Report from the

Presidential Commission on University Governance:

A Review of the Governance Structure of the University Senate and the Effectiveness of its Role in Shared Governance

Commission Membership

Mark Ellis, Professor of Music, Assistant Dean, Mansfield Campus

Judith Koroscik, Professor of Art Education, Dean of College of the Arts

Stephen Mangum, Professor of Management and Human Resources, Senior Associate Dean, Fisher College of Business

J. Seth Metcalf, Senior in Political Science, Undergraduate Student Government

Hazel Morrow-Jones, Associate Professor of City and Regional Planning, Austin E. Knowlton School of Architecture

Robert Perry, Professor of Physics

Alan Randall, Professor and Chair of Agricultural, Environmental and Development Economics

Kathryn Richdale, College of Optometry, Inter-Professional Council

Michael Scott, Professor, School of Educational Teaching and Learning, College of Education

W. Randy Smith, Vice Provost, Office of Academic Affairs

Richard Steckel, Professor of Economics

Judy Varhola, Administrative Associate, Office of University Development

Caroline Whitacre, Professor and Chair of Molecular Virology, Immunology and Medical Genetics, Commission Chair

Willa Young, Director, Office of Student Gender and Sexuality Services

Marcus Herzberg, Graduate Administrative Associate to Commission

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I. EXECUTIVE SUMMARY

The University Senate has been in existence for the past 28 years, created by action of the Board of Trustees in 1972. Since that time, the Senate has not undergone a comprehensive review. In December 1999, at the request of the Senate Steering Committee, President William E. Kirwan appointed the Presidential Commission on University Governance to review the governance structure of the University Senate and to make recommendations on how to improve its effectiveness. The Commission worked for 13 months on its charge to examine aspects of membership, structure and operations of the Senate.

Process

The Commission spent approximately 7 months collecting data including information about the present Senate, opinions and impressions about the Senate within the University and information from Senates at other universities. Avenues used to collect data were 1) interviews with Senate and campus leaders; 2) a telephone survey of 781 faculty, staff and students; 3) a paper survey of all department chairs; 4) focus groups of faculty, staff, students, chairs and Senate committee members; 5) requests for specific information from the Senate office, Office of Human Resources and University Registrar; 6) an open forum; and 7) requests for information on Senates from our "peer" institutions.

The Senate at Present

The Senate at Ohio State is a *University Senate* in that its membership is composed of faculty (51.5%), administration (18.4%), undergraduate (19.1%), graduate (7.4%) and professional students (3.7%). Faculty members of the Senate generally mirror the University faculty population for gender and most ethnic groups, but Senators tend to be more senior in rank than the general University population. Very few faculty members have served more than two terms on the Senate. Female students and students from ethnic groups other than whites are underrepresented among student Senators. Attendance at Saturday morning Senate meetings is generally excellent for administrative and faculty members and less so for student Senators. Voting records indicate that few individuals vote in campus-wide Senate elections. The Senate at Ohio State differs from Senates at our Peer 10 institutions which tend to be Faculty Senates.

Impressions of the Senate

The focus groups, interviews and surveys provided quantifiable data on impressions and opinions about the Senate. In general, participants in these sessions value the Senate, feel that it is important to the University, and generally understand the way in which the Senate functions. However, it was also felt that there are too many Senate committees and not enough communication about Senate business and activities. Several groups articulated the idea that the Senate is largely a "rubber stamping" body and is too slow and inefficient. Important business is often given to ad hoc committees, even when the charge falls within the scope of a standing Senate committee. Too much time at Senate meetings is spent on trivial matters and reports and not on substantive deliberation. While Senate service is viewed as a positive learning experience by both faculty and students, there is a University culture which discourages participation.

Broad Summative Principles

The Commission used 6 summative principles to guide the formulation of specific recommendations:
1) A University Senate embodies the principles of shared governance.
2) The University Senate should be broadly representative of the diverse fabric of the University.
3) Faculty should represent the majority of the voting members of the Senate.

4) The University Senate and its Committees should be a place in which important business is conducted and should make the best use of individual Senator's time.
5) The business of the Senate is important and should be effectively communicated back to constituent groups and to the campus community.
6) Senators provide significant service to the University and gain an understanding of how the University operates.

Recommendations
1. **Retain the model of a University Senate**. The Senate has been most successful in bringing together faculty, administrators and students in shared governance and there are significant benefits to be gained by having a direct relationship to the Board of Trustees.
2. **Broaden the University Senate to include staff**. Staff members whose jobs often involve instruction, research, development and administration would bring a useful perspective to the University Senate.
3. **The University Senate should have a total of 100 voting members**. With a smaller overall size, the Senate will be able to operate with increased efficiency, improved information flow and expedited decision-making.
4. **Recognize and reward participation in the Senate**. More recognition of Senate service needs to be provided at the unit level.
5. **Student participation in the Senate should increase**. Involvement of students in the Senate is important to its operation and mechanisms are suggested to increase student participation.
6. **The Senate should explore changing the day and time of Senate meetings**. The Commission felt that it is time to re-explore the issue of moving the Senate meeting time to a weekday.
7. **The Senate should have a role in the formation of university-level ad hoc committees**. The Senate should be considered and/or consuin the creation of hoc committees.
8. **Several modifications are suggested for re-structuring Senate committees and councils** including an increased leadership role for the Steering Committee in overseeing Senate committee activities, a reinvigoration of Faculty Council, creation of a new Information Access and Learning Technology Council and a general reduction in the number of standing Senate Committees.
9. **The Senate should insure that the process of proposal review is efficient and effective.**
10. **Chairs of major Senate committees should be compensated and recognized.**
11. **Institute a broadly inclusive Senate orientation program.** This orientation could take the form of a retreat and should be open to faculty, student and administrative Senators and Senate committee members.
12. **Improve communication between the Senate and the campus community** by publishing a synopsis of Senate meetings in *On Campus*, the *Lantern* and *OSU Today*.
13. **Improve the efficiency of full Senate meetings** with the use of a consent agenda, allowing time for substantive discussion of issues affecting the broad University community.
14. **New educational and informational materials about the Senate need to be widely available.** Greater use should be made of electronic media for conducting Senate business and communicating with the University community.
15. **The ties between the Senate and the Board of Trustees need to be strengthened and enhanced** by having the Chair of the Senate Steering Committee and the Chair of Faculty Council play a more active role in Board activities.
16. **The respective roles and duties of the Secretary of the Senate and Secretary of the Faculty need to be clarified.**
17. **The office of the University Senate needs an increased level of central support.**

II. INTRODUCTION

The University Senate was created by action of the Board of Trustees on July 7, 1972. The Senate is the main legislative body of the university and has oversight for educational and academic policies, the establishment, abolition and modification of education units and programs of study, the certification of candidates for degrees and the recommendation for honorary degrees for the University. Senate actions are subject only to the approval of the Board of Trustees. The actions and resolutions adopted in the Senate continue to be in effect until superceded or amended.

The Senate has been in place as the mainstay of University governance for 28 years. During that time, there has been no thorough review of the Senate to determine whether the structure put in place in the 1970's is still meeting the needs of the campus community. A review of the University Senate was recommended in the Final Report of the Ohio State University *Managing for the Future* Task Force Report in 1992. That report stated "…given the length of time the Senate has functioned without a through review, the Task Force feels it is appropriate to carry out such a review". A review of the Senate was also included among the recommendations of Frank H.T. Rhodes in the Washington Advisory Group's Review of the Administrative Structure and Administrative Forums Involving the President of the Ohio State University in 1998. That report noted "…The president should appoint an experienced committee, representative of all the several on-campus constituencies, but also containing a number of external, informed observers who can review the present campus governance structure and determine the extent to which it is effective in serving the interests and needs of the university". It was against this backdrop that the University Senate Steering Committee recommended to President Brit Kirwan that a Commission be established to conduct a thorough and comprehensive review of the University Senate. The Presidential Commission on University Governance received its charge from the President on December 6, 1999.

III. CHARGE TO THE PRESIDENTIAL COMMISSION ON UNIVERSITY GOVERNANCE

The charge to the commission was to respond to the following questions:

1. As the university's primary vehicle for shared governance, is the Senate meeting the needs and expectations of the community it serves? If not, in what ways is it deficient and how might its operations be improved?

2. Is the current committee structure appropriate for the work of the Senate? Are there changes to this structure that could improve the Senate's effectiveness?

3. How does the effectiveness of our Senate compare with the Senates at other leading public universities? Are there lessons to be learned from governance structures at peer institutions?

4. Does the relationship between the Senate and the Graduate School function well? Is the Research Committee able to serve the needs of both bodies adequately?

5. Is there ambiguity or duplication in the roles of the Secretary of the University Senate, Secretary to the University Faculty, and the Chair of the Faculty Council? If so, what changes would better delineate the respective roles?

6. What is the appropriate role for staff in shared governance and the work of the Senate?

7. Is student representation adequate and effective in Senate committees and deliberations?

8. What steps can be taken to insure that representation on the Senate better reflects the diversity of the University?

IV. PROCESS USED IN COMMISSION WORK

A. Description

The Commission undertook a number of different initiatives in pursuit of its charge. It was decided that the specific issues to be addressed could be divided into three broad areas: membership, structure and operations. Subcommittees of the Commission membership were created for the purpose of intensive study of these issues.

The full Commission met a total of 37 times during the one year period of its existence. The subcommittees met at times other than regular Commission meetings and each subcommittee met an average of 5 times for interviews, discussion and/or writing. Full Commission meetings were devoted to general discussion, interviews with Senate and campus leaders, discussion of data relevant to the Senate, discussion of construction and analysis of our various survey instruments and discussion of recommendations for our report. A schedule of all meetings of the full Commission and reports to various groups is shown on pages 9-11.

The Commission used the following primary avenues to obtain data and opinions about the Senate:

1. Interviews
2. Telephone survey conducted of approximately 250 faculty, 250 staff, 250 students
3. Paper survey conducted of all department chairs
4. Focus groups of faculty, staff, students, chairs and Senate Committee members
5. Open forum inviting the entire campus community
6. Requests for information about Senates at peer institutions

Interviews were held with the following individuals: Professors Gerry Reagan, Nancy Rudd, Ed Ray, Kay Halasek, Susan Fisher, Sally Rudmann, Tim Knowles, Martha Garland, Susan Huntington, William Hall, Brad Moore; all Deans in clusters; and leaders of the campus student organizations (Undergraduate Student Government, Council of Graduate Students and Interprofessional Council). Presentations were made and feedback solicited from the following groups: Faculty Council, Senate Steering Committee, University Staff Advisory Committee, University Senate, Open Forum, and the AAUP Executive Committee. Committee.

The Commission also requested information on the Senates of other Universities, specifically those on our list of Peer 10 institutions. Letters were sent requesting information about the membership, structure and operations of Senates at the following universities: University of Wisconsin at Madison, University of Michigan, Penn State University, University of Illinois at Urbana/Champaign, University of Minnesota at Twin Cities, University of California at Los Angeles, University of Texas at Austin, University of Washington, and University of Arizona.

A summary of the data collected from the telephone survey and the paper survey as well as feedback from the various focus groups are detailed in section V.B. of this report. A summary of the Senates at other institutions is included under section V.C.

B. Chronology of Commission Work

December 6, 1999	Charge from President Kirwan and organizational meeting
January 11, 2000	Commission meeting – general discussion – letter to other institutions, list of persons to meet, discussion of issues
January 25, 2000	Commission meeting – general discussion – data to collect; subcommittee assignments and workload distribution
February 8, 2000	Commission meeting with Gerry Reagan and Nancy Rudd
February 18, 2000	Meeting of some Commission members with the Senate Steering Committee
February 22, 2000	Commission meeting with Provost Ed Ray and discussion of Senate descriptive data
March 7, 2000	Commission meeting with Kay Halasek, Secretary of the Faculty and discussion of survey items
March 9, 2000	Presentation to Faculty Council, some Commission members in attendance
March 14, 2000	Commission meeting with individuals from the Survey Research Unit and discussion of opinion survey questions
March 31, 2000	Commission meeting – Discussion of survey and focus groups
April 7, 2000	Commission meeting – Discussion of survey questions and focus groups
April 10, 2000	Submission of interim progress report on Commission activities to President
April 14, 2000	Commission meeting with Susan Fisher, Chair of Steering and Sally Rudmann, Chair of Faculty Council, discussion of focus groups
April 21, 2000	Commission meeting – Discussion of focus groups – questions, survey and presentation of materials from Peer 10 schools
April 26, 2000	Student Focus Group
April 27, 2000	Senate Committee Focus Group
April 28, 2000	Chairs Focus Group
April 28, 2000	Commission meeting – Report on three focus groups held thus far and discussion of survey
May 1, 2000	Staff Focus Group
May 3, 2000	Faculty Focus Group
May 5, 2000	Commission meeting – reports on last two focus groups
May 10, 2000	Meeting of Subcommittee 1 with USAC
May 10, 2000	Meeting with Smith, Whitacre and Dale Bertsch regarding focus groups
May 12, 2000	Commission meeting – meeting with Professors Susan Fisher, Kay Halasek, Gerry Reagan and Sally Rudmann

May 19, 2000	Commission meeting – Discussion of focus group report
May 30, 2000	Meeting of commission members with Drs. Knowles and Garland
June 1, 2000	Open Forum, some Commission members in attendance
June 2, 2000	Commission meeting – discussion of Open Forum and Senate report
June 3, 2000	Commission report to the University Senate
June 9, 2000	Commission meeting – meet with Regional Campus Deans and discussion of some recommendation discussion points
June 15, 2000	Meeting with Health Sciences Deans
June 27, 2000	Commission meeting – meeting with Professional Deans
July 11, 2000	Commission meeting – discussion of the results of the survey
July 25, 2000	Commission meeting – meet with Arts and Sciences Deans
August 1, 2000	Commission meeting – meet with Dean Susan Huntington
August 8, 2000	Commission meeting
August 15, 2000	Commission meeting – Discussion of Senate Committees
August 22, 2000	Commission meeting – Discussion of models for Senate membership and Senate committee structure
August 29, 2000	Commission meeting – discussion of Committees and recommendations
September 5, 2000	Commission meeting – Meet with Interim VP for Student Affairs Bill Hall and discussion of diversity data
September 11, 2000	Meeting with Brit Kirwan and C. Whitacre for progress report on Commission
September 12, 2000	Commission meeting – discussion of peer institution data
September 19, 2000	Commission meeting – discussion of subcommittee duties for writing the report
September 20 – October 12	Subcommittee intensive writing period
October 12, 2000	Commission meeting – discussion of Summative Principles for report
October 19, 2000	Commission meeting – discussion of Senate committee structure
October 26, 2000	Commission meeting – discussion of Broad Summative Principles and continuation of Senate committee structure discussion
November 2, 2000	Meeting with AAUP Executive Committee with Commission Members Smith and Whitacre
November 2, 2000	Commission meeting – discussion of report recommendations
November 7, 2000	Meeting with President Brit Kirwan and Provost Ed Ray with C. Whitacre for clarification on issues pertinent to recommendations
November 9, 2000	Extended meeting to finalize list of recommendations

November 16, 2000   Meeting to discuss recommendations and Senate descriptive data

November 30, 2000   Meeting with faculty Senate leaders to get feed-back on report recommendations

December 7, 2000   Meeting with administrative, staff and student leaders to receive feed-back on
                    report recommendations

December 14, 2000   Commission meeting to finalize the report

V. FINDINGS

A. Descriptive Data about the Senate

1. Composition of the Senate

At present, the Senate is composed of the following groups of voting members: 70 faculty members (51.5%) representing all colleges, 4 regional campuses, University Libraries, and ROTC; 25 members of the administration (18.4%) representing the University president, provost, vice president for finance, vice president for research, all college deans, dean of the graduate school and director of the libraries; 26 undergraduate students (19.1%) representing academic constituencies, living area constituencies and regional campus constituencies; 10 graduate students (7.4%) representing the 10 graduate areas; and 5 professional students (3.7%) representing each of the professional colleges. This distribution of members is as specified in Faculty Rules 3335-17-01, 3335-17-04, 3335-17-05, 3335-17-06, and 3335-27. This distribution is shown graphically in Figure 1.
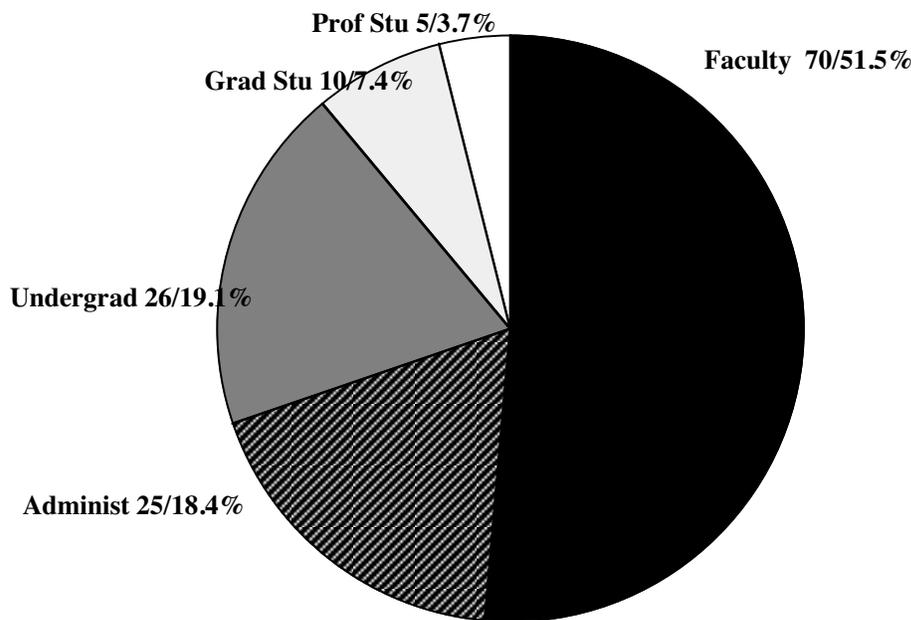
Figure 1. Senate Composition 2000-2001

The distribution of faculty members from the various colleges and areas is shown in Appendix A, Table 1, according to the most recent Faculty Reapportionment of 2000-2001. The number of faculty Senators from any given area is based upon the number of regular faculty in that area, with no unit having more than 7 Senators. According to these figures, there is one Senate position for every 39.53 faculty members. The number of student Senators is as specified in the University Rules and is shown in Table 2.

