders, all 4,000 of them, with the senate. Incidentally, we'll -- the post-docs are special. We will talk about them in due course; but in any case, this is the essence of the proposal.

“Why? There are a couple of reasons. First of all, these constituencies work together. They are highly integrated. Their well-being depends on one another, so shouldn't their representation reflect that?

“Second, and you pick this up very quickly, that there's a sense out there -- not uniform, it varies, because basically it's a question of respect, the second-class citizen effect. Right or wrong or whatever, it's perceived by many.

“The third thing is there are so many problems facing Cornell and higher education. We need as many points of view as possible. We were charged with looking at academic stuff here, and we can elevate these discussions with everybody in the room, so to speak.

“We did a poll, a one-line survey. We asked all the post-docs and asked all the NTT faculty: What do you think? Are you happy with your representation? Suggest something. And there are patterns in there. Nothing definitive, but basically -- and you can go online and look at all the responses. We got about 100 from the NTT title-holders and maybe about 20 from the post-docs; basically what we're proposing squares with the centroid of opinion that you can see when you look at those two responses.

“Here is the gist of what this is going to mean, and you have to deal with a couple of things. First of all, what does it mean to be a member of the senate? And what about

voting rights? Second, you have elections, like for my office, or trustee or senate at-large, or who can vote. That is another thing you have to work out.

“And then we have all these surrounding committees of the senate. How are they staffed and what sort of rules do we have to have in there?”

“Now I'm going to step through ten recommendations that address these things. First is a name thing. We are identifying three additional faculties, for terminology's sake, the research faculty, the teaching faculty and the extension faculty. Add up those five boxes, that's the 4,000 people.

“This is how we'll talk about those faculties. People don't like having "non" in the title. Who likes to be defined by what you're not? So this is our way of addressing that, and there was word choice about using the word faculty; what does that mean? Is it going to erode what it means to be a faculty member? These are valid concerns. Anyway, this is how we split up the academic title-holder group. And I hope the colors come through.

“There is a University Faculty. That is the tenured track and emeriti. Then you have 17 at-large professors and whatever. The blue are the teaching faculty. And we're talking about the center of gravity of your job description. It is absolutely clear that it's fuzzy. You might have a clinical professor who has research responsibilities, so we acknowledge there are fuzzy boundaries; but based on the center of gravity of the job descriptions for these things, this is how we split up things.

“And the green are the research faculty, and the purple is the extension. Little bit of notation, because people have been confused. When I say all ranks, we have assistant and associate and full professors. These things here, the lecture track, the research track, the extension track are two-tiered, and it has two ranks, but my notation there is simply senior lecturer and lecturer. That is what that means.

“Voting rights, what does that mean? So first, if you have voting rights, you can be in the senate as a fully functional member of the senate; no different types of senators. Second, you can participate in elections that determine those three positions and the at-large senator group. There are nine at-large senators for us.

“And then we have these two special committees, the University Faculty Committee that works on the senate agenda and meets with the president and the provost and so on, and Nominations and Elections, which is used to help staff committees as they come up.

“Rationale, so there's a dividing line. Basically, you can look at it a couple ways. Visitors would not have voting rights. A lot of the positions have that tone to them. The positions that have a real sequence of promotion that takes you to some senior level position, that is a group that we feel should have voting rights.

"See, here's the problem. The color's not coming out. Is there a light laser on this guy?"

"This box and that box and that box should be colored white. Those are nonvoting members of the RTE faculty. All the university professors, the librarians and archivists, this whole group here will all have voting rights. These appointments, if you looked at them, are often shorter and whatever in duration. Over here, adjuncts, courtesy, acting professors would not have voting rights.

"Again, these are preliminary proposals. There are different ways of cutting things here, but I tried to justify how we thought in a preliminary sense.

"How would the representation show up? A department can send either a regular tenured track faculty member or an RTE faculty member. It is their call. We propose the creation of 20 RTE-specific seats. These are not at-large at the university level, but they are at-large at the college level. How these appointments are used varies from college to college, and the numbers you see in each college are different.

"So here is a sample apportionment, if you live with that 20: One for the library, 19 to be divided up, leaving it to the college to figure out how they do it, what kind of election, how do they do the whole thing. It would be a college matter, but this then guarantees an RTE presence in the senate, with departments as optional. So this idea -- and again, within colleges, you often have very specific chitchats about the non-tenured track faculty, and this would be a way of ensuring productivity in that regard.

