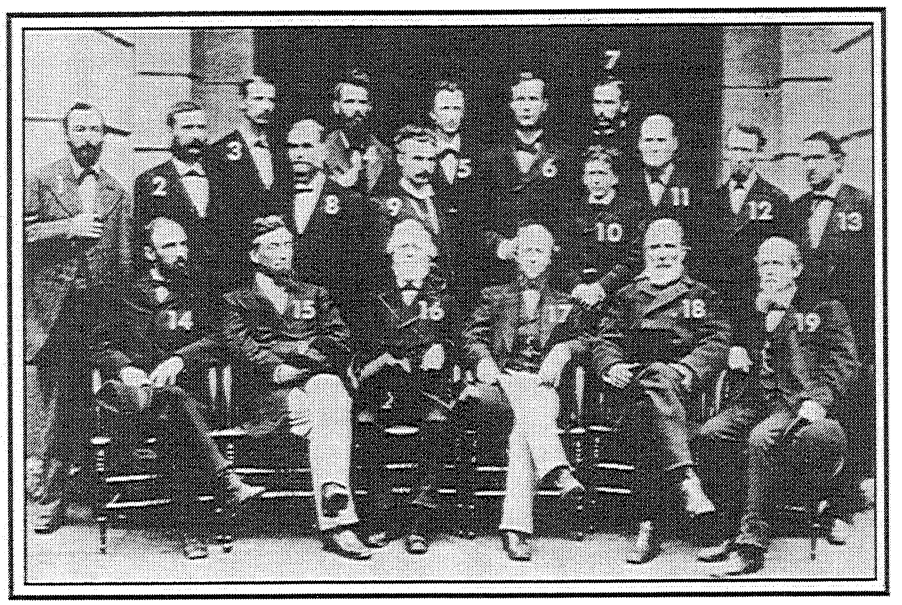
Faculty Governance at the University of Michigan

Principles, History, and Practice

Faculty Governance at the University of Michigan
Principles, History, and Practice

Nicholas H. Steneck, Ph.D.

A Report for the University Community



University of Michigan
Senate Advisory Committee on University Affairs
Ann Arbor, Michigan
1991

ACKNOWLEDGEMENTS

A belief that a history of faculty governance might be useful for discussion today owes its origin to this year's Chair of SACUA, Peggie J. Hollingsworth. Two research assistants, Nicholas J. Steneck and Melinda G. Spencer, helped gather background material for this report. James E. Crowfoot, Robert A. Green, Peggie J. Hollingsworth, and William C. Stebbins gathered in the old Detroit Observatory one morning with Nicholas H. Steneck to discuss lines of research and problem areas that ought to be addressed. The staff at the Michigan Historical Collections willingly delivered the records containing the past deliberations of the University's faculties. Teryl E. Schessler filled out the list of past committee members for inclusion in this volume. David L. Oliver turned the volume from a clumsily formatted disk into a finished publication.

Publication of this volume was made possible, in part, through the generosity of the Office of the President and the Horace H. Rackham School of Graduate Studies.

For copies write to:
Senate Advisory Committee on University Affairs
4008 Fleming Administration Building
University of Michigan
Ann Arbor, MI 48109-1340

Title Page Photo: Dr. Angell and his Faculty. 1. Langley, 2. Greene, 3. de Pont, 4. Steere, 5. Demmon, 6. C.N. Jones, 7. Wead, 8. Prescott, 9. *Unknown*, 10. Denison, 11. Johnson, 12. Spaulding, 13. Petee, 14. D'Ooge, 15. C.K. Adams, 16. Frieze, 17. Angell, 18. Cocker, 19. Olney.