2. Demographics of the Senate
The Commission collected data for the past 2 years (1998-1999 and 1999-2000) on the demographic characteristics of the Senate for gender, ethnicity, age and rank.

a. Gender
For gender, it is important to consider the various constituencies of the Senate separately. For faculty, it is noteworthy that the proportion of female Senators almost mirrors the proportion of female faculty at the level of the whole University (by comparison of percentages (Tables 3-4). It does change somewhat from year to year, but the slightly lower percentage of females for both the Senate as well as Senate Committees relative to the University is explained by the more senior rank of the faculty (mostly Full and Associate Professors - have a higher proportion of males) which tend be elected to the Senate (Table 7 below). In the undergraduate students, the numbers of women amongst both Senators and Senate Committee members is roughly half of the proportion of women in the undergraduate population. The numbers of undergraduate and graduate student women affiliated with the Senate declined sharply from 1998-1999 to 1999-2000.

b. Age
For the time period studied, the average age of faculty members in the Senate and in Senate Committees is greater than the University average age for faculty. For undergraduate, graduate, and professional students, the average age is comparable to the University average (Tables 3-4). The latter point is to be expected given the more limited age range of the student population relative to the faculty.

c. Ethnicity
The University is composed of 3-15% African-Americans (range reflecting differences between faculty versus student groups), <1% Native Americans, 3-11% Asian Americans, 1-3% Hispanic-Americans and 62-82% Whites, across the different groups of individuals (faculty, staff and students) (Table 5-6). The membership of the Senate and on Senate Committees is composed of a larger proportion of whites than the University average for a given group. The student population in the Senate is particularly homogeneous for this two year period, with very little or no representation by African-Americans, Asian-Americans or Hispanic-Americans. Faculty representation of African-Americans on the Senate and on Senate Committees is greater than the University faculty average. The other minority groups are not as well represented among the faculty Senators and Senate Committee members.

d. Rank
We examined the academic rank of faculty Senators and faculty members on Senate Committees in comparison to the overall distribution of University faculty across the various ranks. Table 7 shows that the faculty affiliated with the Senate are mostly full Professors, followed by Associate Professors with very few Assistant Professors. The distribution is similar for Senators and faculty members of Senate Committees. This distribution is different from the overall distribution across campus which is 37% full Professors, 35% Associate Professors and 27% Assistant Professors.

e. Successive Terms of Office
Given the majority of full Professors among faculty Senators, we analyzed the extent to which individual Senators had served more than one term. The data in Table 8 show that for the time period 1998-1999 and 1999-2000, 81% of Faculty Senators are first term Senators, 10-15% have served for two terms and a small minority (3-4%) have served for 3 terms. We were surprised by the large number of first-term Senators, but note that although individuals may only have served one formal term on the Senate, they remain active on Senate Committees or affiliated with the Senate in other ways.

3. Committees of the Senate

a. Description of Committees
There are currently 19 standing Committees of the University Senate A brief description of each committee is outlined below:

STEERING COMMITTEE - Committee on committees. Coordinates the work of the Senate and its committees. Oversees the structure, operation and effectiveness of the Senate and its committees. Serves as a channel of communication between the Senate and the President and the Board of Trustees.

PROGRAM COMMITTEE - Determines the agenda for senate meetings. Schedules reports of Senate Committees.

RULES COMMITTEE - Reviews proposed changes to official rules of the university. Initiates rules or changes in exiting rules for Senate action.

ATHLETIC COUNCIL – Develops policies governing intercollegiate and intramural athletics; participates in selecting university faculty representatives to the Big Ten Conference.

COMMITTEE ON HONORARY DEGREES – Establishes standards and procedures for obtaining honorary degrees, reviews and makes recommendations for awarding of honorary degrees.

COUNCIL ON ACADEMIC AFFAIRS – Initiates recommendations and reviews all proposed changes in the educational and academic policies of the University--including alteration of courses or curricula, the creation and abolition of academic units, and the naming of units.

COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY -. Studies and acts on matters of academic freedom and responsibility. Hears and investigates complaints by individual faculty members concerning alleged improper evaluation.

COMMITTEE ON UNIVERSITY BOOKSTORES – Reviews short and long-term plans and objectives recommended by the management of the OSU Bookstores and helps to develop, revise and recommend basic policies, programs and objectives.

COUNCIL ON ACADEMIC MISCONDUCT - Hears cases of student misconduct: plagiarism, cheating, forgery, etc. Advises on ways to prevent misconduct and recommends policy changes.

COUNCIL ON ENROLLMENT AND STUDENT PROGRESS, - Initiates recommendations and reviews proposals affecting the student body on policies such as enrollment management, scheduling, financial aid, recruitment and retention.

COUNCIL ON THE PHYSICAL ENVIRONMENT – Proposes policies, reviews and recommends action regarding projects dealing with the teaching and learning environment, movement around campus, campus master planning, and safety.

COUNCIL ON STUDENT AFFAIRS –Initiates recommendations and reviews proposals regarding student affairs and student life. Works closely with the Vice President for Student Affairs. Allocates funding to student organizations at Ohio State. Responsible for revisions to the Student Code of Conduct.

DIVERSITY COMMITTEE – Studies and evaluates issues affecting diversity; advises the President and educates and informs the university community on issues relating to diversity; oversees administration of the university affirmative grants and awards.

FACULTY HEARING COMMITTEE – Conducts hearings on appeals from CAFR, or complaints of alleged improper evaluation or termination of appointment.

FACULTY COMPENSATION AND BENEFITS COMMITTEE – Studies and reports on salaries, supplemental compensation, benefits and other conditions of faculty employment.

FISCAL COMMITTEE – Reviews and analyzes the fiscal resources and budget of the University. Makes recommendations to appropriate University offices on University fiscal affairs.

LEGISLATIVE AFFAIRS COMMITTEE – Informs itself on local, state and national legislative affairs and serves as advisory committee on legislative matters affecting higher education.

LIBRARY COUNCIL - Formulates policies governing the operation of the libraries, assists the director of libraries in the interpretation of library services to the University community. Makes library needs known to the University administration.

RESEARCH COMMITTEE – Encourages and stimulates scholarly research and advises the Vice President for Research. Reviews current policies, initiates recommendations and reviews proposals regarding the conduct of research and scholarly activity. Committee jointly constituted between the University Senate and the Council on Research and Graduate Studies of the Graduate School

b. A Historical Perspective on University Senate Committees
A timeline of the various Senate Committees is shown in Figure 2. In 1972 when the Senate was first constituted, there were 22 standing committees. In 1982-83, revisions to the Committee structure were made with the addition of the Fiscal Committee, the merger of the Public Safety and the Traffic and Parking Committee to form the Committee on Traffic, Parking and Public Safety, and the removal of the Ohio Faculty Senate. The Calendar Committee was removed in 1988 and the Elections Committee was removed in 1989. In 1991, the Faculty Advisory Committee to the Chancellor was removed and the Research Committee was added, bringing the total number of current committees to 19. Within the last 4-7 years, some committees have undergone a refocusing and re-definition process, such as the Committee on Enrollment and Student Progress, Committee on the Physical Environment and the Diversity Committee.

c. Membership of Senate Committees
Table 9 shows the composition of each Senate Committee as to distribution of members (faculty staff, student, or administrative members), source of faculty appointment, and frequency of meetings. These data were compiled from the current listing of Senate Committee members provided by the Office of the University Senate, and polling of the chair of each Committee.

4. Participation in Senate Activities
a. Attendance at Senate Meetings
In attempting to assess the extent to which the Senate is meeting the needs and expectations of the community it serves, the Commission collected data on attendance at Saturday morning Senate meetings.

These data were collected by the University Senate office by category of member, i.e., administration, faculty, graduate students, professional students and undergraduates for the past 10 years. The data is shown in graph and tabular form (Figure 3, Table 10). Patterns of attendance for administration and faculty senators were fairly consistent with 81-92% attendance for administrative Senators and 73-85% for faculty Senators. Patterns of attendance for student Senators was more variable, with undergraduate and graduate student attendance declining to around 50% over thelast three years. Professional student attendance, low for several years, recently rose to greater than 70% during the current year.

b. Voting in Senate Elections
The voting records in Senate elections were examined for the past two years by College. The data in Table 11 shows that overall, there were 579-597 votes cast during Senate elections. These numbers represent approximately 23% of the faculty in the colleges. A wide variation was noted in the percentage of faculty voting between colleges, ranging from 13%-69% of the faculty. It was noted by the Commission that most colleges had a very low voter turnout for Senate elections.

B. Summary of Impressions About the Senate Gathered at OSU

1. Telephone Survey of Faculty, Staff and Students
A telephone survey of 259 faculty, 264 staff and 258 students was conducted by the OSU Survey Research Unit (OSU-SRU) during May 2000. Participants were drawn from lists of faculty and staff provided by the Office of Human Resources and lists of students from the Office of the Registrar. Respondents included individuals from the Columbus main campus, the OSU branch campuses and OSU extension. This survey was conducted using a list of questions generated by the Commission in consultation with the OSU-SRU. A summary of the responses to the questions is included in Appendix B.

The major findings of the telephone survey are summarized below:
- 65% of all respondents interviewed were aware of the existence of the University Senate. Many more faculty (90%) were aware of the Senate than were staff (54%) or students (52%). Only those who indicated that they were aware of the existence of the Senate were asked the remaining questions on the survey.

- Respondents' attitudes toward the University Senate were positive, in general. Most believed that they understood the way the Senate functions and recognized its importance at OSU. Faculty seemed to understand most how the Senate functions with staff and students responding with more uncertainty.

- There was widespread agreement that the best faculty and students should run for the University Senate and that peers, supervisors and chairs should encourage these individuals to do so. However, many faculty and students did not see service on the University Senate as valuable for their career or professional development.

- There was disagreement among the cohorts with the current composition of the University Senate. Of the faculty that disagreed with the current composition (28%), a large majority wanted more faculty added to the Senate while not increasing the number of students or administrators. Of the students that disagreed (42%), a large majority wanted to see more students added to the Senate while not increasing the number of faculty or administrators.

- A majority of faculty (55%), staff (85%), and students (64%) agreed with the statement that staff should be allowed to serve on the University Senate.

- Most faculty, staff and students felt that having Saturday morning University Senate meetings was a necessary compromise, but a large number of respondents also felt that weekday afternoon meetings would elicit better participation.

- A majority of faculty, staff, and students felt that the University Senate could be just as effective or more so with fewer committees.

- A large proportion of respondents in all cohorts felt that the University Senate does not effectively communicate its activities. Even former or current Senators hold this view. A large number of respondents would be interested in receiving news about the Senate, with the preferred medium for that communication being e-mail.

2. Paper Survey Mailed to Department Chairs

The survey (different instrument than used for the telephone survey) was mailed to all 78 department chairs from the Columbus campus, OSU branch campuses and OSU extension. The response rate was 88% with 69 surveys returned. A summary of responses to the questions is included in Appendix B.

The major findings of the mail survey are summarized below:

- Department chairs have a high incidence of service as Senators (33% of respondents) and on Senate Committees (31% of respondents).

- Department chairs who have served on the University Senate report learning a better understanding of how the Senate operates than those who have not served.

- The majority of chairs feel that service on the University Senate is important and that service on the Senate is for the greater good of the University.

- The majority of chairs encourage their best faculty to run for the Senate and view Senate service as beneficial to the unit, rather than at the expense of departmental or college service.

- The majority of chairs stated that they weight Senate service positively when making annual salary and compensation decisions for faculty, but a majority do not take Senate service into account when making teaching assignments.

3. Focus Groups

The Commission sponsored a series of focus groups with faculty,, students, staff, department chairs, and Senate Committee members. The purpose of these focus groups was to obtain input from these constituency groups on the strengths and weaknesses of the present Senate and suggestions for encouraging broader and effective participation and representation. Two facilitators conducted the sessions in which there was lateral discussion amongst participants, i.e., the participants talked to one another. The lead facilitator (Dr. Dale Bertsch) presented questions to the group and managed the discussion while the other facilitator (Jean Griffith) recorded the discussion. Each focus group will be

separately summarized as they had somewhat differing concerns. Items of consensus will be summarized last.

a. Faculty Focus Group

The faculty focus group brought together faculty members from 8 Colleges on the Columbus and regional campuses. More than half of the individuals had prior Senate experience, either as a Senator or on a Senate Committee. The panelists described Senate service as a good opportunity to meet people and learn about the University, and that the Senate has a generally positive impact on University governance. The Senate and its committees provide a diverse group of people to discuss issues important to the entire campus. However, they also expressed frustration by the time commitment and the perceived inability to make a substantive impact. They have the sense that important things happen in committees and that the Senate simply rubber stamps issues on the Senate floor. They expressed a desire to debate issues within the entire Senate body. The panelists generally agreed that the Senate is not meeting the needs of the faculty as evidenced by few faculty voting and little feedback from Senators to their constituents. There is a lack of awareness of Senate issues and actions among the faculty. The panelists also expressed concern about the trend towards more ad-hoc committees and they see the current Senate structure and processes as ineffective in dealing with issues that need quick resolution. They agreed that staff should have a role in University governance but opening up the Senate to staff seems counterproductive when what is needed is more focus on the process. The panelists agreed that the cost of Senate service is high, while the rewards are few or none. They felt that if the Senate is restructured to allow faculty to have more significant input and impact, they think that more faculty would be encouraged to become involved. This focus group advocated that the Senate is not the place for untenured, junior faculty, particularly since Senate service has no or even a negative impact on faculty advancement and workload decisions. The group advocated two levels of reform – structural changes to revise the Senate Committee structure and operations reform to deal with issues such as the Senate meeting day and time, setting the agenda and the format to allow for sufficient debate. The suggestion was made to notify the entire Senate via e-mail when a committee is deliberating an important issue, which would allow for Senate-wide input into the discussion. The panelists also recommended more tangible rewards for faculty Senate participation and more publicity about Senate issues and actions.