"Post-docs. Post-docs are not faculty. Incidentally, this is the faculty senate. It is not the University Faculty Senate. It is the faculty senate, if you look in the bylaws. So we don't have to change the definition if we integrate those three faculties I mentioned. Post-docs are not faculty, but they are incredibly important.

"They also have probably the greatest job on campus, doing their own thing in an unfettered kind of way. Anyway, the undergrads, the grads and the employees have ex officio seats in the senate. Think of that as a channel. They don't vote, but it's a channel. If they want something brought up, they can talk to me or one of you.

"So the act of creating an ex officio seat is the act of creating a channel. It is not a comment that oh, you're not important enough to vote. It's a comment about we want you here to pay attention and to bring it to our attention, issues that affect post-docs.

"So here's the summary. What's in red is new. These 19 seats to be distributed among the colleges; one for the library, an ex officio seat for the postdocs, and departments can, if they want, send an RTE faculty member to the senate.

“Let us now quickly go through the committee stuff. We want to create a committee dedicated to the issues associated with the RTE faculty positions. They talk about retention, hiring, professional development, promotion standards, emeritus status. There is a long list of things they could bring to the table.

“This would be staffed entirely by RTE faculty members, and we would want to reserve two seats in that committee for nonvoting members, so that there is an avenue for that group of 2,000 or 1,500, if they are so inclined to participate in this fashion.

“Then we have the senate standing committees. This is a lot to discuss here. We didn't spend a huge amount of time. You can have an RTE faculty member on FACTA, which deals with the review of tenure cases for the provost, but then you have some other committees.

“And it's up for discussion here, a little unclear about the committees or program evaluation or Academic Freedom and Professional Status of the Faculty. So there's a discussion here about which of those senate committees, if any, besides FACTA -- I think that's absolutely clear -- do we have restrictions on participation. It's a detail that has to be worked out.

“Then you have the UFC and Nominations and Elections. And our recommendation is that these are for University Faculty members, but anyone can vote for such -- when we have elections, anyone can vote.

“Again, these committee things, I think, is a lot to discuss, so whatever. I don't want to give the impression this is the consequence of like one year of deep thought. It was out there to get the discussion started.

“For the elections, likewise. Faculty trustee, member of the University Faculty, but RTE faculty can vote. The advantage of that is, for example, when someone runs for the DOF slot, they'll have to talk about their stance on RTE faculty members, so that's a healthy thing, I would think.

“And last, the Employee Assembly should obviously approve this, and the other assemblies should chime in as well. So we do strongly recommend not doing this, unless there's campus-wide buy-in.

“We have a website. I stepped through ten recommendations; the web page for each one of them with more facts. You can leave comments there. Here is the tentative timeline, so here we are in September. Now this is out there. Five weeks to the next senate meeting.

“We are hoping, based on chitchat we have right now and comments that are posted and the many meetings that we’ll stage in the next few weeks, to refine what I showed you as preliminary recommendations, solidify them. We then show up in October, saying here’s the final recommendation of the committee.

“That sits on our thing for a month and, then in November, we vote on it. And suppose we vote to approve that departments can send any old senator, and we have these 20 new positions. Those change senate bylaws, and they have to be approved via referendum by the University Faculty.

“So that’s kind of the timeline. At any point this can be slowed down, if we hit major obstacles or need more time to rethink stuff. So having said that, I really now want to open up this for discussion, just from your shoot-from-the-hip style or whatever.”

[Senator Birman](#): “Ken Birman, Computer Science. I want to applaud this. I think it was at great presentation. I have had a lot of people in these different kind of titles working with me, and I think they deserve the type of representation that you’re trying to give them, and I’m very strongly in favor of this.”

[Dean Van Loan](#): “I am most interested in weak points. Where is this proposal vulnerable? Pardon me?”

[Senator Birman](#): “It is just flawless.”

[Dean Van Loan](#): “Here would be a bad scene. A bad scene would be we get all enthused in November, we vote something down or we approve something, and then it goes down at the University Faculty level. These would be awful events. That’s why go slow. If we have to slow this down to make sure everybody’s on board, just to avoid that kind of a negative outcome.

[Senator Chelsea Specht](#): “Hi. I am Chelsea Specht in Plant Biology and the School of Integrated Plant Sciences. You said you are looking for a flaw.

[Dean Van Loan](#): “What do you think is the weakest thing about this?”

[Senator Specht](#): “I think this is a great idea, and I definitely applaud you for doing this. I think this is a place where Cornell could really set a new standard for treating people with equity and fairness across the board.