During the years that I have been involved with faculty governance, first as a member of the University Senate, next as an elected representative of my unit to the Senate Assembly, then as a member of the Senate Advisory Committee on University Affairs (SACUA), and finally as the Chairperson of SACUA and the Senate Assembly, I have become increasingly conscious of and concerned with the role of the various discrete constituencies which exist within the university community in determining the overall scholarly, academic, social and cultural directions and goals of our institution. A list of these constituency groups might include the governors (Regents) elected by the people of the State of Michigan, the administrative staff from President and Provost through assistant deans and program directors in individual units, support staff, teaching faculty, research faculty, a relatively new and expanding group of "service" faculty, and undergraduate, graduate and post-graduate students. Is it surprising that few within any of these groups possess a truly global vision of the mission of the University and that many lack even a rudimentary understanding of the significance of their role in the overall university community? I have been struck by this lack of communication among the various constituent groups—for failure to communicate has led to a lessening of respect for each other's views and values, an obfuscation of mutual understanding, and an erosion of individual and group commitment to fundamental goals of the University. Some have even come to view the University as nothing more than another large business enterprise in which scholarship and education are secondary to revenue generation and physical expansion. In order to prepare for the future, a future in which social awareness and activism, multiculturalism, and racial and gender diversity have new and expanded roles in the University, significant numbers from each constituent group must become highly involved and committed, and strong channels of communication will need to be developed among all of the constituent groups.

The preparation of this history of faculty governance is part of an effort by SACUA during this past year to strengthen channels of communication between members of the University Senate and members of other groups within the university and to increase involvement of members of the University Senate in university governance. Other efforts to approach these objectives included a series of presentations on the service-related activities of members of the Senate arranged for the Regents and administrative officers. Presentations were made relevant to faculty involvement in community outreach programs, preservation of natural resources, protection of the global environment, and to technological and scientific discovery. The final presentation of the academic year will address faculty involvement in the governance of the University and in the the definition and achievement of future goals and objectives for the University.

In the pages that follow, Professor Nicholas H. Steneck has provided a thumbnail sketch of the history of faculty involvement in governance at the University of Michigan. Although constraints on time and resources have not allowed for a more in-depth treatment of the subject, you will find his observations and comments as he develops this history of governance, challenging, thought-provoking and, perhaps, at times unsettling. It is my hope that reflections such as these on the past and the present will enlighten and guide us as we contemplate the future of our University.

Peggie J. Hollingsworth
April 12, 1991

In the fall of 1841, the University of Michigan had nineteen Regents, two on-campus faculty, seven students, and a librarian. In the fall of 1990, when the 150th class enrolled on the Ann Arbor campus, the University had eight Regents, over 3000 faculty, 16,000 staff, and 36,000 students.[1] If as a result of this growth governance has changed, one should not be surprised.

It would be naive, however, to think that size alone accounts for the changes that have taken place in governance at the University. Over the same period of time the University's activities have broadened and diversified significantly. There was no sponsored research in the 1840s, no University Hospital or clinical facilities, no Law School, no Development Office, and not even a university president. Throughout the 1840s the University consisted of the Regents, a small Literary Department faculty whose primary duty was teaching undergraduates, a student body that did not go much above 100, two classroom buildings, and four professors' houses. Its organizational chart, had there been one, could have been sketched on a single page and easily included the names of all officers, faculty, staff, and even students. Today the organizational charts of the University run more than 100 pages and do not include the names of most of the members of our community.[2] The University's physical properties total in the billions of dollars.

Against this background of growth and increased organizational and physical complexity, how has the role of the faculty in governing the University changed? This report proposes to answer this question as an aid to ongoing discussions about the role of faculty governance at the University.

Principles

The principles of governance at the University of Michigan have changed very little since the original Organic Act of 18 March 1837. The University is governed by a Board of Regents.[3] The faculty are bound to operate in accordance with the rules (called Bylaws) of the University established by the Regents and given authority for "the immediate government" of the units and subunits into which the University is divided.[4] That the University was to be subdivided is stipulated in the Organic Act, which provided for departments of Literature, Science, and the Arts, Law, and Medicine.[5]

The importance attached to the independent local self-government of the faculty or faculties is made abundantly clear in the University's earliest records. The Committee on the Organization and Government of the University emphasized in 1838 that

> whatever the number [of professors] be, their respective duties should be independently performed. This is believed to be the principle of excellence in literary labours. It appeals at once to the highest motives, to intellectual exertion, and secures to its fullest extent individual accountability.[6]

Three years later, in November 1841, the Regents reaffirmed the importance of the faculty when they noted that

> much in the early stage of the Institution will depend on the wisdom and fidelity, the prudence and zeal, the vigilance and energy, the industry and discernment, of the Faculty.[7]