b. Student Focus Group

The student focus group brought together leaders from the various undergraduate and graduate groups on campus as well as students with and without University-level governance experience. The participants articulated that a major strength of the Senate is that it provides opportunities to meet and talk to faculty, administration and other students. However, there is the perception that student attendance at Senate meetings is unimportant or unnecessary and that Senate meetings are viewed as a time to rubber stamp proposals, while the real work and debate occurs in committees. The students discussed changing the Senate meeting time to a weekday afternoon and suggested looking into an alternative location. They also suggested inverting the agenda such that student government and committee reports were earlier on the agenda. It was felt that student Senators could benefit from a formal orientation and/or faculty mentors. In the area of communication, they felt that a Senate representative should be designated to work with University public relations to promote awareness of the Senate and its activities. Awareness could also be promoted by publishing and distributing a booklet explaining the Senate committees and their responsibilities. The students suggested sponsoring a special Senate meeting wherein non-Senate students, faculty and staff are invited to come and debate an important, and timely issue. They felt that staff should be encouraged and allowed to participate in the Senate and that young faculty should also be encouraged to consider Senate service. The

suggestion was made that faculty terms could be shortened to allow for broader participation. Finally, it was suggested that the Senate should be included in the appointment of ad-hoc, University-wide committees and task forces.

c. **Staff Focus Group**

The staff focus group brought together staff members from across campus and from a regional campus, some of which had served on USAC and others who had served on Senate Committees. The participants described their USAC and Senate committee experience as worthwhile and rewarding, but pointed to a lack of consistency in how staff members are appointed to Senate committees and their roles on these committees. Many staff members do not have voting rights on these committees and they feel as if they are pigeonholed into specific subcommittees or are viewed with suspicion by faculty. The panelists saw no duplication in the roles of USAC and the University Senate. They articulated that staff should be involved in all aspects of governance including the Senate and that the University should take their input seriously. The members felt that ad-hoc committees are becoming increasingly utilized to deal with important issues and that many of the standing committees of the Senate have lost their focus. The suggestion was made that the Senate committee structure could be streamlined, revised to incorporate more ad-hoc committees and that staff can provide meaningful input into such committees. They also stressed the need for wider publicity and suggesting utilizing technology and electronic means to increase communication and promote input.

d. **Department Chair Focus Group**

The department chair focus group was comprised of chairs from 7 different colleges across campus, some of which had Senate experience and some of which did not. The participants articulated their perception that most chairs still discourage untenured faculty from participating in the Senate because of their need to focus on scholarship and teaching. The group thought that Senate service has little or no positive impact on promotion and tenure decisions. They articulated the need for a cultural change towards valuing Senate service and the need for streamlining the committee structure to allow the Senate to be at the forefront of issues. They called for an examination of the mission of each committee to determine which could be combined or disbanded. The panelists described a slow-moving, inefficient Senate, in contrast to a nimble and decisive ad-hoc committee process. The Chairs felt that some clarification was needed to determine whether the Senate was a decision-making body or a recommendation-making body and to adjust the structure accordingly. The participants suggested incorporating a consent agenda at Senate meetings to allow more time for discussion and deliberation of issues. They felt that there is a general lack of feedback and information about Senate issues and decisions, and there needs to be more publicity and awareness about the Senate through printed agendas and meeting reports in campus publications. This focus group also recommended changing the Senate meeting time.

e. **Senate Committee Focus Group**

The Senate committee focus group brought together chairs of many of the Senate Committees as well as other individuals familiar with the governance process. This group described the Senate as playing more of a reactive role and felt that major policy change is not initiated or driven by the Senate. The University has addressed crises outside the Senate structure and the Senate is perceived as more of a roadblock. They also feel that Senate committees do have a significant impact. Within the committee structure, certain committees and key individuals have significant power while other committees do not make a difference. This group recommended a more "issue driven" Senate, with key oversight committees to identify issues and ad hoc committees to address them as needed. The participants felt that Deans and Chairs should encourage faculty to participate in the Senate as part of their long-term

career plans and as a means to "give back" to the University. Specific suggestions regarding committees were to appoint more non-Senators to ad-hoc committees to draw them into the governance process. There needs to be more information sharing among committees by appointing ex-officio members to committees from other committees and appointing subcommittees from various standing committees when common interests arise. The participants wanted to see the rules clarified for submitting proposals to the Senate. They felt that awareness of the Senate should be promoted to the general University population.

f. **Summary of Focus Groups** There were a number of issues of consensus amongst the five focus groups.
1) The Senate is proactive and has a significant impact on academic policy issues such as curriculum changes and promotion and tenure policy. On other issues, the Senate is viewed as reactive, a rubber-stamping body, slow, inefficient and having too large an agenda.
2) There was concern about the appointment of ad-hoc committees to address issues needing quick resolution. The panelists felt that the Senate should be involved in making appointments to these committees or that the ad-hoc committees should be formally integrated into the Senate structure.
3) The current Senate committee structure needs to be re-evaluated since they vary widely in their focus and impact.
4) The Saturday morning Senate meetings are an ineffective governance tool, because the majority of time is spent on trivial matters and not on substantive deliberation. The participants suggested incorporation of a consent agenda, publishing committee reports via e-mail and occasionally inverting the agenda. A weekday afternoon meeting time was recommended.
5) There is little incentive to participate in the Senate. While Senate service is viewed as a positive learning experience and a means to connect with people across campus, there is a University culture which discourages participation.
6) There is a campus-wide lack of awareness of the Senate and its activities. The panelists suggest publishing agendas and reports in print media and electronically.
7) Lack of diversity is a concern. The panelists articulated that the Senate is not representative of the diversity on campus, particularly for race and age and that the same people serve again and again.
8) The major area of disagreement was the participation of staff in the Senate. While all agreed that staff should have a role in the governance process, there was disagreement between the various focus groups on whether staff should serve as Senators.

C. Summary of Data Regarding Senates at Peer Institutions
The Commission contacted nine peer institutions for information on their Senates: University of Arizona; University of California – Los Angeles; University of Illinois – Urbana/Champagne; University of Michigan; University of Minnesota – Twin Cities; Pennsylvania State University; University of Texas – Austin; University of Washington; University of Wisconsin – Madison.

In all cases, the Commission was directed to the relevant Senate web site, and then if further information was needed, a follow-up conversation with the Senate leadership, usually the Secretary, was held. A one page summary of the characteristics of each Senate is provided in Appendix C

The following generalizations can be drawn from the information gathered:

- these institutions have either a faculty or a faculty-student Senate. The Senate is either very large, with well over 100 members, with representatives from every academic unit, or it is small with about 70 members and various methods of ensuring college/school representation. Faculty on

these Senates are elected and serve terms ranging from 2-4 years. If students are included they are appointed by their own governance group. Selected administrators serve in ex –officio roles. Staff are not represented, but may serve on various committees.

- most senates have some legislative role focusing on academic programs and personnel issues. They make recommendations to the President/Chancellor who reviews, acts, and where appropriate, sends them forward for action by the trustees/regents. The other major role for these Senates is advisory. They indicate that they have a good working relationship with the central administration.

- most Senates have a leadership team: faculty members who serve as Chairperson and Vice Chairperson, and a Secretary or Secretary of the Senate, often a staff position. Most have an Executive Committee for oversight and steering purposes.

- In all cases, the full Senate meets monthly, on a weekday afternoon for 2-3 hours.

- Most have a substantial set (10-20) of committees. Two institutions formally cluster their committees by type. Included among the senate committees at these institutions are: Extension, Education Abroad, Research Technology, Emeriti and Pre-Retirement Relations (UCLA;) Continuing Education (Illinois;) Committee for a Multi-cultural University, Senate Advisory Committee on University Affairs (Michigan;) Outreach (Penn State;) International Programs and Studies, Responsibilities, Rights and Welfare of TAs (Texas.)

- All suggest that they are working "effectively," and four have recently been reviewed – Arizona, Illinois, Penn State and Texas. Illinois has a mandated review of the Senate every 5 years.

There is no one "model" for a Senate. Each of these institutions has developed an approach that fits with its own "culture" and needs.

VI. BROAD SUMMATIVE PRINCIPLES

The Commission began its work willing to consider a broad range of ideas about the Senate. It heard a diverse array of opinions expressed on a wide range of issues. After all of the discussions (in individual meetings, group meetings, focus groups, and an open forum) and after evaluating the data (from the telephone survey, the paper survey and data from Senate records), it formulated a series of broad overarching principles. These principles guided the formulation of specific recommendations:

A University Senate embodies the principles of shared governance. As currently constituted with faculty, students and administrative members, the Senate is a *University* Senate rather than a *Faculty* Senate. As a University Senate, this body has the power to make recommendations through the President directly to the Board of Trustees. The Commission believes that there is a significant advantage to having this avenue of communication directly to the Board. There is also significant advantage to having an open discussion of issues amongst all constituent groups. Without this open forum, proposals would take significantly longer to traverse the University governance process, as input would have to be sought separately from constituent groups.

The University Senate should be broadly representative of the diverse fabric of the University. The Senate should continually strive to have the membership reflect the overall diverse fabric of the University with respect to gender, race, ethnicity, age, academic rank, etc. In addition, the Senate should also strive to be broadly inclusive of large constituent groups that are affected by Senate policies, e.g., staff members.

Faculty should represent the majority of the voting members of the Senate. The faculty members in the Senate currently make up 51.5% of the membership, i.e., a majority. The Rules contain many references to the principles of faculty governance in establishing educational and academic policies; in recommending changes to educational units; in alteration of courses and curricula; in creating and abolishing units of instruction, and in establishing peer review as the foundation for decisions regarding faculty appointment, reappointment, and promotion. The Commission strongly believes that faculty should have the majority of the voting membership in the Senate. Given the current model of faculty, administration and student representation on the Senate, the Commission believes that faculty governance is effectively practiced while obtaining the input of students and administration efficiently. A major group missing from this model is University staff.

The University Senate and its Committees should be a place in which important business is conducted and should make the best use of individual Senator's time. The Commission believes that this time expenditure should represent a wise investment and be devoted to conducting important University business. Senate meetings should be a fruitful use of member's time and the Commission has attempted to eliminate redundancy and overlap in the Senate structure. The coming together of faculty, students and administration in one room provides an exciting opportunity for discussion of issues critical to the University and it should preface major decision-making.

The business of the Senate is important and should be effectively communicated back to constituent groups and to the campus community. The Commission learned that a significant fraction of the campus community is unaware of the Senate and what business is conducted there. With a representative form of governance, each faculty and student Senator, in effect, represents many other individuals. The Commission believes that with electronic forms of communication, it is possible to

easily inform constituencies, get feedback and have a dialogue about issues facing the Senate. Through far-reaching educational materials, more use of electronic media, and regular reports on business conducted at Senate meetings, the message of the Senate can reach the University at large more effectively.

Senators provide significant service to the University and gain an understanding of how the University operates. Through participation in Senate meetings and service on Senate Committees, Senators serve their departments, schools, colleges and the University as a whole. The Senate Committees are where most of the "real" business of the Senate takes place. Therefore, most Senators serve on one or more Senate Committees. Senate experience represents one of the most efficient and effective means to learn about the University as a whole, since important issues currently before the University are discussed in the Senate. Service on Senate Committees gives faculty and student members the opportunity to learn about pressing issues facing the University and in turn they are able to have a voice in decision making on those issues. It is essential that our best and most active faculty and students be attracted to the Senate.

VII. RECOMMENDATIONS

Following a series of interviews, extensive discussions within subcommittees devoted to Membership, Structure and Operations issues, surveys, focus groups and consultation with the Commission as a whole, we believe that the concept of a University Senate is sound for this university. It also seems clear, however, that some changes are in order to improve the performance of the current University Senate. Our recommendations and the corresponding rationale are outlined below.

1. **Retain the model of a University Senate**.

    The Commission heard arguments for a faculty-only form of governance, and indeed our investigation showed that most peer institutions operate this way. Typically, the scope of decision-making is narrower in these types of governing bodies, encompassing only matters of central interest to faculty such as curriculum, tenure review, and degree programs. Commission members were unanimous, however, in rejecting this restricted format. Despite complaints about some of its operations, the University Senate has been successful in bringing together faculty, administrators and students in shared governance. The large size and considerable complexity of The Ohio State University tends to isolate units and create obstacles to communication. We believe that a broad, shared forum promotes an exchange of ideas and opinions important for efficient and successful decision-making. Nonetheless, the existing forum is not as comprehensive as it could be.

2. **Broaden the University Senate to include staff**.

    At present, there are large numbers of staff members (over 14,000 who are non-bargaining), and they perform many diverse responsibilities for the university in areas that usually adjoin and many times overlap the duties of faculty, administrators, and students, the three groups now represented in the Senate. Those staff whose jobs overlap with instruction, research, development, and administration would bring a useful perspective to the University Senate. Moreover, the University Rules (3335-5-41) gives the Senate the power "To consider, to make recommendations concerning, and ... to act upon matters relating to the rights, responsibilities, and concerns of students, faculty, administrators and *staff*." We believe that a body that addresses the rights, responsibilities and
concerns of staff should include some staff members.

    University staff serve as members of some Senate Committees, and they are widely acknowledged as valuable contributors to the work of those groups. Although they are not Senators, it is often the case that staff serve on Senate Committees in a non-voting capacity. Lack of representation in the University Senate prevents staff leaders from contributing to decisions about pressing issues facing the University where we believe they should have a voice. Since staff members regularly operate as principal University community members implementing educational and academic policies as well as many of the other important non-academic matters deliberated in the Senate, we believe that the input they can provide is necessary to the practice of effective university governance.

    Staff members often have a unique perspective because of their broad experience and knowledge of the institution across departments, colleges, and vice presidential units. Increasingly staff members are responsible for important aspects of educational processes as well as the interpretation and application of policies. They are often considered as authorities on what will work in our institution and how to implement systems vital to our enterprise. Staff members may also distinguish themselves in careers that traverse institutional boundaries. The depth of understanding gained from such diverse involvements can

augment the perspective a Senator can bring to the governance process. In addition, it is not unusual for staff members to serve in visionary roles creating and shaping proposals submitted to the Senate.

Recognition of staff leadership and expertise has led to a strong staff presence on several ad hoc committees and task forces that have been created outside of the Senate structure in recent years. Members of these groups have proven the strong role staff members can play in problem solving and in addressing issues of importance to the University. Staff expertise related to instruction, research, development, administration, and the student learning experience have proven vital to the success of these ad hoc groups, and we reason that staff could likewise be counted on to provide sound, effective service as full voting members of our University Senate.

This university has established a Senate tradition, now nearly three decades old, of cooperative, and usually congenial, decision-making by faculty, students, and administrators. OSU has created a culture whereby deference is given to a group on issues for which they have the most expertise and where the outcome is of paramount interest to them. On matters of curriculum content, for example, students and administrators generally defer to faculty recommendations. On issues pertaining to a particular college, deference is given to administration, faculty and students from that unit. On issues of particular concern to students, deference is given to the relevant student constituent groups. We believe this tradition would continue when staff are also included.

The University Staff Advisory Committee (USAC) is the group with the most experience to represent staff on matters that overlap with the activities of faculty, students, and administrators. Among its members are many individuals who have expertise in development, research, and teaching. There is an established and rigorous process already in place for nomination and appointment to this committee. This process tends to select staff members who have a global view of the University. We recommend that 5 individuals from USAC be included on the Senate as full voting members with terms of 3 years. We envision a process in which nominations by USAC are reviewed and approved by the Steering Committee, an approach that would permit matching areas of expertise on USAC with Senate needs. Terms would be staggered so that 1 or 2 new members would be brought to the Senate each year. A potential criticism of this approach to selecting Senators is that staff members would not be elected, in the same way that faculty and students are elected to the Senate. However, it should be noted that administrative members of the Senate are appointed and not elected.

During the later phases of our work, it was brought to our attention that regular clinical track faculty represent a sizable group who are specifically excluded from participation in the Senate and their inclusion should be considered. Currently, this issue pertains primarily to the health sciences colleges (Medicine and Public Health, Veterinary Medicine, Dentistry, Nursing, Optometry and Pharmacy). The Commission felt that any discussion to add clinical track faculty to the Senate should begin within those colleges where this is most relevant.

3. The University Senate should have a total of 100 voting members.
Currently there are136 members, including 70 faculty, 25 administrators, 26 undergraduates, 10 graduate students, and 5 professional students. The proposed Senate of 100 members would have 51 faculty, 15 administrators, 17 undergraduate students, 7 graduate students, 5 staff, and 5 professional students. The Commission reasoned that no group should be represented by fewer than 5 members. A graphical representation of the Senate is shown below.