“So my only concern, or my one concern that I can think of right now is that as we move towards practices of equity and inclusion, especially hiring practices for our faculty, there’s a lot of really fantastic new programs being put in place here at Cornell. We think about, as we get our search committees together, making sure that the search

committees have particular formats from the very beginning, are using best practices to ensure that our faculty are on an increasing track of diversity, equity and inclusion.

“So can we put the same type of principles in practice for these other types of positions? We don't tend to have the same kind of searches, we don't tend to have the same kind of oversight in who is hired and how they contribute broadly to the community. So I think in order to do this, we would have to change in some ways or standardize in some ways the oversight of the hiring for these positions.”

[Dean Van Loan](#): “That is right. For example, a research associate, if I have money, I'll hire you. There won't be a heck of a lot of consultation. When you get promoted to senior research associate, then of course, the department is typically going to be involved; but guidelines about how to recruit, you go through all those positions, there's a little bit written down in the bylaws, but I got a question like how do you recruit like a professor of the practice? Or you're sort of saying we have all this machine in place for how to do tenured track searches. Those principles have to show up here, yeah.

“And often, how often are these together? I don't have those -- the number of partners out there where one is RTE and one is TT is quite large. This is a reminder, our future is linked. When you talk about recruiting people to Cornell, this is an important development, and if we can send a signal that this community of academics is really important and valued in the full sense of the word. Yeah.”

[Charlie Walcott](#), Neurobiology and Behavior. “My question is how did you determine the number of RTE faculty that were going to be here? After all, it's a big population, as you've pointed out, and it seems to me that there's a much stronger representation from the professorial side of things than there is from the RTE. Should we be striving for more equity, or what was the rationale?”

[Dean Van Loan](#): “Okay, so that is definitely a dial you could turn, the Number 20. So a couple of things. The bylaws, the senate can't be any bigger than 150, so there's a lid. We are actually gigantic. You look at what goes on at other universities, it's often a much smaller group. So anyway, it's sort of reverse engineered.

“If you look at CALS, which has a very large RTE population, you'd want to have folks from different titles involved in this, so that's where -- it's ad hoc. I guess the answer is it's a little ad hoc. Seemed like a good number. Used to be 18, then someone said round it up. So that definitely is something to discuss.

“I think what we want to do is what would be the role of these. I have to talk to all the academic deans. What do you think of this? Do you see them as an important channel to the senate or in your local discussions about RTE faculty? We got to have those chitchats, and we'll get them in the next few weeks. And then we can make our much

more informed decision of the 20. Also, then be perhaps rollout -- the little details like that. Yeah."

[Senator Anthony Hay](#): "My understanding is 20 is a floor, not a ceiling, so it guarantees a minimum number of seats; but faculty departments can choose to put forward an RTE representative as their senator."

[Dean Van Loan](#): "Let me say something. We have nine at-large seats, and only seven here. It is not a good scene, if you come out with 20 and 5 sign up. We have to gauge interest, so a little bit steady as it goes, but that's another factor."

[Maria Gandolfo, Plant Biology](#): "One of the questions is we have a lot of senior research associates that are also teaching, so they are in the same position."

"And my other question is about the postdocs. One stays for two years, there's only one year, so that would be more difficult to get the people involved, as I just become a professor after being 26 years as a senior research associate here at Cornell. So I think one of the problems is the lack of communication that senior research associates or research associates have with the senate."

"We don't know that you exist. We don't check it, the web site. I don't think it's we don't want it. I think people really want to be involved in these things, but we don't have the channels, so I think it's progress. And I think a lot of people will be interest in participating, if the positions are open."

[Dean Van Loan](#): That is right. Well, I mean, I showed you that slide with the 15 biggest courses. Those RTE faculty, the senior lecturers involved in that see stuff that we don't see, and I think it would be really important to have them in the room when we talk about -- like gateway courses. That is something that's coming down the pike. How do we organize these? They have the viewpoint that we really have to understand."

[Senator Nick Admussen](#), Asian Studies. "You just mentioned the, I guess, remuneration for lecturer and senior lecturer work and to see the faculty senate and especially committee work as an extra responsibility on top of the teaching and research requirements. And I'm just wondering if there's a way that we can think through incentivizing or rewarding or structuring so that you don't have departments sending people who aren't stakeholders inside the department decision-making into time-intensive administration duties, that they already have their own responsibilities."