Since the faculty (both of them) had at this time been teaching for only a few months, the Regents delayed the adoption of a comprehensive "Code of Laws" for the University.[8] When such a Code of Laws was finally adopted, it was drawn up by the faculty and approved by the Regents.[9]

Two principles emerge from these early documents that still inform faculty governance at the University: advice and self-government. As the ultimate governing body of the University, the Regents understood in the 1840s and accept today that they should undertake decision making with the advice, guidance, and, sometimes, consent of the faculty. They also understood and accept today that the authority to make some decisions rests properly with the faculty.[10] The importance of these two principles as the foundation of faculty governance at the University has never been seriously questioned. Their implementation over time has varied considerably.

History

Throughout the 1840s faculty governance was effected principally through personal communications and meetings between the faculty and Regents. The faculty taught classes and handled most student problems. The Regents managed the financial and organizational problems of the University. A few faculty had special administrative duties in addition to their normal teaching. The Regents appointed a Librarian in 1841 and a Superintendent of Buildings and Grounds in 1847.[11] The faculty elected their own "President" from among their numbers. Little else was needed to run an institution that could barely manage to meet payrolls and was struggling to survive.

The close contacts between faculty and Regents allowed most decision making to proceed in close harmony and with general agreement. During the 1840s faculty were hired, courses planned, class hours set, rules adopted, and new programs added with the overall support of and input from the faculty. In this way, the University was able to avoid the sectarian infighting that weakened or destroyed many early colleges in America. However, there were disagreements, some of which had serious consequences. By 1848-49, the faculty had become divided over how to deal with the newly established fraternities. This and other problems prompted the Regents to "remove or terminate appointments of three of the four LSA faculty (1851)[12] and hire a president (1852) to reorganize the University.

The addition of a president, who in the words of one early document was to act as "the civil and moral governor of the whole institution,"[13] began the growth of the "administration." Throughout the nineteenth century, the number of administrators grew very slowly. New administrative and governance tasks were most commonly taken on by the teaching faculty. When these tasks became routine or important enough, they were assigned to *ad hoc* or standing committees. With the addition of new units (Medicine in 1850, Law in 1859, and so on), additional deans were appointed, but even they at first were primarily teaching faculty who rotated the task of running departments, schools, and colleges among their ranks.[14] Throughout the nineteenth century, faculty governance took place principally through the individual faculties or assembled faculty, the latter called the "University Senate," (hereafter called simply the "Senate"[15]

The minutes from the Senate meetings from the nineteenth century clearly indicate how intimately involved its members were in the daily governance of the University. They discussed and reviewed reports from committees on teaching and matters relating to students

— the two most important concerns of the university community in the nineteenth centruy. They accepted invitations from other schools to celebrate important anniversaries. They invited the American Association for the Advancement of Science to meet in Ann Arbor in 1885. They marked the death of colleagues with long tributes that were read before the assembled faculty and then published. They planned the celebrations for the University's fiftieth anniversary in 1887.[16]

The formal involvement of the faculty in governance was coupled with ample opportunity for informal involvement. Throughout most of his tenure, President Angell administered the University personally. He welcomed and registered students, hired new faculty, dealt with the Regents, wrote his own letters, and handled many other aspects of administration. He also remained close to his faculty, knowing them personally and socially as well as professionally. The doors to his office and home were always open. He did not honor every request, but faculty knew that their petitions would be given serious consideration. In reading through the documents of the period, there is no sense of "an administrator" governing the University apart from the faculty. Governance was accomplished through Angell *and* his faculty.

As smoothly as the University ran during Angell's administration, the foundations of a very different institution were already being laid. The University's unprecedented growth and success slowly made the era of the personal presidency obsolete. During the first decade of the twentieth century, important administrative duties began to be transferred to a growing number of full and part-time administrators. At the same time, the importance of the schools and colleges began to grow, in many cases to what were considered to be personal fiefdoms run by deans (the "barons") working closely with one or more of the Regents. Divisions also began to emerge within the faculty. By 1905 there were three "research clubs" on campus: one for the senior, male faculty; one for the junior, male faculty; and one for the small number of women faculty on campus, who were not admitted to the male clubs. These and other changes would eventually call for the reorganization of faculty governance at the University.