Current Senate

Prof Stu 5/3.7% Faculty 70/51.5%
Grad Stu 10/7.4%
Undergrad/26/19.1%
Administ 25/18.4%

Proposed Model

Staff 5/5% Faculty 51/51%
Prof Stu 5/5%
Grad Stu 7/7%
Undergrad 17/17%
Admin 15/15%
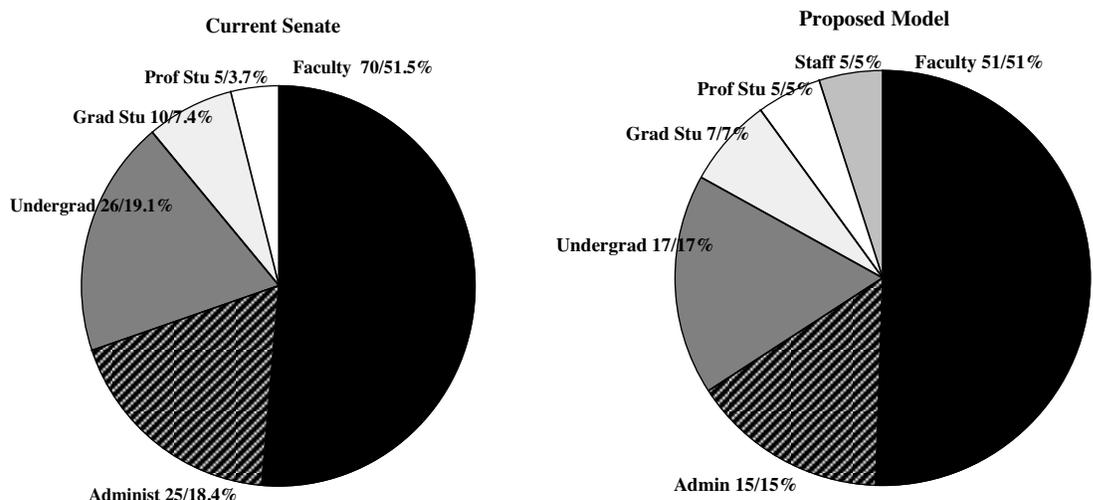
What is the justification for reducing the size of the Senate? First, a leaner Senate will increase efficiency, i.e., improve information flow, expedite decision-making, and facilitate the conduct of Senate meetings, especially in light of the reduction of the number of Senate committees. Thus, the Senate should be able to respond more quickly and efficiently when necessary. Our collective experience is that smaller groups are more efficient and effective in reaching decisions. Secondly, a smaller Senate will bring a higher concentration of members who are actively involved and committed to university governance. Over the past 3 years, faculty attendance at Senate meetings has averaged 74% and student attendance has averaged 53%, a proportion we expect to increase under the new plan where each Senator has larger responsibility. A smaller Senate will provide the opportunity for students to increase their impact. Third, a smaller Senate will result in a more efficient use of member time. It will be easier to find high quality candidates to run for the smaller number of Senate seats. Finally, the decreased number of committees and their consequent increase of importance require fewer Senators, more with active interest and commitment. We believe that a smaller, more select and empowered group will help these committees, and the Senate as a whole function better.

The Senate is charged with establishing the educational and academic policies of the university under delegation by the university faculty (Rule 3335-5-41). The faculty delegated this oversight responsibility to the senate with the assumption that faculty would continue to constitute a majority of the senate. We do not see how the senate can retain this primary responsibility without a faculty majority.

The 51 faculty would be chosen by areas comprised of Colleges or clusters of Colleges (treating each regional campus as a college) that have related missions, with the number of Senators from each area being approximately proportional to its number of tenure-track faculty members. The precise organization of faculty representation by units or voting areas remains to be established for the new (smaller) Senate we envision.

The 15 voting administrators would include: President; Provost; 2 representatives from each of the 3 Dean clusters; 1 Dean from the regional campuses; Vice President for Student Affairs; Vice Provost for Minority Affairs; Vice President for Research; Vice President for Finance; Dean of the Graduate School; and the Director of Libraries. The new voting members include the Vice Provost for Minority Affairs and

the Vice President for Student Affairs, both being suggested to strengthen the voice of minorities and of students in the Senate. The nonvoting administrators would include all Columbus-campus Deans who are not voting members; the Chief Information Officer; the Vice Provost and Dean of Undergraduate Studies; and the Vice President for University Development.

The Commission recognizes that the concept of clustering Deans and Colleges is imperfect for representing the interests of diverse Colleges as voting members of the Senate. Thus, details of a workable design for representation (by cluster or otherwise) should be discussed by the Deans and their Colleges. In any event, each College will be represented, at a minimum, by a non-voting member of the administration. If a generally acceptable plan of voting representation cannot be designed, then the concept may have to be abandoned in favor of non-voting memberships for all Colleges.

Additional nonvoting members would include those now included in the Senate: Secretary of the Senate; Secretary of the Faculty; the President/CEO of the Alumni Association; the Treasurer of the University; the President of Undergraduate Student Government; Chair of University Staff Advisory Committee; President of the Inter-Professional Council; and the President of the Council of Graduate Students.

Under the proposed model of a smaller Senate, graduate student membership would decline from 10 to 7, undergraduate student membership would decrease from 26 to 17, and professional student numbers would remain the same. It was felt that the decreased overall number may afford students an increase in effective participation, given the smaller size of the overall Senate. The details of representation by area for graduate students and academic areas versus housing areas for undergraduate students have yet to be worked out. Our student representatives did note that the housing areas are quite effective in generating student interest and participation. The Commission recommends that the Steering Committee, Council on Student Affairs, Undergraduate Student Government and the Council of Graduate Students study the whole issue of student representation and diversity.

If the number of faculty on the Senate is reduced from 70 to 51, one may expect that the diversity and expertise in the pool of members available to serve on committees might decline. How will the new Senate cope? First, the section on Senate Committee structure (below) outlines a plan for consolidation of a number of committees with pooling of their functions. A larger pool of faculty will therefore be available to serve on these restructured committees and subcommittees. Second, the pool of expertise and its diversity can be augmented as needed on these restructured committees by appointing additional faculty to serve. Although nominations may be sought widely, Steering will be authorized to approve all such appointments, and thereby the Senate retains control over membership on its committees.

4. Recognize and reward participation in the Senate.
Our survey showed that for any number of reasons, many faculty are unwilling to run for office. Leaders in the administration should do more to encourage faculty to run for office and to reward their service. Some Department chairs indicated that they value far more highly an equivalent amount of time spent on Departmental service than on the Senate. If effective and committed faculty are to serve in sufficient numbers on the Senate, central administrators must encourage chairs to recognize Senate service in making salary recommendations and in assigning teaching loads.

It is also important for faculty to realize that they have a vested interest in good university governance. Indeed, it is transparent that good governance and effective university decision-making require the input of faculty (and of other important groups on campus). Decisions that vitally affect

faculty are regularly made with the advice and/or with the consent of the University Senate. We heard faculty complain about university decision-making, and attitudes of alienation or being ignored. The best remedy is to become involved (or at least better informed) in Senate decision-making. Moreover, Senate veterans among the faculty should encourage their colleagues to serve on Senate committees or to consider running for office. It would be desirable to establish a tradition whereby each outgoing faculty Senator contacts at least two colleagues in their college (or other voting unit) who they think would be effective, encouraging them to consider running for office.

5. Student participation in the Senate should increase.

In the past three years, student attendance at Senate meetings was 54% among graduate student Senators, 57% among professional student Senators, and 52% among undergraduate student Senators. To increase participation, we suggest (1) that the Senate orientation session, now limited to faculty, be expanded to include all new members, including students, administrators, and staff (proposed). Indeed, it is worth considering whether a more effective orientation format might be designed, such as a retreat; (2) creating a closer relationship between Colleges and representatives by having the Dean or Deans of the relevant voting units meet at least once a year with student representatives and all other members of the Senate in the unit; (3) Consider increasing the term of service of students from one to two years, so that students may build upon their experience. There are some practical difficulties to this suggestion that should be considered (e.g., students elected in the first year may change voting units by moving or changing colleges, etc.).

6. The Senate should explore changing the day and time of Senate meetings.

The one issue that people mentioned the most regarding the Senate was the Saturday morning meeting time. We heard many arguments about why this time is less than optimal – having to do with religious considerations, family obligations and leisure activities. It is notable that amongst our peer institutions, not one meets on Saturday mornings.

After much deliberation, the Commission would like to recommend that the issue of moving the Senate meeting time to a weekday be re-visited. Most of the Senates at our peer institutions meet on weekdays. We recognize that this question has been examined before and rejected when the Senate was unable to find a mutually agreeable day and time. We also recognize that a weekday meeting time may disadvantage professional students who have fixed day-long schedules during the week. It will require some time for the University to get used to any such change, and if enough lead time is given (1 year), then schedules can be moved to accommodate the Senate meetings. This issue requires additional data and consultation.

7. The Senate should have a role in the formation of university-level ad hoc committees.

The use of ad hoc university committees to accomplish focused tasks in a timely manner often makes sense. However, the processes involved in creating and overseeing many of these committees should include the Senate.

Various constituencies [e.g., focus groups] have expressed concern that when the need arises for a group to focus on an important University problem, central administration often looks past existing Senate committees and instead creates a new ad hoc group outside the Senate structure. The reasons for this practice are understandable. First, it allows the administration to make a bold public statement about the importance of the problem or task to be addressed. Second, it permits the selection of committee members who have special expertise in the area of concern. Third, it produces quicker results than might be expected from a Senate committee.

However, the practice also produces undesirable effects. Foremost among these is that when a new body is assigned responsibilities that would seem to be within the charge of an existing Senate committee, the effect can be demoralizing both to the committee and to the Senate. In essence, this practice conveys the message that "This matter is too important to be trusted to a Senate committee." Finally, this practice can lead to inefficiency by fostering duplication of effort as well as confusion on the parts of the committees and those who must interact with the committees. In short, while the creation of new ad hoc committees to address specific tasks often makes sense, doing so completely outside the Senate structure weakens the process of shared governance.

We see the practice of using special, ad hoc committees or task forces assigned a specific problem over a defined length of time as an important tool for problem solving. We can agree that in certain cases, ad hoc committees might carry out targeted tasks more efficiently and effectively than could existing Senate committees, and, further, that the prudent use of ad hoc committees might eliminate the need for certain standing committees of the Senate. It also is practical to make more use of ad hoc committees within the Senate structure itself to deal with timely issues such as restructuring, the Gateway Project, etc. We also note that the increased use of ad hoc committees could have the desirable effect of bringing more faculty members into the work of the Senate; perhaps a broader range of individuals would be willing to serve in this context. At least some faculty members would find it more attractive to be selected for their special expertise rather than for having filled out a mass-mailed interest sheet.

But most importantly, we believe that the membership, reporting and charge of ad hoc committees should be carried out either within the Senate structure or with Senate consultation, and that this can be accomplished without compromising the ability to make a bold statement, and without sacrificing committee quality or efficiency. We applaud the recent effort in creation of the Calendar Committee with consultation of the Senate Steering Committee. We observe that in the past, the Senate Steering Committee has made appropriate use of its power to create and manage ad hoc committees. Because the membership of Steering includes leaders of the major constituencies of the University, it would seem ideally suited to continue the shared responsibility of creating and overseeing ad hoc committees.

8. We recommend several modifications in the structure of Senate committees and councils.
The following principles underlie our recommendations for modifying the structure of Senate committees and councils:

- A University Senate should deal with broad issues affecting the whole university. Issues that are primaril*y* faculty oriented should be the responsibility of the Faculty Council; those that are primaril*y* student oriented should be managed by the Council on Student Affairs. Both councils should be able to take any business they wish to the full senate when they decide this is necessary.
- Standing committees of the Senate should have significant, ongoing business to conduct. Specific short-term tasks should be assigned to ad hoc committees managed, in most cases, by the Steering Committee.
- In general, the rules governing Senate committees are sound. However, even the most well written charge cannot guarantee that a committee is effective. To be successful, committees need members who are able to commit the required time and energy, chairs who, in addition to time and energy, have the vision to focus the efforts of the committee on significant issues and tasks.

Specific recommendations:

a. The Senate Steering Committee should take a leadership role in determining the charge to Senate Committees

The Commission heard from many sources that while some of the Senate committees are viewed as vibrant and important because they have important tasks to carry out, other Senate committees seem to have lost their focus. For some of the committees, important meeting time is spent deliberating on exactly what they are supposed to do or repeating what prior committees did.

The Senate Steering Committee is described in the Rules as "the committee on committees". In that role, it provides oversight of most Senate business. The Commission recommends that the Steering Committee take a more active role in charging each of the Senate Committees. One means to do this would be to devote the first few meetings of the academic year to meeting with the various committee chairs (with the recommendations below, this would involve fewer standing Senate Committees than the current 19) and discussing a mutually agreeable charge for the year. This would ensure that each committee is performing the important work that it was set up to do and would allow Steering to delegate specific tasks which are appropriate for a given committee at a particular point in time. It was the belief of the Commission that this meeting early in the year would be very helpful to all committee chairs, and particularly to new chairs.

b. The Senate should take steps to reinvigorate Faculty Council.

1. Faculty Council should assume the functions and responsibilities now held by the:
   - Faculty Compensation and Benefits Committee (FCBC)
   - Honorary Degrees Committee
   - Committee on Academic Freedom and Responsibility (CAFR)
   - Faculty Hearing Committee

   In spite of strong efforts by past chairs, Faculty Council continues to be regarded by many as a body that has no real power and makes few important decisions. Attendance at regular meetings rarely exceeds 25%. We believe that this bold proposal for change, allowing Faculty Council to assume responsibility for matters that are principally the business of the faculty, is a key to reinvigorating Faculty Council. We also believe that this reorganization makes good sense from an organizational perspective: the issues of these committees are core faculty issues that should be managed by faculty. We recognize that the viability of this recommendation will depend on large-scale acceptance by the membership of Faculty Council.

   We add that some observers have questioned using Senate agenda time to consider matters that pertain almost exclusively to faculty. A secondary benefit of having Faculty Council assume responsibilities we have suggested would be the creation of additional time in the Senate agenda for discussions of University-wide issues.

2. Faculty Council should set its own meeting schedule rather than being tied to the "Thursday before Senate." Moving meetings to weeks in which Senate meetings are not scheduled (along with having real business to conduct) could increase attendance at Faculty Council.

3. The Faculty Cabinet-Executive Committee should play a major role in determining how to most appropriately and efficiently direct business through the Senate committee structure.

Faculty Cabinet, comprised of chairs of Senate committees, and the Executive Committee, comprised of the faculty members serving on the Steering Committee, and the Secretary of the Faculty, hold joint meetings throughout the academic year on a bi-weekly basis. The President and Provost join this group once each quarter. Faculty members who have served on this joint body tend to be very positive about their experience, citing this as a Senate group that "works well." They, along with other observers, note that this group plays a strong role in intra-committee communication. It has also been noted that the President and Provost appear to see the Faculty Cabinet-Executive Committee group as an important vehicle for communication and dialogue. We would suggest that the composition of this group - chairs of Senate committees as well as the faculty members of Steering - makes this the ideal body to decide how to most appropriately and efficiently route business through the Senate committee structure.

4. Members of the Faculty Cabinet-Executive Committee should be encouraged to attend all Faculty Council meetings.

   The members of this group represent a storehouse of information about current and past Senate committee activity. Their presence could enhance communication between Faculty Council and committees, and might encourage attendance.

c. The Committee on Academic Freedom and Responsibility and the Hearing Committee should be brought under the auspices of Faculty Council.

The Committee on Academic Freedom and Responsibility (CAFR) is one of the most important of the Senate committees as it deals with protecting the central rights of faculty – that of academic freedom. This committee serves as the body which hears and investigates complaints by individual faculty members regarding alleged infringements of academic freedom and responsibility. In addition, CAFR serves as the first University-level body which hears complaints concerning improper evaluation in the promotion and tenure process. These two committees are tightly linked since CAFR has been referred to as a grand jury which has the authority to refer cases to the Hearing Committee. Because of the relationship between these two committees and their relative importance to the faculty, the Commission recommends that a much closer relationship to Faculty Council be established.

d. The Faculty Compensation and Benefits Committee should come under the auspices of Faculty Council.

The Faculty Compensation and Benefits Committee (FCBC) is charged with studying the adequacy of university policies and provisions for salaries, supplemental compensation, retirement benefits and all general benefits and conditions of faculty employment. Because of its focus on faculty issues and its importance, the Commission recommends that it should report to Faculty Council. Its annual report is very informative to the Senate and the Commission recommends that its report could serve as one of the agenda items for Senate-wide discussion.

e. The Committee on Honorary Degrees should be included under Faculty Council.