[Dean Van Loan](#): "Right. A couple of things. So what we don't want to have is that I'm the chair, who's going to serve in the senate this year, and I'm going to ask a vulnerable RTE faculty -- be careful about that. We need guidance about how departments pick their senators."

“Job descriptions. Sometimes you'll have a contract. Maybe I'm entirely on soft money and I am not going to be allowed to go to the senate, so we have to pay attention to job descriptions, yeah. So these are very important details that have to be worked out.”

[Senator Lieberwitz](#): “Yeah, thank you. I certainly support representation of all faculty members on the senate, so I think this is a really good start, and I congratulate the committee for doing that.

“What I wanted to add to, as I was listening to the comments, I was thinking what are the goals of doing this. And so what I heard was one goal, which is to open the door for greater representation. The other one that I heard is are we actually trying to move towards equality, you know, genuine equality of everybody.

“And that's not the goal of this proposal, I can see that, but it seems to me that it's something we should think about. And so I think that the committee that's being recommended here is extremely important, because that may well be a very good venue to actually address the questions of whether we can actually consider moving away from having almost half the faculty without the possibility for tenure, and given that we think about the history of tenure, the idea was to have tenure to protect academic freedom. So I hope this can lead to a deeper discussion about this.

“And then also, I would suggest that when we have future discussions in the senate about this issue, that the committee be present that you chaired. And I know there's some people here today, but that just as you had earlier, people representing, that we have everybody here.”

[Dean Van Loan](#): “Yeah, so in October, we will certainly do that, because we want to be able to defend our, quote, final representation. There were a couple of ground rules. We didn't want to change the definition of University Faculty, because that means going to the trustees and bylaws, so that is absolutely unchanged.

“Whether or not we have tenure-like ideas for other appointments, this is a long-term discussion thing, and that would be the committee -- the RTE committee that we're proposing, would be an agenda item for them. So again, we wanted to not rock the boat unnecessarily, which is why we don't -- no big tenure renovation thing here whatsoever.

“Just incorporate these people, because again, like gateway courses is one topic. You look at the funding scene, young professors trying to find their way in a tough funding climate. These are the kinds of things we have to talk about, and we've got to have the full team on board.”

[Senator Michael Tomlan](#), City and Regional Planning: “Charlie, good job. Kudos there. As everyone else, I support it in general. Question: To what degree are the figures here

representing the eCornell initiative, and to what degree are they representing the offshore programs that we have?"

[Dean Van Loan](#): "So the med school is not up here. Cornell Tech is. Cornell Tech has about 70 academic title-holders. Qatar is not on the board here. Nothing about eCornell whatsoever. This data comes from the institutional planning and research thing. Every number you see there is plus or minus 10. I don't think that changes any of the arguments here, but hope that answers your question."

[Senator Bob Karpman](#), Dyson School. "Just potential resistance I could see from the departmental level. I have had the opportunity to work in two departments on campus. In one department, the RTE faculty has to sit at the end of the table, and they have absolutely no voting rights whatsoever.

"I have been in another department, where they are basically equivalent members of the faculty, except for promotion and tenure decisions. So I think that may be where you have the resistance, not necessarily among the major faculty, but at the departmental level."

[Dean Van Loan](#): "Again, the line there is a department can send either a University Faculty member or an RTE faculty member. We are not telling departments what to do at all, but we do want to set up a force field.

"In other words, if at the university level, we elevate the RTE faculty to a certain parity like this, then that sends a signal and it will create whatever I call a force field. The effect, who knows? But it would have to be positive, I would think.

"Again, departments differ in culture, and the colleges tend to differ in culture. You can't change things dramatically there, but you can kind of set a tone, and I think that would be the tone. And we have plenty of stuff to do ourselves.

"As I said, the 2004 committee had all kinds of advice for colleges. You know, you have to engage your RTE faculty, but they didn't look at themselves. And I don't want to be a hypocrite; in other words, about the inclusive thing. So right next door to us are 1,000 full participants in the teaching research extension enterprise, and I feel hypocritical pointing at some office, saying Day Hall or whatever not being inclusive, and here we are, you know, doing something else."

[Senator Birman](#): "While listening to this, I was thinking about your question, where would it go wrong, if it were going to go wrong. And I'm reminded of how difficult it turned out to be to introduce the research professor title and the professor of the practice title, where we had a much larger turnout suddenly than the average senate meetings, and a lot of people who felt that we were diluting the meaning of professor.