The first cautious move away from a unified body for faculty governance came in 1906-07 when the Senate established a new, permanent executive body "to consider matters appertaining to the general welfare of the University." The new body, called the Senate Council, was chaired by the President and composed of the deans and one elected representative from each of the "several constituent faculties." It reported to both the Senate and the Regents. It was also authorized to act for the Senate when the Senate was not in session, particularly during the summer session.[17]

The formation of the Senate Council is the first implicit recognition of an organizational pattern that will come to characterize the university of the twentieth century. For the first time, two organizational groups—administrators and faculty—are identified and balanced, one against the other. The deans, who were appointed by the President and Regents, represented administration. The faculty members of Senate Council, who were elected by their peers, represented the faculty. They deliberated on matters as varied as campus sanitation, the Junior Hop, "simplified spelling," the definition of academic "units," and the appointment of a new Assistant to the President in Relation to Student Activities.

In 1906-07 the distinction between administration and faculty was not yet pronounced. The Senate continued to oversee most matters that fell within the domain of faculty governance. The deans and President were still "faculty." They taught classes. None, not even the

President, devoted all of his or her time to administration. Through the first decade of the twentieth century, the University tried hard to maintain its nineteenth-century collegial atmosphere. The Senate Council was thus more a tool for carrying on an older than for instituting a new form of organization. It was, however, a sign of things to come.

The 1910s put additional stress on the nineteenth-century forms of governance. The University continued to increase in size. More administrators were added, including some who were no longer actively involved in teaching. Nationwide, there were also calls for greater faculty autonomy and authority, spurred on by growing friction between faculties and their boards of governors, trustees, presidents, and others. By 1915 the friction nationwide was sufficient to lead to the establishment of the American Association of University Professors, an organization specifically dedicated to pursuing and protecting faculty interests.[18]

On the Michigan campus, the growing sense of distinction between faculty and administration surfaced at the symposium on *Educational Problems in College and University* held in 1920 to celebrate the inauguration of President Marion Burton.[19] Joseph Leighton from Ohio State University was assigned the task of discussing faculty governance. After noting that in "progressive universities" the faculty generally did more than legally allowed, he went on to convey in no uncertain terms the sense of frustration and alienation that could arise if decision making did not take into consideration the needs and views of faculty. "To be specific," Leighton argued,

> ... it is certainly not conducive to an improvement in the morale and personnel of the faculty when a small body of laymen, themselves incompetent to evaluate teaching and productive ability, and acting solely on the advice of a president who may be neither a great scholar or educator, nor a sound judge of scholarship, can determine, without regard to the judgments of those who have expert knowledge, not only the economic and academic fates of genuine productive scholars and teachers but, as well, the fundamental policies of the institution in which these scholars and teachers must do their work.[20]

On the Michigan campus, these frustrations and divisions would come to a head a few years later during the stormy administration of Clarence Cook Little.

The expanded governance system of a Senate, Senate Council, and Senate Committees continued through World War I and the Burton administration. Then, midway through Little's Presidency, a new arrangement for faculty governance was instituted. In November 1928 a new "Committee of the Senate on University Affairs" (CSUA) was approved by the Regents. This new Committee represents in spirit, if not precisely in name, the beginning of the present Senate Advisory Committee on University Affairs (SACUA). It also represents the first time the faculty constituted their own separate governance committee.[21]

Under the provisions of the 1928 governance reorganization, the faculty members on the Senate Council were increased in number from eleven to nineteen and constituted as a separate committee (CSUA).[22] The nineteen members, who were still elected from their several faculties, served as one body on the Senate Council. They also met separately, at least four times a year, and were empowered to

> ... hear and consider suggestions concerning the welfare of the University from any members of the University teaching staffs, whether or not a member

> of the Senate, or from any administrative officer of the University, and, in its discretion, to act thereon by communicating such suggestions, with or without its recommendation, to the President and Board of Regents or to the President and Senate, as the nature of the matter may require, but shall have no other power.[23]

That this new committee was specifically created to provide the faculty a separate governance unit is made clear by the provision that CSUA membership was restricted to "members of the Senate who are not otherwise eligible to be members of the Senate Council."[24] The only persons eliminated by this clause were the deans and President, who were *ex officio* members of the Senate Council. It was while this system of governance was in place that the University community as a whole debated such controversial proposals as Little's University College plan.[25]