The Committee on Honorary Degrees is charged with establishing criteria and standards for the awarding of honorary degrees as well as conducting the nomination and voting process for candidates awarded this honor. Because this is strictly a faculty process and for appropriate alignment, the Commission feels that this committee should be placed under Faculty Council. The Commission recommends that the Faculty Council should also be the voting body for determination of the nominees to be transmitted to the President of the University.

f. Faculty Council should develop an improved set of procedures for appointing individuals to standing committees of the Senate.

By rule of Faculty Council, the Executive Committee of the Faculty Council (i.e., the elected faculty on Steering) is responsible for appointing a certain number of faculty members to each of the various committees and councils of the Senate; the remaining faculty slots are filled by Presidential appointment. To accomplish its part, the Executive Committee first solicits requests for committee appointments from all tenure track faculty members and then uses a summary of these requests to guide the appointment process. In the most recent solicitation of nominations for Senate Committees, 2900 forms were sent out to faculty and only 65 were returned! This poor response rate makes it extremely difficult for the Executive Committee of Faculty Council to do its job properly.

As stated in Faculty Council bylaws, preference is given to Faculty Council members. Although this process generally works, previous chairs of Senate committees have mentioned delays in the appointment process, particularly when vacancies occur midterm. Further, chairs have cited instances where either the background of appointees did not match well with the focus of the committee, or the set of faculty assigned to a particular committee were not as widely representative across units as would be desired.

One step in improving this important process could be to develop a database to facilitate the appointment process. To begin, such a database could include relevant information about current and past faculty Senators including their areas of expertise and interest. This database then could be expanded to include individuals with special expertise, in particular those who are not likely to serve in the Senate but would be willing to serve on an ad hoc committee operating in their area of interest or expertise. These individuals could be identified through nomination forms sent to department chairs and deans (perhaps signed jointly by the chair of Steering and the Provost).

We recommend increased consultation with administration on appointments to committees requiring special expertise, especially for committees whose primary function is advisory (e.g., Fiscal and Research). For example, the Vice President for Research could provide names to consider for appointment to the Research Committee, could point out gaps in representation within the committee, and could provide assistance in the recruitment process.

The Commission notes that having every Senator placed on a Senate committee or council has seemed to be a goal of the current selection process. Although having all Senators involved in committee work is not an unreasonable goal, having the right individuals on committees or councils seems to be an even more important goal. However, we believe that reducing the size of the Senate may decrease this concern.

Appointing members to Senate Committees is an extremely important job, and requires a significant expenditure of time and research. The Commission recommends that the Chair of Steering be provided with the appropriate time to carry out this most important task and therefore receive an appropriate reduction in teaching responsibilities. The Commission also recommends that vitas should be obtained for every Senator and Senate Committee member to be able to ascertain the expertise of the individual for service on Committees.

g. **The functions of the Rules Committee and the Program Committee should be incorporated into the Steering Committee.**

In keeping with our summative principles, we propose that the responsibilities of the Program and the Rules committees be assumed by the Steering Committee. Although we recognize that both Program and Rules address substantive issues, it appears to us – as well as to other observers – that the duties of these committees could be carried out more efficiently by Steering, perhaps through subcommittees.

The principal business of the Program Committee has been to approve the agenda of each Senate meeting. Because these agendas are largely preordained, at least at the present time, it should not be difficult for Steering to assume this responsibility. Should Senate meetings become more flexible in the future, as proposed in this report, the constitution of its membership makes Steering the ideal body to set the agenda of the University Senate.

Much of the business of the Rules committee is referred from the Steering Committee. The manner in which information flows between these groups, concerning the deliberations regarding proposed rule changes in particular, has caused considerable frustration in the past. Indeed, it has been noted for some time that perhaps neither group is absolutely certain about the extent of the responsibilities assigned to Rules. Past chairs of the Rules Committee have felt that they were not only managing rules but also creating policy. Past chairs have also noted the occasional difficulty in interpreting Steering's intentions. Too often, the lack of clear understanding has resulted in the repetition of substantive discussions in both groups, which in turn has slowed the important process of adopting and revising rules. We believe that bringing the duties of the Rules Committee under the auspices of the Steering Committee can introduce new efficiency to this process, and although we leave the organizational details to Steering, we would urge consideration of a Rules "specialist" attached to Steering in a long-term appointment.

We have discussed the concept of creating Program and Rules subcommittees within Steering, but again we leave such decisions to the wisdom of the Steering Committee. We would point out, however, that Program, Rules, and Steering presently require the services of about 33 members. Even a Steering Committee that has been expanded to meet new responsibilities (e.g., from 16 to 20 members) would seem far more efficient.

h. **The Council on Enrollment and Student Progress and the Council on Academic Affairs should be more closely linked.**

Our institution faces serious challenges in the areas of enrollment and student progress. Because these academic concerns are central to our mission, and because relevant deliberations and decisions made by either Council are likely to affect the other, we suggest creating stronger linkage, possibly a liaison, between CESP and CAA.

i. **The Legislative Affairs Committee should be eliminated and its functions moved to Faculty Council, student and staff groups.**

We observe that on the whole, the Legislative Affairs Committee has had little to do in recent years. With professional lobbyists now looking out for the University's interests, the need for a Legislative Affairs Committee has diminished.

However, we also have heard concerns that while professional lobbyists may handle the University's interests, they may not be positioned to look out for faculty interests, particularly

when faculty and administrative interests differ or conflict. We recommend that Faculty Council consider creating a legislative affairs interest group that would focus on faculty concerns and would report directly to Faculty Council. We believe that having such a group in place to communicate directly with the legislature about faculty concerns could be advantageous. Since the Commission heard that students and staff are also concerned about legislative matters, the CSA and USAC may want to create their own legislative interest groups.

j. Create a new Information Access and Learning Technology Council.

The Information Access and Learning Technology Council would subsume the responsibilities of two existing Senate committees (the Library Council and the Bookstore Committee), and would bring oversight of emerging distance learning activities into the Senate. The Council would deal with faculty, student, and staff access to information of all types and through all media, and with teaching innovations made possible by technology.

The idea of folding the functions of the Library Council and Bookstore Committee into a new council came to us through the remarks of a number of knowledgeable Senate observers. The consensus opinion was that while each of these committees has important responsibilities from time to time, neither presents its members with the kind of continuing responsibilities that promote and sustain meaningful committee experience. Too often, we were told, members of these committees have only routine oversight functions to carry out.

At the same time, we recognize that the missions of both the Library Council and the Bookstore Committee address an overarching issue that has become central to the mission of the University: access to information. Further, we observe that the importance of information access has evolved so rapidly that the Senate has not been able to keep pace; that is, the existing committee structure of the Senate does not provide adequate oversight for this crucial component of modern academic life. We believe that it is time for the Senate to create a new committee that will provide broad oversight of all matters related to information access.

k. Athletic Council

The Commission discussed a variety of concerns related to the interface between the governance process and inter-collegiate athletics. The Commission recognizes and endorses Senate oversight of the University's large and complex athletic program, particularly with regard to such academic issues as improving graduation rates.

Given the importance of the athletic program to student life, we propose that the Athletic Council assign a liaison to the Council on Student Affairs (such as a member of the Athletic Council's Academic Progress and Eligibility Committee). This connection could facilitate CSA's ability to monitor student-athlete interests apart from issues of athletic performance and revenue generation.

Because the financial health of the Athletic Department holds important implications for the entire University, we also recommend that the Athletic Council appoint a liaison (from the Athletic Council's Finance Committee) to the Senate Fiscal Committee.

In general, further study is warranted to adequately review the function and relation of the athletic programs to the Senate.

l.   Committee on the Physical Environment

        The Commission felt that this committee was simply too new to evaluate. Therefore, the Senate should continue to support and monitor the efforts of this recently established committee.

m. Council on Academic Affairs

        Over the past two years, this Council, with its 10 faculty and 5 student members, has worked with the Office of Academic Affairs to refine existing processes for the review of, and action on, proposals that relate to curriculum and academic organization. The goal is to promote efficiency without compromising quality control.

        An additional faculty position, appointed through the Faculty Council, was approved by the Senate; the Council moved to a 12-month calendar of activities; and efforts at parallel processing of proposals with the University's Research Committee and the Board of Regents' Advisory Committee of Graduate Study, were implemented.

        The Commission learned that the University community is responding favorably to these changes and recommends that this important Council retain and build upon this "continuous improvement" framework.

        However, given the routine, heavy workload of this Council, it is not always able to study and address broader topics, within its mandate- for example the periodic review of the academic organization of the University. In that regard, the Senate, working with the Office of Academic Affairs, needs to identify ways to address the workload issues facing this Council.

n.   Council on Student Affairs

        Given that the CSA is charged with initiating recommendations and review of proposals with regard to the quality of student life, we propose several changes that serve to consolidate significant student interests under CSA's sphere of responsibility. We propose a transfer of the management of the Committee on Academic Misconduct to the Council on Student Affairs.

        Placement of the Committee on Academic Misconduct within the structure of CSA makes a bold statement about the centrality of academic integrity to the student experience. The new relationship creates a bridge within CSA between a focus on interests central to Academic Affairs, hearing cases where alleged academic misconduct has occurred and determining if the evidence warrants disciplinary action, and interests more commonly to be addressed by CSA, those fundamental to student life outside of the classroom.

        In practice, the Committee on Academic Misconduct should become a subcommittee within CSA. The Chair of the COAM under the current system could serve as the COAM Subcommittee Chair within CSA in the proposed structure, and the work of the COAM, scheduling and hearing cases, could continue to be facilitated by the COAM Coordinator. Reports from COAM will be submitted through CSA to the Senate.

        In our recommendations for Athletic Council, we suggested appointing a liaison from AC to CSA. The focus of this relationship should be the welfare of student-athletes and student-athlete grievances. The liaison should report regularly to business meetings of CSA.

Significant effort is recommended in promoting awareness of the CSA in the general University population as a remedy to the lack of awareness of the Council and its activities. There is need, in particular, for more publicity about CSA issues and actions around campus, and we suggest making attempts to alert the broadest possible student constituency, via email, the Lantern, or other means, when the committee is deliberating important issues.

Lack of diversity within the membership of CSA is a concern. We recommend that greater effort be made toward appointment of a membership representative of the diversity on campus, particularly in terms of race. We also believe that some consideration should be given to whether the best means of selection (by the undergraduate student government) is in place at present for the CSA student member from a regional campus.

Given the broad range of duties and responsibilities of CSA, a change in the Faculty Rules regarding the appointment of the director of student activities to CSA may be in order. Initiatives related to student organizations will likely be a less prominent portion of the work of CSA if proposed changes are made. We therefore believe it would be advisable to provide the Vice President for Student Affairs with the flexibility to appoint a staff member who may best advise CSA on matters of current concern in any given year. We recommend allowing the Vice President to annually appoint an at-large non-voting member from within the professional staff members in Student Affairs who would serve a one-year term.

Finally, we recommend that the Vice President for Student Affairs establish a stronger tie with CSA. The Council should have the capacity to serve a strong advisory role for the Vice President, helping to shape policies and administrative agendas central to the far-reaching range of programs, services and facilities

o. **We urge that the University community appropriately engage the Fiscal Committee in deliberations that affect the academic mission and financial health of Ohio State.**
The Fiscal Committee has enjoyed a very positive relationship with the Senior Vice President for Finance and Business Administration and, through that office, with OAA. We do not propose any change in the current rules governing the Fiscal Committee. However, proposals and projects initiated in other parts of the University too often come to this committee only as a final check off. It is sometimes assumed that the Fiscal Committee either has no appropriate interest in a decision or would not be able to provide useful analysis and advice. Important issues have come to Fiscal at the last minute or not at all. Some decisions are made that have a significant impact on our academic mission but the Senate is bypassed when the Fiscal Committee is not brought into the process in a timely way. The Fiscal Committee should be informed of all initiatives that significantly affect the financial health of Ohio State, it should be given adequate time to provide advice, and that advice should be sought early enough in a proposal,s life that changes can be made.

We advise that the Chair of the Fiscal Committee and the President of the University in consultation with the Senate Steering Committee review what business is being taken to the Fiscal committee, and whether it is being presented well ahead of any decision made by the Board of Trustees. When important financial decisions are being considered, Fiscal should be consulted well ahead of time and given the opportunity to form a task force or ad hoc committee that can devote adequate attention to the proposal. It is recognized that in some cases external influences

dictate that a rapid decision must be made. The Fiscal Committee can act more expeditiously in these cases if it is aware of the need.

The Commission also heard great concern expressed about the University's efforts to expand revenue sources and create affiliated entities to do so. While additional funds are necessary to achieve University goals, the search for these funds could compromise academic integrity or other funding sources. The Fiscal Committee is the logical oversight body for these revenue enhancing efforts. Fiscal should consider establishing a subcommittee or other mechanism to monitor the efforts in these areas with special emphasis on protecting the academic mission of the University.

p. Diversity Committee

Because a commitment to diversity is a core value of this university, it is unfortunate that the Senate committee charged with studying, evaluating, and reporting on diversity issues has had difficulty establishing its viability. That it has been a very public example of a Senate committee bypassed in favor of an ad hoc committee established outside the Senate may well have contributed to this situation. It is understandable that this action would have some demoralizing effect on Diversity Committee members.

The Chair of the new OSU Diversity Council has indicated that the Council will function as a clearinghouse committee for all diversity groups across the University. If this is the case, we would urge that the Senate be given specific representation on this Council in the form of two elected (or appointed by the Faculty Council-Executive Committee) representatives. We believe that this action, adding Senate representation to the most visible Diversity forum at the University, would be a more powerful way to bring the Senate into the process than attempting to "compete" through an existing Diversity Committee, however reconstituted or rejuvenated.

One suggestion that would keep the Senate at the forefront of the campus diversity initiative would be to have the newly constituted Senate Diversity Council fold into the Senate Diversity Committee when the early implementation stage of the Council is completed. This action would build on the creative energy that has been generated in the new Council but would provide more long-term management of the critical issues pertaining to diversity on campus. If the responsibilities of the new Diversity Council do not move into the Senate, the Commission recommends that the Senate Diversity Committee consider whether the best course of action would be elimination of this Senate Committee. The overriding issue should be the success of diversity on this campus, whether it be advanced by the new Diversity Council or a Diversity Committee within the Senate. The presence of two Diversity groups may hamper efforts to increase diversity on campus.

q. The Research Committee should be reconstituted as the Senate Council on Research and Technology.

Issues involving research and technology are of increasing concern to the university as it pursues its objective of ranking among the top 10 public research universities. Technology is linked intimately with research as an input (we need the best and most up-to-date research equipment, in order to produce outstanding research and to attract outstanding faculty and increased research funding), and technological innovations are often among the products of research. The Commission recommends that the name of the Research Committee be changed to reflect the growing importance of technology in the pursuit of scholarship and research.

The present Research Committee already addresses university policies on equipment investment, policies affecting the Science and Technology Campus, and licensing and commercialization of innovations produced by Ohio State researchers. There is therefore no need to modify its responsibilities.

The Council on Research and Technology should be a committee of the Senate, in order to assure that research and technology receive the attention they are due from the university's governance structure. The Research Committee has been an advisory Committee to both the Vice President for Research and the Dean of the Graduate School, and has therefore drawn its membership from the Senate and the Research and Graduate Council (RGC). This arrangement is not optimal, partially because terms of office on the Senate and RGC are different, although the missions of the Office of Research and the Graduate School strongly overlap. Some of the Commission members believe that the Council on Research and Technology should not be tied to the RGC and should function solely as a committee of the Senate, with continued ex officio membership drawn from the Graduate School.

Removing RGC members from the Council on Research and Technology would have an impact on the RGC, which is outside of our charge. If this is done, the RGC may wish to reconstitute itself as the Graduate Council and continue to seek advice from the Senate Council on Research and Technology, or it may wish to create a Research Committee from its own members. Certainly, the members it has provided to the current Research Committee have done an exceptional job and the Graduate School continues to have a central interest in research because graduate students are directly involved in and have an impact on almost all research conducted on campus. The graduate students will certainly have an important voice in this matter.

Proposals for centers and institutes would be reviewed by the Council on Research and Technology in cases where there are implications for research and technology, and the RGC in cases where there are implications for graduate education, while always being reviewed by the Council on Academic Affairs in parallel, as is called for in the current rules. This means that three parallel reviews could be the norm, increasing duplicative review. The chairs and administrative liaisons of these three councils should meet regularly to facilitate efficient review processes for upcoming and ongoing center and institute proposals, with ex officio members improving communication.