“And I could imagine those people feeling that you're proposing to dilute the meaning of faculty senate. And I suppose, if I were going to -- I think it's the right thing to do, but that's the fight I can see that you might be facing.”

[Dean Van Loan](#): “That is right. We created -- I'll call them professor of the practice, clinical professor, research professor. These were created in the early 2000s. And if you look at the senate discussion of them, you'll find things like oh, this dilutes what it means to be a faculty member here. And so a version of that could show up here, but I think times changed. I don't know why, but I just feel optimistic.

“I have not encountered one person who has trouble with this, but I'm real hungry for -- I want to talk to anyone who you think is going to make a fuss.”

“Risa again.”

[Senator Lieberwitz](#): “Picking up on the last question, this was the reason that I raised the comment I did before, which is that I hope that what we're doing here is along the path to actually move towards genuine equality, where everybody, or as many people as possible who do teaching and research and extension have the sort of job security of tenure that historically has been essential for real academic freedom.

“And that was one of the critiques about the research professor title and the clinical professor title or professor of practice title, is that it was a title without the actual substance of the protection that tenure brings. And so one question that one could raise is if people without the protection of tenure are on the senate, will they feel free to be critical of the administration and of their departments, et cetera.

“I think we can ask the same question about tenure track and tenured faculty, who for tenure track faculty are often afraid to actually raise critiques and, unfortunately for tenured faculty, who also are very hesitant to raise critiques and be vociferous about them, even though they have the protections.

“So I think that's an underlying issue that doesn't only apply here to faculty who are non-tenured track. So again, that's why I'm raising the issue of if we do changes like this, I think they have to be towards a goal of real equality for people.”

[Dean Van Loan](#): “Those are all good points, but money is in the picture here. So for example, this came up when we were looking at adjuncts. So you look at the rule book, and it might say these appointments are one year and can be renewed three times, but then you have the department chair who really needs this person, cannot move them to another track, where there's a longer period and has to go for this year-by-year sort of thing.

“So these are very important issues. But again, A and B, we want to set up a structure like the RTE committee, with a real charge and make sure these issues are discussed over time, because this is a real evolutionary kind of thing.

Yeah, Richard.”

[Senator Bense](#): “I just want to reinforce Risa's point. There's almost a prior conversation about the role of tenure in the university and professional and academic appointment.

“This is window dressing, in a sense, to make them feel better, but that's not the point to me. The point to me would be tenure is being eroded in universities, and I think at Cornell, too, that proportion. And that should be examined as well. So that's the comment.”

[Dean Van Loan](#): “There is no data here, I don't think, that shows any kind of erosion of the tenured faculty. I don't see any data. We read all about city universities turning more and more stuff over to adjuncts. That is a very real thing. We do not have that here, thanks to our isolation.

“So I think it has to be monitored, that these developments do not, in any way, subtract from what it means to be a tenured professor and the fringe benefits that come with that. And I think, as Risa pointed out, assistant professors are hesitant to speak out on certain issues, and we have to be mindful that a version of that hesitancy will show up here, and we have to take steps to create the right climate.

“But again, you talk about a high-minded thing like how do we do these gateway courses. I mean, to me, there's so many things out there that you can talk about, without incurring the wrath of some senior crust somewhere that you shouldn't be talking about this stuff. So I'm very positive about the dialogue that's opened up by this.

“Yes, another question. We have one more question. It is two minutes to 5:00.

[Senator Jack Zinda](#), in Development Sociology: “To follow up on the last two, I was thinking about how bringing RTE faculty together with tenure track faculty creates this situation where everybody's together and can have dialogue about these issues of difference across these two categories. And I think one thing that's a potential concern there is that that Number 20 out of a potential 150 still leaves the RTE people as potentially a junior member of the senate.

“And so I think it would be helpful to at least explore the ways that there could be real parity in this, such that it would be something that builds solidarity, rather than becoming a place where these differences get drawn out.”

[Dean Van Loan](#): “This is a good point, but I think A, then B. Let us start with maybe a relatively small number, see what happens. I think what we should build into the resolution is that we can, without going to a big referendum, change that number. If we see that 20 is not enough, then we can make corrections. But again, we have to try things, and then see what the appropriate number should be.”

[Senator Zinda](#): “I would note that numbers aren't the only way to begin on that way.”

[Dean Van Loan](#): “Right. Okay, well, thanks a lot. And we'll work on this over the next five weeks, and we'll meet again. Actually, we're going to be in this room in October and November, so thank you.”

Meeting Adjourned.