CSUA and the Senate Council were replaced early in Alexander Grant Ruthven's presidency with a new University Council. The new Council was

> authorized and expected to originate and consider measures for the maintenance of a liberal and comprehensive policy of education; for the maximum utilization of the intellectual resources of the University; for the government, guidance, and discipline of the student body and the oversight of its activities; and generally to consider all subjects that related to the usefulness, leadership, and effectiveness of the University, and to the co-ordination of the functions of its several schools and colleges, subject to the limits subscribed below; and to make recommendations thereon to the Regents.

The Council also reflected Ruthven's new "corporate" model for the University.

Shortly after he took office, Ruthven began to delegate some of his authority to a series of newly created "vice-presidents" and other administrators. In this way, he tried to bring some of the power that had been divested to the deans back under his control and to rationalize the running of the University.[26] The only administrators on the old Senate Council were the President and the deans. The new University Council was made up of the President, still acting as chair; the deans of the schools, colleges, and summer sessions plus the deans or executive heads of the University Hospital, the University Extension Division, the Museums, the Division of Hygiene and Public Health, and the Library; and the Dean of Students, the Dean of Women, the Vice-President and Secretary of the University, the Vice-President in Charge of Educational Investigations, the Assistant to the President, and the Registrar. To balance the significant increase in administrators effected by the reorganization, the number of faculty on the University Council was raised to 34, with increases and decreases possible as the size and organization of the university changed.[27]

With these changes it is probably safe to say the last vestiges of the old, nineteenth-century university disappeared and the new twentieth-century university matured. By the 1930s, the full University Senate had become too large for routine decisions making. The only way to keep some vestige of community decision making alive was to create bodies that reflected and represented the full institution. Therefore, from the 1930s on, decision making at the University concentrated more and more in representative and executive bodies, at the expense of the importance of the Senate.

For the faculty, the growth of the new twentieth-century university meant a loss of sense of place and importance in the University's governance structure. As the administration grew in size and complexity, the distance between the Regents and President, at one end,

and the faculty, at the other, grew. Complex bureaucracies replaced open doors and personal contact. Executive and representative governance removed more and more faculty from direct contact with decision making.

Within a few years (1937), the new University Council was also becoming too large for routine decision making and a new executive body was formed, called the Senate Advisory Committee on University Affairs (SACUA). The new Advisory Committee was made up of eight faculty elected by the Senate from among its members and four members from the Dean's Council.[28] Three years later, Ruthven further streamlined executive decision making by establishing an even smaller "Advisory Board on University Policies." The new Board had duties that were similar to the University Council. The new Board was to

> study and analyze all matters which affect the functioning, the efficiency, and the objectives of the University as an institution of higher learning; which concern its obligations to the state and to the community at large; and which relate to its internal organization insofar as problems of internal organization involve general questions of educational policy. The Board may request information and advice from other members of the University staff and shall report its conclusions from time to time to the President and other officers of the University.[29]

It was, however, appointed by the Regents, thereby weakening faculty control over faculty governance. It also reported directly to the President and functioned as his cabinet. It did not report to and was not responsible to the Senate. With the centralization of more and more decision making, faculty involvement in governance declined. In January 1941 the Chair of SACUA, John White, apologized to his committee for not calling a meeting. He wanted his committee to know that this was not the result of his laxness but of the lack of business.

> Up to the present ... I have discovered nothing which might serve as an excuse for a meeting. No one has suggested anything upon which we might profit by advice from the President, Mr. Ruthven has not asked for any advice, and I myself am unable to think of anything about which I should like to advise him helpfully. Consequently, unless someone requests otherwise, I am planning not to call a meeting until something which can be put upon our agenda is brought to my attention.[30]

By 1948 similar problems were also plaguing the University Council, resulting in yet another reorganization of faculty governance.