A summary of the changes recommended to the Senate Committee structure is shown on the following page.

Recommended Modifications to Senate Committee Structure

New reporting lines:

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                          Cmte on Academic Freedom and Responsibility
                          Honorary Degrees Committee
   [ Faculty Council ] ◄  Legislative Affairs Committee
                          Hearing Committee
                          Faculty Compensation and Benefits
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                          Program Committee
   [ Steering Committee ] ◄
                          Rules Committee
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   [ Council on Student
      Affairs ] ◄──── Cmte on Academic Misconduct
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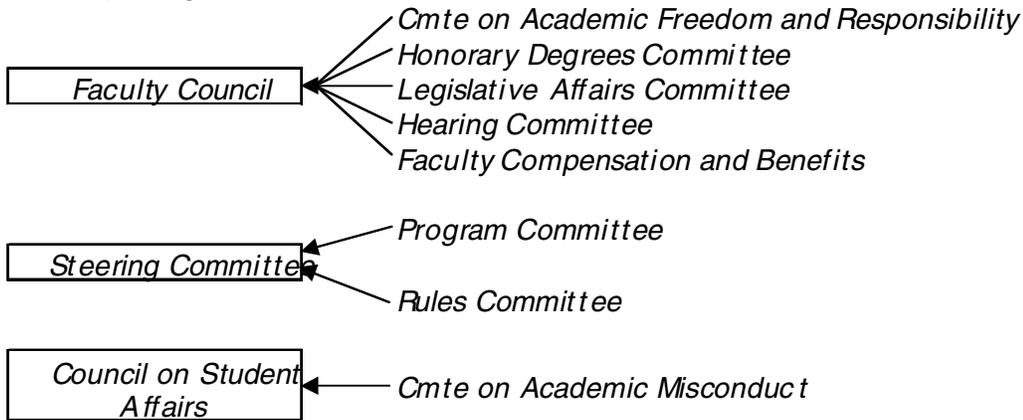
New committees/councils: *Incorporating:*

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                              Bookstore Committee
   [ Information Access a
      Distance Learning ] ◄
                              Library Council
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   [ Council on Research a
      Technology ] ◄········ Research Committee
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New liaisons:

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   [ Fiscal Committee ] ◄····► [ Athletic Council ] ◄····► [ Council on Student Aff. ]
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Improved communication:
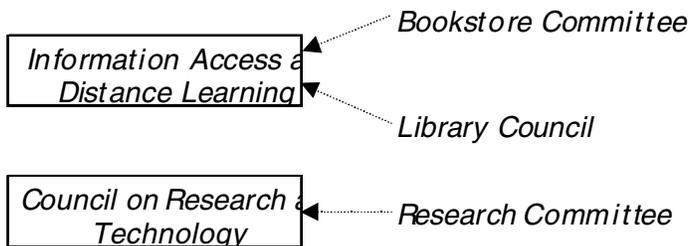
```
   [ Fiscal Committee ] ◄····► [ Central Administration ]
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9. The Senate should work to insure that the process of proposal review is efficient and effective.

   As noted above, the Commission believes that the Faculty Cabinet/Executive Committee is the logical body to determine general guidelines concerning the routing of business through the Senate committee structure. We recommend that the Secretary of the Senate, guided by the advice and counsel of the Faculty Cabinet/Executive Committee, continue to make day-to-day decisions about routing. We also recommend that the Secretary provide the Faculty Cabinet/Executive Committee with regular updates about the status of the review of special proposals (e.g., documents such as the Academic Plan), and publish this same information in a new tracking system that can be accessed on the web.

We commend the recent changes made to speed up the processing of proposals without sacrificing appropriately thorough review. For example, in the past, curricular proposals that involve graduate education have long moved through the Graduate Council and the Council on Academic Affairs in sequence. In the last two years, these councils are now processing proposals in parallel, communicating concerns and progress as the proposals are under review. In most cases, the review time has been trimmed considerably. We see this manner of processing as a model for Senate committees.

10. Chairs of major Senate committees should be compensated and recognized.

The chairs of Faculty Council and Steering currently receive compensation in the form of administrative overload pay for their year of service. After reviewing the workloads of committees, we recommend that the chair of CAA also be compensated. Further, we recommend periodic review of the workloads of all committee chairs to determine if this policy should be modified or expanded.

The Commission also recommends that the Chair of the Senate Steering Committee receive a reduction in teaching responsibilities for all or part of the year in this office, if he/she desires. In order for the critically important work of the Steering Committee to be done appropriately, the person in this office needs a significant proportion of their time to carry out these duties. To expect that this very large job is done and done right in addition to all other regular faculty duties is not realistic. This release from teaching will have to be negotiated year-by-year between OAA and the academic unit chair.

We commend the program that provides merit awards for outstanding University Service and urge that it be continued. This program offers an important additional means of recognizing significant contributions to the University Senate.

11. Institute a broadly inclusive Senate orientation program.

An effective orientation program can help the Senate to become a more effective and responsive body. The Senate should hold a University governance orientation session for all new and returning Senators and Senate committee members early each fall, including faculty, student, administrative and staff (proposed) Senators. This orientation session could be conducted as a retreat off campus. It should emphasize the responsibilities of Senators to communicate with their constituencies and to think broadly as University citizens rather than purely as representatives of their own units. The orientation should include information on how Senate processes work and on the expected major issues for the coming year. New Senators and committee members should attend the entire orientation and be joined by returning Senators and committee members for a final session on the upcoming issues. For the first year or two, a professional consultant should assist in the planning and implementation of the orientation/retreat so that the objectives, goals and methods of the session are clear.

Senators are elected from specified constituencies to serve the university. This implies the dual responsibility to address issues from the perspective of the broad interests of the university and to communicate effectively with the constituencies from which the Senators were elected. A good orientation program would serve to clarify these responsibilities for new senators and to remind returning senators of their responsibilities.

The Governance Commission's focus groups and survey provided evidence that Senators and committee members feel a need for more training. Orientation currently depends heavily on the committees and their chairs, and such orientation necessarily focuses on a particular committee charge

rather than the entire governance structure. A general orientation can help overcome the lack of knowledge or the too specific knowledge inherent in the current system.

The discussion of anticipated major issues at the orientation will help to prepare Senators and committee members for the year's work. In addition it provides an opportunity for members to begin discussions and increase their awareness of those issues. The net effect should be a sense of better information and communication and it should increase the speed with which the Senate and its committees can act.

12. Improve communications between the Senate and the campus community.
We recommend that a synopsis of Senate activities be prepared for *On Campus*, the *Lantern*, and an OSU web site after each Senate meeting. A shortened version of the synopsis, perhaps with nothing more than bullet points and a link to the website, could be sent to the university community via e-mail. The Board of Trustees report and the e-mail based *OSU Today* serve as examples that might be followed in this regard. To the extent possible, the synopsis should also contain information on issues currently under consideration. The Commission also recommends the preparation of an annual Senate report which details what was accomplished during the year, what is coming up for the next year and contains a few profiles of current Senators. This report should be widely disseminated electronically as well as in print media.

Our focus group meetings and surveys clearly indicate that the university community is not well informed as to the activities of the Senate, items discussed by the Senate, and decisions reached by the Senate.   These same focus group meetings and surveys provide evidence that many members of the university community are interested in receiving news on the activities of the University Senate.

Currently, to be well informed, a member of the university community must proactively seek out Senate information. Available technology allows information to be more efficiently put in the reach of the university community. An effective communications strategy should include the web, e-mail, and on-campus print media.

13. Improve the efficiency of full Senate meetings.
The utilization of a consent agenda can dramatically alter the current allocation of time in Senate meetings and is recommended by the Commission. Likewise, Senate meetings may be rendered more effective and more engaging if the leadership articulates, in advance of the meeting, an issue of broad future interest to the university community and devotes a portion of the Senate meeting to an open, though structured, discussion of the topic. The Commission suggests that the innovation be explored.

It is widely appreciated that the most important work of the Senate occurs in committees, whereas the majority of Senate meeting time is spent on hearing reports and voting on noncontroversial issues. Little time is allocated to substantive deliberation of issues. There is a widely perceived need to make Senate meetings more interesting and substantive.

Adoption of a consent agenda potentially offers significant improvement in efficient use of Senate time. All committee reports would be submitted in advance of the meeting. These reports would be screened to flag any substantive items. If none were identified and if the committee did not signal a need for Senate time, the report would be sent to all Senators in advance of the meeting and placed on the consent agenda. All items on the consent agenda would be decided in a single vote. Reports would be

accepted, and noncontroversial items would be approved. Senators would have the right to request that items appearing on the consent agenda be withdrawn, discussed, and voted on separately.

The adoption of a consent agenda at Senate meetings would permit better use of Senate time, increasing meeting effectiveness and participant engagement. The time thus saved could be used for substantive discussion of emerging big-picture issues facing the university. Pre-meeting notification of issue(s) for discussion would allow Senators to come prepared. Discussion could occur in the Senate as a whole or through use of smaller group discussions/processes, with or without verbal reporting out to the group as a whole. The thought and hope is that such exchange might provide some valuable input to Senate and university leadership. If the practice, once tried, proves too complex and uninformative, it should be dropped.

14. New educational and informational materials about the Senate need to be widely available. Greater use should be made of electronic media for conducting Senate business.

The Senate should prepare a manual for Senators to be handed out at the orientation/retreat session (see Recommendation 11) and made available on the Senate home page. A one-page fact sheet about the Senate should also be available both on the web site and in hard copy. All committee reports should adhere to a standard format and be available on the web site.

This recommendation addresses the expressed concern in the University community about disconnectedness with the Senate and lack of information about Senate issues and actions. The focus groups and surveys provide evidence that the University community remains largely ignorant of the Senate and its activities. Among those expressing interest in receiving more information about Senate activities, many feel that an electronic medium (e-mail or the web) is the best way to facilitate this communication. Standardized reports will be easier to read quickly and having all reports on the web site will help communication. Everyone will know where to find information or can be directed to a single location.

A Senate manual would be an important tool for helping the entire community understand the Senate as well as helping Senators conduct Senate business efficiently. A one page, readily accessible fact sheet would provide one mechanism for overcoming this broad disconnect.

New communications technology is rapidly changing the way that organizations conduct their activities. This revolution has implications for the ways that the Senate should communicate internally, within the University, and with the public. The changes suggested below will enhance the visibility of the Senate and improve its efficiency. The electronic reporting should rely heavily on the Senate web site. That site should contain the Senate agenda in advance of each meeting, summarize the results of each meeting (also to appear in the *Lantern* and *On Campus*) as well as each committee's current report. These reports should be in a standard format and would be updated following each committee meeting all year long. At the end of the year, the final report would thus already be written and available. Each committee page should include: committee name, current year, committee membership, list of major issues considered to date and action taken and the agenda (including time and place) for the next meeting. Action taken and information about the next meeting would be updated after each session of the committee. This level of improved communication should be a staff responsibility, and will require an increase in the senate staff (see Recommendation 17).

The Commission also discussed the possibility of having Senate elections via the Internet. Short vitas of all faculty and students running for Senate election could be posted electronically and viewed by

those voting. Reminders about voting in Senate elections could run in *OSU Today*, making a link to a voting page available on the Internet.

15. The ties between the Senate and the Board of Trustees need to be strengthened and enhanced.

Currently, the Chair of the Senate Steering Committee and the Chair of Faculty Council sit as observers during the meetings of the University Board of Trustees. The Commission would like to propose that this relationship be strengthened and those individuals take a more active role in Board of Trustees meetings. This enhanced role could take the form of ex officio positions on standing subcommittees of the Board, a place on the agenda wherein specific reports are made to the Board about items under consideration at the Senate, etc.

Under the current rules, the Senate can recommend actions directly to the Board, but in practice these recommendations are presented by a member of the administration. There is no direct avenue for the board to hear the issues, the process followed, and the intent of the recommendations from the faculty Senator perspective. A direct Senate voice to the Board would provide valuable clarity and perspective as faculty have insights into the university's effectiveness in fulfilling its mission that would be valuable to the Board in its deliberations.

The Chair of Steering and the Chair of Faculty Council each have one year terms of office, which will likely lead to a steep "learning curve" in terms of Trustees activities. The Commission recommends that the Chair-elect of Faculty Council be permitted to attend Board of Trustees meetings for the 6 months prior to assuming the position of Chair of Faculty Council to learn the requisite responsibilities of the position. We also recommend that the Chair of Steering make every effort to orient the new Chair of Steering (keep journal of Board activities, prepare document outlining responsibilities, meet frequently to discuss duties, etc.) about Board activities. Oversight of the transition process could be provided by the Secretary of the Senate and Secretary of the Faculty to ensure a smooth transfer.

16. The respective roles and duties of the Secretary of the Senate and the Secretary of the Faculty should be clarified.

The position of Secretary of the Senate represents a long-standing one with well defined duties and a rich history. The position of Secretary of the Faculty was recently created to deal with faculty-related issues relative to the Senate. While certain aspects of the job descriptions of these two positions are clear in terms of committee memberships and some responsibilities, other duties are less well-defined. For example, a portion of the duties of the Secretary of the Senate are to "…promote active, effective participation in University governance by the members of the constituencies of the University Senate" while one of the duties of the Secretary of the Faculty is to "…work to increase the faculty awareness of and participation in the university senate and other university-wide governance bodies". Since many of the recommendations contained in this report deal with enhancing communication about the Senate, this responsibility would seem to be included under the job description of both the Secretary of the Senate and the Secretary of the Faculty. It will be necessary for the two individuals in these positions to work closely together and to communicate regularly in order to define the respective roles of the two offices. It is most advantageous that the office spaces for these two positions are adjacent to each other.

17. The Office of the University Senate needs an increased level of central support.

There is currently one staff position to support the entire Senate and its committees. The Senate at OSU is extremely fortunate to have a most dedicated and extremely hard-working individual in this position at the current time. The current staffing level is insufficient, and with the changes recommended in this report, will become overwhelming for a single person to carry out. The Commission recommends

that additional staff positions be added to the Senate/Secretary of the Faculty office and that the new Secretary of the Senate in consultation with the Secretary of the Faculty prepare an annual budget to be presented to the President.

VIII. CONCLUSIONS

The recommendations contained in this report were developed after reviewing all of the data from the various input sources. It was clear from the data collected about Senates at other institutions that no one model is "the right model" and that we needed to assess what was "right for Ohio State" at this point in time. With this data in hand, the Commission held countless hours of discussion and debate, arriving at the present set of consensus recommendations. No one source of data was viewed as the penultimate one, but rather it was a collection of all the data woven together with the collective experience of the Commission members which was the most useful.

The 17 recommendations can be summarized in a few words – streamline the Senate, increase its efficiency and increase communication about Senate activities. The Commission felt that the overall Senate as well as the Senate committee structure could benefit from a smaller and more compact organizational structure. Over the past 28 years, new committees had been added to the Senate with little removed. Improvements in efficiency can be gained by a change in the way Senate meetings are conducted – using a consent agenda and discussion of important University-wide issues as well as increased attention to the efficiency of proposal review. Our survey instruments indicated that the campus wishes to know more about the Senate and to be better informed about Senate activities. Improved communication, both electronic and print, and educational as well as informational materials can be generated to meet this demand.

We anticipate that the recommendations will stimulate much discussion and debate throughout the campus. Some of the items contained within our recommendations can be implemented immediately if there is agreement, while others will require rule changes. It is encouraging to us to learn that some of the suggestions contained within the report are already starting to be implemented such as discussion of a central issue at Senate meetings and dissemination of Senate reports in the *Lantern* and *On Campus*. We believe that discussion of the Senate and its workings for the past 12 months has raised the awareness of this body on campus and started people thinking about how it can work better.

It is clear that even with this intense level of analysis, we could not arrive at specific recommendations for each and every issue for which we were charged. For some recommendations, we felt that additional discussion and debate by affected groups were necessary in order to arrive at the level of specificity desired. Thus, this report is meant to be a beginning and not an end to the review of the Senate.

APPENDIX A

Data About the Senate

Table1. College Representation of Faculty Senators for 2000-2001

Unit	No. of Faculty	Number of Senators	% of Total
Arts	150	4	5.7
Biological Sciences	101	3	4.3
Business	97	3	4.3
Dentistry	74	2	2.9
Education	129	3	4.3
Engineering	265	7	10.0
Food, Agriculture, and Environ. Sci.	255	7	10.0
Human Ecology	49	1	1.4
Humanities	288	7	10.0
Law	38	1	1.4
Math and Phys. Sci.	224	6	8.6
Medicine and Pub. Health	451	7	10.0
Nursing	24	1	1.4
Optometry	15	1	1.4
Pharmacy	38	1	1.4
Social and Behav. Sci.	224	6	8.6
Social Work	26	1	1.4
University Libraries	75	2	2.9
Veterinary Medicine	92	2	2.9
OSU - Lima	35	1	1.4
OSU - Mansfield	43	1	1.4
OSU - Marion	30	1	1.4
OSU - Newark	44	1	1.4
ROTC		1	1.4
TOTAL	2767	70	100.0

Table.2. Student Representation in the University Senate

Graduate Students	Number of Senators	% of Total Grad Stu
Administrative Sciences	1	10%
Agricultural Sciences	1	10%
Arts	1	10%
Biological Sciences	1	10%
Education	1	10%
Engineering Sciences	1	10%
Humanities	1	10%
Math and Physical Sciences	1	10%
Professional Biological Sci	1	10%
Social and Behavioral Sci	1	10%
Professional Students	**Number of Senators**	**% of Total Prof Stu**
Dentistry	1	20%
Law	1	20%
Medicine	1	20%
Optometry	1	20%
Veterinary Medicine	1	20%
Undergrad Students	**Number of Senators**	**% of Total Undergr Stu**
Academic Constituencies		
Ag and natural resources	1	4%
Arts and Humanities	1	4%
Bio, Math and Phys. Sci	1	4%
Business	1	4%
Education	1	4%
Engineering	1	4%
Health Sciences	1	4%
Social and Behavioral Sci	1	4%
Social Work and Human Ec	1	4%
University College	2	8%
Living Area Constituency		
Apartment & Room. House	4	16%
Commuters	2	8%
Fraternities and Sororities	1	4%
Campus residence halls	3	12%
Regional campus constit.		
OSU-Lima	1	4%
OSU-Mansfield	1	4%
OSU-Marion	1	4%
OSU-Newark	1	4%

Table 3. University Senators and Senate Committee Members Gender and Age, 1998-1999

	Number	Female (# / %)	Male (# / %)	Avg. Age
University Senate	131	37/28.2	94/71.8	44.3
Administrators	25	4/16.0	21/84.0	55.48
Faculty	70	19/20.0	51/80.0	51.11
USG	19	6/31.6	13/68.4	19.9
CGS	10	4/40.0	6/60.0	29.1
IPC	7	4/57.1	3/42.9	24.3
Senate Committees	270	98/36.3	172/63.7	44.47
Administrators	37	15/40.5	22/59.5	49.13
Faculty	153	42/27.5	111/72.5	52.06
Staff	14	6/42.9	8/57.1	41.36
USG	27	13/48.1	14/51.9	19.9
CGS	26	14/53.8	12/46.2	30.5
IPC	13	8/61.5	5/38.5	24.2
University Demographics				
Regular Faculty	3488	978/28.0	2510/72.0	47.19
Clin., Aux., & Reg. Faculty	4473	1437/32.1	3036/67.9	46.87
Classified & Unclassified Staff	14343	9030/63.0	5313/37.0	43.05
Undergraduate Students	42465	21045/49.6	21420/50.4	21.8
Graduate Students	10047	5566/55.4	4481/44.6	30.9

Table 4. University Senators and Senate Committee Members Gender and Age, 1999-2000

	Number	Female (# / %)	Male (# / %)	Avg. Age
University Senate	138	32/23.2	106/76.8	43.15
Administrators	25	3/12.0	22/88.0	56.11
Faculty	70	17/24.3	53/75.7	50.64
USG	26	7/26.9	19/73.1	20.2
CGS	11	2/18.2	9/81.8	30.5
IPC	6	4/66.7	2/33.3	24.5
Senate Committees	250	73/29.2	177/70.8	45.14
Administrators	31	37/24.3	115/75.7	52.07
Staff	13	5/38.5	8/61.5	39.43
USG	27	7/25.9	20/74.1	20
CGS	19	9/47.4	10/52.6	31.8
IPC	8	3/37.5	5/62.5	24.5
University Demographics				
Regular Faculty	3585	1015/28.3	2570/71.7	46.49
Clin., Aux., & Reg. Faculty	4606	1480/32.1	3126/67.9	46.15
Classified & Unclassified Staff	15692	9868/62.9	5823/37.1	41.95
Undergraduate Students	42596	20979/49.3	21617/50.7	21.7
Graduate Students	9635	5278/54.8	4357/45.2	30.6
Professional Students	2758	1346/48.8	1412/51.2	25.4

Table 5. University Senators and Senate Committee Members Ethnicity, 1998-1999

	Number	Afr. Am. #/%	Nat. Am. #/%	Asian-Am. #/%	His.-Am. #/%	White #/%	Other/Undis. #/%
University Senate	131	8/6.1	0/0.0	2/1.5	3/2.3	114/87.0	4/3.1
Administrators	25	2/8.0	0/0.0	0/0.0	0/0.0	23/92.0	0/0.0
Faculty	70	6/8.6	0/0.0	1/1.4	1/1.4	60/85.7	2/2.9
USG	19	0/0.0	0/0.0	1/5.3	1/5.3	17/89.5	0/0.0
CGS	10	0/0.0	0/0.0	0/0.0	0/0.0	8/80.0	2/20.0
IPC	7	0/0.0	0/0.0	0/0.0	1/14.3	6/85.7	0/0
Senate Committees	270	16/5.9	1/0.4	10/3.7	4/1.5	234/86.7	4/1.5
Administrators	37	3/8.1	0/0.0	0/0.0	0/0.0	32/86.5	2/5.4
Faculty	153	10/6.5	0/0.0	3/2.0	2/1.3	137/89.5	1/0.7
Staff	14	2/14.3	1/7.1	0/0.0	0/0.0	10/71.4	1/7.1
USG	27	0/0.0	0/0.0	4/14.8	1/3.7	22/81.5	0/0.0