In 1948 the faculty temporarily abandoned efforts to govern through a large representative body that included administrators and faculty and turned to a new, streamlined SACUA. The new SACUA was composed of 17 members, elected by the Senate and no longer the faculties of the individual schools. It had three subcommittees to assist it: a Committee on Educational Policies, a Committee on Plant and Equipment, and a Committee on Public Relations. Its duties were similar to those of Ruthven's Advisory Board, to

> consider and advise regarding all matters, within the jurisdiction of the University Senate, which affect the functioning of the University as an institution of higher learning, which concern its obligations to the State and to the community at large, and which relate to its internal organization in so far as such matters of internal organization involve general questions of educational policy. The committee shall advise and consult with the President on any matters of University policy which he may place before it.

It continued to report to the Senate "from time to time" and presented an annual report to the Senate in December of each year.[31]

With the dissolution of the University Council, the division between faculty and administration that had been growing for forty years was now nearly complete. The President continued to meet with the full Senate. Individual deans would of course meet with their faculties, and individual administrators would meet with specific committees. But the University was now too large and too complex to make it possible for even representatives of the faculties to sit down with the University's administrators, as they had on the University Council, to discuss governance matters. When Harlan Hatcher became President in 1951, the twentieth-century university was fully formed.

Faculty governance at the University underwent one final reorganization during Hatcher's administration. In late 1965 the University Senate voted to create a new, larger representative body, called the Senate Assembly, to "consist of sixty-five Senate members apportioned among the various schools and colleges according to the number of Senate members in each school or college." This new representative body became "the legislative arm of the Senate," its actions having "the effect of an action of the Senate unless and until it is revoked at a meeting of the Senate by a vote of one more than one-half of the members present." It also was responsible for the election of the nine members of SACUA, who now essentially took on the executive functions of the Senate and Assembly.[32] It is this system of governance, with slight modifications, that remains in operation at the University today.

The move once again to a larger, representative body was not without difficulties. In December 1967 William Haber, Dean of LSA, wrote to LSA's Assembly representatives urging them to attend meetings more regularly, noting:

> I have recently seen the record of attendance by members of the University Assembly at the five meetings held between June 1967 and October 1967. I was surprised and disturbed to note that attendance at these meetings varied from 20 per-cent to 100 per cent among the schools and colleges. Indeed, very few of the schools and colleges showed more than 50 per cent attendance by their representatives.[33]

This was not the first time concern arose about the attendance at meetings of the University's governance bodies, nor would it be the last. However, attendance did gradually increase, as members willing to serve were elected. Thus, for the last 25 years, the Senate Assembly, SACUA, and the complex committee structure that slowly evolved, have served as the main governance bodies of the University's faculty as a whole.[34]

The growth of the University's central faculty governance structure is, of course, not all there is to faculty governance at the University. The authority for faculty governance is in fact now widely dispersed throughout the University's entire institutional structure. An individual faculty member wanting to participate in governance may talk to a chair, director, dean, or executive officer; attend department or school/college meetings; participate in campus-wide faculty governance; and/or serve on special committees set up to undertake specific tasks, such as searches for executive officers. In addition, there are numerous forums in which decisions are made that affect faculty but that are not accessible to faculty participation, such as the various committees of the University's executive officers. Thus the history of the growth of the Senate and its representative and executive institutions covers only one aspect of faculty governance at the University.

However complicated the governance system has become its objectives remain the same. Faculty governance is still the means by which the Regents and their designated representatives provide some self-govern-

ment to, seek advice from, and ask for consent from the faculty. It is the system that is designed to give the faculty a voice in the running of the affairs of the University. This, in principle at least, is what faculty governance is supposed to accomplish. The question that remains is whether it accomplishes this objective?

Practice

The current system of faculty governance at the University provides an efficient and rational way to undertake governance in a large, complex university. The Senate is too large to meet as a whole. It therefore cannot be the primary body for decision making and seldom meets as a whole. Instead, most decision making is relegated to the representative Senate Assembly, which serves as the legislative arm of the Senate. The Assembly, in turn, relegates the duty of administering faculty governance to its smaller executive committee, SACUA. The Assembly also appoints members to a number of standing committees, which initiate most of the actions that come before the Assembly for consideration and action.[35]

The Assembly's standing committees fall roughly into three major categories: advisory to the Executive Officers, advisory on special issues, and advisory to university programs. Most of the members of these committees are appointed by the Assembly, upon nomination from SACUA. Typically they are composed of a "faculty" majority, one SACUA liaison on the more important committees, student representatives, and other relevant persons as called for by the special nature of committees.