CGS	26	1/3.8	0/0.0	2/7.7	0/0.0	22/84.6	0/0.0
IPC	13	0/0.0	0/0.0	1/7.7	1/7.7	11/84.6	0/0.0
University Demographics							
Regular Faculty	3488	120/3.4	4/0.1	287/8.2	50/1.4	2844/81.5	183/5.2
Clin., Aux., & Reg. Faculty	4473	158/3.5	5/0.1	323/7.2	65/1.0	3673/82.1	249/5.6
Classified & Unclassified Staff	14343	2087/14.6	42/0.3	500/3.5	137/1.0	10801/75.3	776/5.4
Undergraduate Students	42465	2938/6.9	152/0.4	1958/4.6	684/1.6	34753/81.9	1980/4.6
Graduate Students	10047	595/5.9	29/0.3	280/2.8	126/1.3	6401/63.7	2616/26.0
Professional Students	2721	105/3.9	8/0.3	297/10.9	72/2.6	2171/79.8	68/2.5

Table 6. University Senators and Senate Committee Members Ethnicity, 1999-2000

	Number	Afr. Am. #/%	Nat. Am. #/%	Asian-Am. #/%	His.-Am. #/%	White #/%	Other/Undis. #/%
University Senate	138	6/4.3	0/0.0	2/1.4	1/0.7	123/89.1	4/2.9
Administrators	25	2/8.0	0/0.0	0/0.0	0/0.0	23/92.0	0/0.0
Faculty	70	3/4.3	0/0.0	1/1.4	1/1.4	62/88.6	1/1.4
USG	26	1/3.8	0/0.0	1/3.8	0/0.0	24/92.3	0/0.0
CGS	11	0/0.0	0/0.0	0/0.0	0/0.0	8/72.7	3/27.3
IPC	6	0/0.0	0/0.0	0/0.0	0/0.0	6/100.0	0/0
Senate Committees	250	16/6.4	1/0.4	7/2.8	4/1.6	215/86.0	7/2.8
Administrators	31	3/9.7	0/0.0	0/0.0	0/0.0	28/90.3	0/0.0
Faculty	152	8/5.3	0/0.0	6/3.9	2/1.3	133/87.5	3/2.0
Staff	13	2/15.4	1/7.7	0/0.0	0/0.0	10/76.9	0/0.0
USG	27	3/11.1	0/0.0	0/0.0	1/3.7	23/85.2	0/0.0
CGS	19	0/0.0	0/0.0	0/0.0	0/0.0	15/78.9	4/21.1
IPC	8	0/0.0	0/0.0	1/12.5	1/12.5	6/75.0	0/0.0
University Demographics							
Regular Faculty	3585	114/3.2	4/0.1	297/8.3	51/1.4	2888/80.6	231/6.4
Clin., Aux., & Reg. Faculty	4606	151/3.3	5/0.1	330/7.2	73/1.6	3724/80.9	323/7.0
Classified & Unclassified Staff	15692	2379/15.2	44/0.3	578/3.7	153/1.0	11500/73.3	1038/6.6
Undergraduate Students	42596	2948/7.0	156/0.4	2032/4.8	715/1.7	34804/81.7	1941/4.5
Graduate Students	9635	565/5.9	22/0.2	271/2.8	120/1.3	5993/62.2	2664/27.6
Professional Students	2758	121/4.4	6/0.2	305/11.1	67/2.4	2176/78.9	83/3.1

	Total Faculty # / %	Full # / %	Assoc. # / %	Assist. # / %	Instructors # / %
University Senate					
1998-1999	70	40 / 57.1	26 / 37.1	4 / 5.7	0 / 0.0
1999-2000	70	33 / 47.1	33 / 47.1	4 / 5.7	0 / 0.0
Senate Committees					
1998-1999	153	83 / 54.2	62 / 40.5	8 / 5.5	0 / 0.0
1999-2000	152	73 / 48.0	72 / 47.4	7 / 4.6	0 / 0.0
OSU Reg. Faculty (Au, '99)					
Columbus Campus	2816	1087 / 38.6	961 / 34.1	734 / 26.1	34 / 1.2
All Campuses	2968	1109 / 37.4	1033 / 34.8	791 / 26.7	35 / 1.2

Table 7. Faculty Senators and Senate Committee Members
Faculty Rank

Table 8. Senate Terms by Faculty Rank

1998-1999

	1st-Term Senators	2nd-Term Senators	3rd-Term Senators	TOTAL
Full Professors	31	7	2	**40**
Associate Professors	23	3	0	**26**
Assistant Professors	3	1	0	**4**
TOTAL	**57**	**11**	**2**	**70**

1999-2000

	1st-Term Senators	2nd-Term Senators	3rd-Term Senators	TOTAL
Full Professors	25	6	2	**33**
Associate Professors	23	3	1	**33**
Assistant Professors	3	1	0	**4**
TOTAL	**57**	**10**	**3**	**70**

TABLE 9 Summary of Membership of Senate Committees (1999-2000)

Name	Number of Members	Term of Service (yrs)	Faculty	Staff	Student U/G/P	Administrative	Other	Number of Senator's Required	Faculty Council	President	Frequency of Meeting (#/year)
			Distribution of Members						**Source of Faculty**		
Academic Affairs, Council on	16	3	10	0	2/1/1	1	0	2	6	4	24
Academic Freedom and Responsibility, Committee on	8	3	6	0	0/2/0	0	0	3	6	0	26
Academic Misconduct, Committee on	34	3	18	0	8/7/0	1	0	-	18	0	125
Athletic Council	15	4	8	1	2/1/1	0	2	-	4	4	12+subs
Bookstores, Committee on University	11	3	5	4	2/1/1	2	0	-	5	0	as needed
Diversity Committee	16	3	8	3	1/1/1	2	0	-	6	2	*
Enrollment and Student Progress, Council on	16	3	9	0	2/2/2	3	0	-	6	3	24
Faculty Compensation and Benefits Committee	15	3	13	0	0	2	1	2	12	1	52
Fiscal Committee	16	3	8	2	2/1/1	2	0	3	6	6	24
Faculty Hearing Committee	24	5	24	0	0	0	0	-	24	0	1 and as needed
Honorary Degrees, Committee on	5	5	5	0	0	0	0	-	5	0	8
Legislative Affairs Committee	11	3	5	1	1/1/1	2	0	-	5	1	12
Library Council	15	3	9	0	2/1/1	2	0	-	9	0	12
Physical Environment, Council on the	16	3	7	2	2/1/1	3	0	-	5	2	12
Program Committee	9	2	5	0	1/1/1	1	0	9	4	1	8
Research Committee	26	3/2	17	0	1/3/1	3	1	-	6 10 GC	0	24
Rules Committee	10	2	7	0	1/1/1	2	0	10	6	0	24
Steering Committee	14	2	9	1	2/1/1	3	0	14	6	1	24
Student Affairs, Council on	20	3	6	3	5/4/2	1	6	2	6	0	24
Patents and Copyrights, Faculty Committee on	11	3	10	0	0/1/0	1	0	-	5	5	*

Table 10. Senate Attendance (%)
By Voting Group

Year	Administration	Faculty	Grad Students	Prof. Students	Undergrads	Non-Voting	ALL VOTING
90-91	87.5	82.6	56.6	27.3	77.4	69.1	80.6
91-92	89.7	84.8	85.1	10	76.8	55.6	83.6
92-93	81.1	84.1	78	44.4	77	67.9	80.3
93-94	88	81.3	90	12.5	77.8	70.9	80.4
94-95	93.5	80.5	72.2	35.9	74.7	73.4	79.7
95-96	91	80.9	83.3	41.7	62	67.1	79.5
97-98	92.4	78.4	58.6	56.8	58.6	79.4	76.2
98-99	86.2	72.9	54.5	40	47.4	67.1	68.7
99-00	83.5	69.3	40	67.5	51.6	76.4	66.8

TABLE 11 Voting Record by College for Senate Elections - 1998 and 1999

College	Apportionment Numbers (1998/1999)	# of Votes Cast (1998)	% of Faculty Voting (1998)	# of Votes Cast (1999)	% of Faculty Voting (1999)
Arts	149/148	41	28%	41	28%
Biological Sciences	98/99	30	31%	30	30%
Business	83			11	13%
Dentistry	73	22	30%		
Education	135/133	35	26%	29	22%
Engineering	263	42	16%	44	17%
FAES	256/277	70	27%	57	21%
Human Ecology	52			13	25%
Humanities	270/281	52	19%	61	22%
MAPS	224/217	81	36%	56	26%
Medicine	435/440	67	15%	72	16%
Nursing	31	13	42%		
Optometry	13	6	46%		
SBS	234/222	68	29%	57	26%
Social Work	29	20	69%		
University Libraries	83/78	26	31%	23	29%
Veterinary Med	85/90	24	28%	24	27%
Total	2529			579	23%

Figure 2. Standing Senate Committee Evolution

Academic Year

'72-'73	'79-'80	'84-'85	'89-'90	'94-'95	'99-'00

←---→

22   TOTAL NUMBER OF STANDING COMMITTEES   **19**

Academic Affairs……………………………………………………………………………………………..Academic Affairs
Academic Freedom & Responsibility……………………………………………………………Academic Freedom & Responsibility
Academic Misconduct……………………………………………………………………………..… Academic Misconduct
Admission & Registration……………………………………………………………*became* Enrollment and Student Progress ('93-'94)
Athletic Council…………………………………………………………………………………… Athletic Council
Bookstore Committee……………………………………………………………………………… Bookstore Committee
Calendar Committee……………………………………………………………*removed* ('88)
Elections Committee………………………………………………………… *removed* ('89)
Faculty Advisory Committee to the Chancellor……………………………………… *removed* ('91)
Faculty Compensation & Benefits………………………………………………………..………… Faculty Compensation & Benefits
Faculty Hearing Committee……………………………………………………………………..…… Faculty Hearing Committee
Honorary Degrees…………………………………………………………………………………… Honorary Degrees
Legislative Affairs……………………………………………………………..………………… Legislative Affairs
Library Council………………………………………………………………..…………………… Library Council
Ohio Faculty Senate……………….……*removed* ('82-'83)
Program Committee…………………………………………………………………………… Program Committee
Public Safety………
             >*combined into* Traffic, Parking, and Public Safety ('82-'83) …*incorporated into* Physical Environment ('99-'00)
Traffic & Parking …
Rules Committee………………………………………………………………………..……… Rules Committee
Steering Committee……………………………………………………………………..…… Steering Committee
Student Affairs……………………………………………………………………….……… Student Affairs
Women and Minorities…………………………………………………………*became* Diversity Committee ('96-'97)
             added ('82-'83) …………..……………….…………………………………Fiscal Committee
                          added ('91-'92)….Research Committee

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Figure 3. Senate Attendance for the Past 10 Years
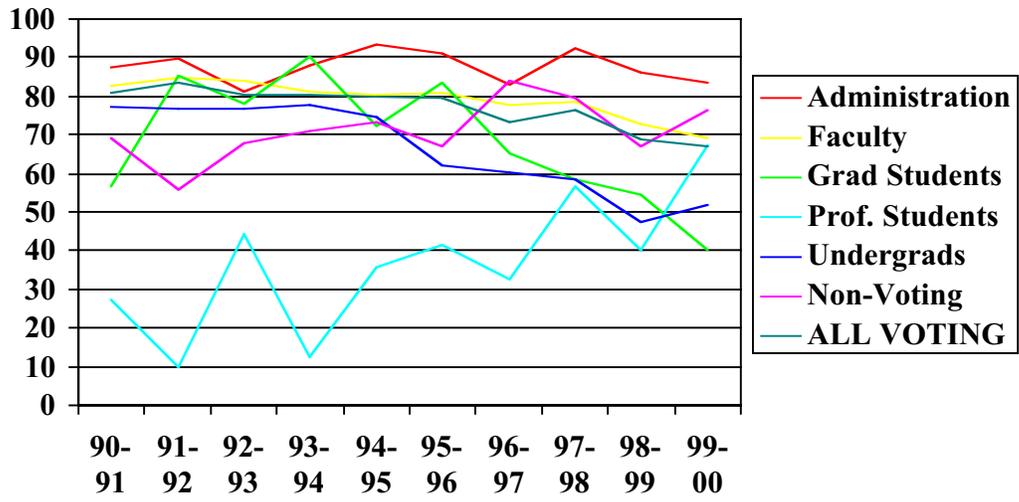
APPENDIX B

**OSU Survey Research Unit
Survey Questions and
Data Summary**

Summary of
The OSU Community's Attitudes/Perceptions of the University Senate
Telephone Survey of Faculty, Staff and Students and Mail Survey to Chairs Conducted by the OSU Survey Research Unit

	% responding Strongly agree or Agree			
	Faculty	**Staff**	**Students**	**Chairs**
1. Are you aware of the existence of the University Senate? (n=781) % responding yes	90	54	52	
2. The University Senate is presently meeting the shared governance needs of the University community (n=509)	39	33	44	
3. I understand how the University Senate functions in a general sense. (n=509)	67	46	51	91
4. The University Senate provides an important oversight role in the administration of the University.	63	50	53	
5. Serving on the University Senate is an important activity.	75	74	70	83
6. Serving on the University Senate is valued by my peers or my supervisor(s).	41	26	35	
7. Serving on the University Senate is valuable for my career and professional development	32	44	52	
8. The very best faculty and students should run for the Senate.	70	76	70	
9. Supervisors, chairs or advisors should encourage the very best faculty and students to run for the Senate.	75	84	87	
10. The communication across constituencies that occurs during Senate meetings is worth the time spent.	67	73	65	
11. The percentages of faculty, students and administrators represent the appropriate composition for the University Senate.	40	31	35	
Of those disagreeing (n=177), more faculty?	75	16	16	
Fewer faculty?	6	43	54	
More students?	21	52	91	
Fewer students?	35	9	4	
More admin.	8	34	13	
Fewer admin.	45	27	38	

	% responding Strongly agree or Agree		
	Faculty	**Staff**	**Students Chairs**
12. Staff members should be allowed to serve on the Senate.	55	85	65
13. The present formula for determining Senate member-ship is based on the number of faculty within each College. This is the appropriate formula to use to Determine Senate membership.	60	37	61
14. Faculty members serve 3-year terms in the Senate. This term is about the right length.	79	80	68
15. Student members in the Senate serve 1 year terms. This term is about the right length.	49	50	65
16. Having University Senate meetings on Saturday is a necessary compromise.	51	50	62
17. There would be more participation if the meetings were scheduled in the late afternoon on a weekday.	49	57	48
18. The University Senate could be just as effective with fewer committees.	50	52	50
19. The University Senate could be more effective with fewer committees.	48	56	49
20. A jointly constituted Research Committee is the appropriate way to organize research interests and concerns.	46	50	61
21. The University Senate effectively communicates its activities.	38	32	34
22. I am interested in receiving news on the activities of the University Senate.	79	75	60

23. Which of the following media would best facilitate
   communication from the Senate?

	Faculty	Staff	Students Chairs
e-mail	58	42	42
web site	14	24	14
newspaper/On Campus	13	15	4
separate newsletter	6	3	8
newspaper/Lantern	6	10	26
some other source	3	5	4

| | **% responding Strongly agree or Agree** | | | |
	Faculty	**Staff**	**Students**	**Chairs**
24. Are you or have you ever been a University Senator	16	2	3	33
25. Are you serving or have you ever served on a Senate Committee?	16	2	5	31
26. I vote at least some of the time in Senate elections.	64	9	34	
27. The time it takes for proposals to make their way Through the Senate is it,				
Too long	29	22	17	
About right	23	25	39	
Too short	1	1	4	
28. The University Senate is currently composed of Faculty, students and administration. I favor this Structure.	57	36	78	
29. I favor a University Senate structure in which the The various constituencies, faculty, students, and Administrators each have their own separate Senate.	11	19	31	

Questions Asked to Chairs Only

	Chairs
30. I believe that service on the University Senate is for the greater good of the University.	82
31. I believe that service on the University Senate is not necessarily about representation of individual departments or colleges.	62
32. I believe that service on the University Senate represents a worthwhile use of faculty time.	70
33. I encourage the best faculty in this unit to run for the Senate.	62
34. I encourage faculty who are not actively contributing in other ways to run for the Senate.	22
35. I see Senate service by faculty members in this unit to be beneficial to the unit	56
36. I see Senate service by faculty members in this unit to be at the expense of departmental or college service.	33
37. I discourage service activities in general for faculty members in this unit.	10
38. I weight Senate service positively when making annual salary and compensation decisions for faculty.	56
39. I take Senate service into account when making teaching assignments.	13

APPENDIX C

**Senates at Peer Institutions:
Summarized by Institution**

University of Arizona
(www.fp.arizona.edu/senate)

- faculty governance recently revitalized based on 1990 re-accreditation issue

* Arizona Revised Statute: "faculty members of each university (3), through their elected faculty representatives, shall participate in the governance of their respective universities, and will actively participate in the development of University policy."

General Faculty: all regular faculty; meets once a year in Spring
Has responsibility for input to academic personnel policy, instructional and curriculum policy, research policy, student affairs policy, ethics and commitment, and provides advice on university budget and university support

<u>Standing Committees:</u>

- Committee on Elections
- Committee of Eleven
- Faculty Membership
- Committee on Committees
- Budget and Strategy Planning
- Ethics and Commitment
- Facilities Planning
- Conciliation
- Academic Freedom and Tenure

Faculty Senate: 61 members; meets first Monday of every month

- Chair, Vice Chair, Secretary
- 5 ex-officio members
- 29 from the colleges
- 20 "at large"
- 7 students

Standing Committees

- Executive Committee
- Academic Personnel Committee
- Instruction and Curriculum Policy
- Research Policy
- Student Affairs Policy
- <u>Ad hoc</u> committees as needed

University of California – Los Angeles
(www.senate.ucla.edu)

"Through the Academic Senate, the UCLA faculty participate in a system of dual authority and responsibility called "shared governance." … the Regents invest the faculty, through the Academic Senate, with responsibilities to exercise direct control over academic matters. In other areas of University life, the administration consults with the Academic Senate. The Senate performs an advisory role in decision-making by the administration on budget matters and the organization and structure of the University, as well as on faculty promotion and appointments."

<u>Academic Senate</u> (3100 ladder-faculty)

<u>Legislative Assembly</u> : 150 elected faculty – meets once a Quarter on Tuesdays

- Executive Board (Chair, Vice Chair, Past Chair) + Council of Faculty Chairs
- Committee on Committees
    - appoints members to 5 clusters of committees (students serve; staff do not)

- Governance Committees
    - Privileges and Tenure
    - Charges
    - Rules and Jurisdiction
    - Grievance and Disciplinary Action

- Academic Programs and Policies Committees
    - Graduate Council
    - Undergraduate Council
    - Council on Planning and Budget
    - Teaching Awards
    - Undergraduate Admissions and Relations with Schools
    - University Extension
    - Intercollegiate Athletics
    - Education Abroad

- University Community Committees
    - Academic freedom
    - Faculty Welfare
    - Faculty Research Technology
    - University Emeriti and Pre-retirement Relations
    - Diversity and Equal Opportunity

- Council on Academic Personnel

- Education Resources Committees
    - Council on Research/ - Library Committee

University of Illinois – Urbana-Champagne

(www.uiuc.edu/providers/senate)

This Senate is reviewed every 5 years by a Senate Review Committee

Faculty-Student Senate: 250 voting members; meets monthly on Monday afternoons

- 200 faculty (elected to two-year terms)
- 50 students (one year terms)

- deans and other administrators are ex-officio
- staff serve on committees

Standing Committees

- Committee on Committees
- Senate Council
- Academic Calendar
- Academic Freedom and Tenure
- Admissions
- Budget
- Campus Operations
- Conduct Governance
- Continuing Education and Public Service
- Educational Policy
- Equal Opportunity
- External Affairs
- Faculty Benefits
- General University Policy
- Honorary Degrees
- Library
- Military Education Council
- Student Discipline
- University Statutes and Senate Procedures
- University Student Life

University of Michigan

(www.umich.edu/~sacua

<u>Senate</u> : meets once a year in March

- all tenured and tenure track faculty
- research scientists with 100% appointment
- designated librarians
- deans and other major officers
- emeriti (no vote)

<u>Senate Assembly</u>: 72 members (elected group from each of the schools) – meets monthly
                   on Mondays.

Standing Committees

- Senate Advisory Committee on University Affairs (SACUA)
  - 9 faculty elected for three year terms from the Assembly
  - advises the President and Provost
  - meets weekly

- Academic Affairs Advisory Committee
- Committee for a Multi-cultural University
- Development Advisory Committee
- Financial Affairs Advisory Committee
- General Counsel's Advisory Committee
- Medical Affairs Advisory Committee
- Research Policies Advisory Committee
- Student Relations Advisory Committee

<u>Key Issues Committees</u>

- Committee on the Economic Status of the Faculty
- Budget Study Committee
- <u>Faculty Perspectives Page</u> Editorial Board
- Civil Liberties Board
- Tenure Committee
- Rules Committee

<u>University of Minnesota – Twin Cities</u>
(www.umn.edu/senate)

<u>University Senate</u>

(~200 members; meets once a month on Thursdays)

- includes faculty and students from the 4 campuses

<u>Faculty Senate</u>   <u>Student Senate</u>

- faculty members of the Senate   - student members of the Senate
- with a Faculty Consultative Committee   - Student Consultative Committe

Senate Consultative Committee
Committee on Committee

Twin Cities Assembly

(140 faculty and 40 students; meets once a month on Thursdays)
(the Twin Cities representatives of the University Senate)

<u>Faculty Assembly</u>   <u>Students' Associations</u>

- faculty members of the TC Assembly   - Student Assembly Steering
- Faculty Assembly Steering Committee   Committee

Assembly Steering Committee

Senate/Assembly Committees   **Twin Cities Assembly Committees**

- All- University Honors   * Advisory Committee on Athletic
- Disabilities Issues   * Council on Liberal Education
- Educational Policy   * Faculty Academic Oversight
- Information technology   Committee on Intercollegiate
- Judicial   Athletics
- Library   * Student Behavior
- Equal Employment Opportunity for Women
- Faculty Affairs
- Finance and Planning
- Research
- Social Concerns
- Student Affairs

<u>The Pennsylvania State University</u>

(www.psu.edu/ufs)

Reviewed in 1993.

University Faculty Senate (252 members: meets monthly on Tuesday afternoons)

- 210 faculty
- 21 ex officio – 7 senior administrators and 14 appointed by the President
- 21 students - 1 from each of the 10 colleges at University Park, and 1 from each of the other campuses

Standing Committees

- Admissions, Records, Scheduling and Student Aid
- Committees and Rules
- Computer and Information Systems
- Curricular Affairs
- Faculty Affairs
- Faculty Benefits
- Intercollegiate Athletics
- Intra-University Relations
- Libraries
- Outreach
- Research
- Student Life
- Undergraduate Education
- University Planning

Special Committees

- Faculty Advisory Committee to the President
- Committee on Faculty Rights and Responsibilities
- Joint Committee on Insurance and Benefits
- University Promotion and Tenure Review
- Standing Joint Committee on Tenure
- Faculty Committee to Monitor Travel Policies

The University of Texas – Austin
(www.utexas.edu/faculty/council)

Major review completed in 1995, resulted in a move to a Faculty Council from a Faculty Senate (faculty only) and University Council (faculty and administrators.)

General Faculty

Office of the General Faculty

Faculty Council: voting members: 69 faculty and 6 students
                     Non-voting members: 32 senior administrators
                     Meets once a month on Mondays

Standing Committees

- Type A: Faculty Affairs
    - Committee of Council on Academic Freedom and Responsibility
    - Faculty Advisory Committee on Budgets
    - Faculty Committee on Committees
    - Faculty Grievance Committee
    - Faculty Welfare Committee
    - General Faculty Rules Committee
    - University of Texas Press AdvisoryCommittee

- Type B: Student Services and Activities
    - Committee on Financial Aid to Students
    - Recreational Sports Committee
    - Committee on Student Affairs

- Type C: Institutional Policy or Governance
    - Admissions and Registration Committee
    - Calendar Committee
    - Commencement and Academic Ceremonies Committee
    - Educational Policy Committee
    - Faculty Building Advisory Committee
    - International Programs and Studies Committee
    - Library Committee
    - Parking and Traffic Appeals Committee
    - Recruitment and Retention Committee
    - Research Policy Committee
    - Responsibilities, Rights, and Welfare of TA and AI Committee

University of Washington
(www.washington.edu/faculty/senate)

Senate works with three types of Legislation: Class A Legislation (recommendations to the President);
Class B Legislation (amendments to University Handbook); Class C Actions (non-legislative.)

Currently reviewing how to integrate faculty governance structures at two new campuses with the existing Faculty Senate.

Faculty Senate : 180 elected faculty; meets twice/ Quarter Thursday afternoons

- President and Chairs of Faculty Councils are also voting members
- Non-voting members include deans, vice presidents and presidents of student groups.

- Chair, Vice Chair, Secretary of the Faculty, and Faculty Legislative Representatives (2)

Standing Committees

- Senate Executive Committee (SEC)
- Senate Committee on Planning and Budgeting
- Advisory Committee on Faculty Code and Regulations

Faculty Councils

- Faculty Council on Academic Standards
- Faculty Council on Continuing Education
- Faculty Council on Educational Technology
- Faculty Council on Faculty Affairs
- Faculty Council on Instructional Quality
- Faculty Council on Research
- Faculty Council on Retirement, Insurance and Benefits
- Faculty Council on Student Affairs
- Faculty Council on University Facilities and Services
- Faculty Council on University Libraries
- Faculty Council on University Relations

University of Wisconsin - Madison
(www.wisc.edu)

Faculty Senate: 220 faculty members, meets the first Monday of the month

- Chancellor, Vice Chancellors, Deans are ex officio
- Secretary of the Faculty (staff member)

Standing Committees

- Committee on Academic Affairs of Minority/disadvantaged Students
- Advisory Committee for the Equity and Diversity Resource Center
- Archives Committee
- Athletic Board
- Campus Planning Committee
- Campus Transportation Committee
- Committee on Committees
- Disabilities Accommodation Advisory Committee
- Commission on Faculty Compensation and Economic Benefits
- Faculty Consultative Committee on Financial Emergency
- Committee on Faculty Rights and Responsibilities
- Committee on Honorary Degrees
- Information Technology Committee
- Kemper K. Knapp Bequest Committee
- Lectures Committee
- Library Committee
- Officer Education Committee
- Recreational Sports Board
- Search and Screen Committees
- Retirement Issues Committee
- Committee on Undergraduate Recruitment, Admissions, and Financial Aid
- University Academic Planning Council
- The University Committee ***
- Committee on Women in the University
- Student Policies and Non-Academic Program Committee