The advisory committees to the Executive Officers have as their main task advising and being consulted by the University's Executive Officers. These committees change as the Executive Officers change. At the present time, they include the following, paired with their respective Executive Officers:

Academic Affairs	Vice President for Academic Affairs and Provost
Financial Affairs	Vice President and Chief Financial Officer
Government Relations	Vice President for Government Relations
Medical Affairs	Vice Provost for Medical Affairs
Multicultural University	Vice Provost for Minority Affairs
University Relations	Executive Director of University Relations
Research Policies	Vice President for Research
Student Relations	Vice President for Student Services

Some of these committees work very closely with their respective Executive Officers and therefore have significant input into the governance and administration of the University. Others have more distant relationships and less input.

The advisory committees on special issues focus on specific concerns that are important to the faculty. They include:

Budget Priorities Committee
Civil Liberties Board
Committee on the Economic Status of the Faculty [36]
Tenure Committee
Rules Committee
Research Scientists Awards Committee
Distinguished Research Scientists Award Committee
Senior Scholarships Committee
Regents Public Service Awards Committee

Their primary task is to monitor crucial aspects of university life and to provide recommendations to the Assembly for action.

The advisory committees to university programs review and provide advice on major university activities. They include:

Board in Control of Intercollegiate Athletics
Board for Student Publications
Graduate Employee's Organization Advisory Committee
Information Technology Policy Committee
Library Council
Michigan League Board of Governors
Michigan Union Board of Representatives
Military Officer Education Program
Advisory Committee on Recreational Sports
Residency Appeals Panel
Tenure Issues Liaison Group

These committees also meet with and advise administrators who oversee the corresponding university activity, such as the Dean of the Library, the Vice Provost for Information Technology, the Director of the Union, and so on.

If this listing of governance bodies is supplemented with the equally numerous executive bodies and committees in the schools and colleges, the opportunities for faculty input into the governance of the University do indeed seem abundant. And yet, as abundant as they may be, the view is often expressed that faculty do not have the opportunities for governance that they should. How can the structures be so elaborate and yet the efficacy of the system so questionable? Why, with all of the opportunities for faculty governance, do some faculty feel that their voices are not heard?

One sign of faculty disinterest in, if not dissatisfaction with, the existing governance structure is the low number of faculty who participate in faculty governance. For the major governance bodies on campus, participation averages no more than one in ten for decisions that relate to the university as a whole or the general policies of the larger schools and colleges.[38]

The low number of faculty who participate in governance can be attributed to a number of factors. First, and most obviously, as the University grew in size, the physical constraints on getting "all of the faculty" together—the Senate—became more and more difficult. Consequently, attendance at faculty meetings at all levels declined. A general and not surprising rule seems to be that the larger the governing body, the smaller the attendance at meetings, with LSA, Engineering, and the Medical School today having the lowest attendance at their monthly faculty meetings (Fig. 1)[39]. Size alone, however, may not be the single most important factor limiting the participation of faculty in faculty governance.

SCHOOL	GF	MTG	%	EC
Library	17	10	90	N
Pharmacy	33	2	90	Y
Art	36	8	70	Y
Natural Resources	39	8	50	Y
Architecture	39	2	50	Y
Law	50	10	60	N
Social Work	55	10	70	Y
Education	59	4	68	Y
Nursing	81	10	50	Y
Public Health	109	10	45	Y
Music	115	3	80	Y
Dentistry	120	8	50	Y
Business	121	4	50	Y
Engineering	320	4	8	Y
Medicine	880	11	7	Y
LSA	946	8	8	Y

Fig. 1. School and College Governance. GF = Governing faculty; MTG = meetings per year; % = percentage of faculty attending; EC = executive committee.

The twentieth century has also seen decision making at the University concentrated more and more in the hands of executive bodies, representative assemblies, and administrators. While most executive bodies have some responsibility to their larger constituencies, they also have significant power. The LSA Executive Committee, for example, approves or denies all promotions and

position requests. Therefore, some of LSA's most important decisions are made by only six faculty. Similar situations exist in other schools, in many departments, and in other units.

Representative bodies also limit the participation of faculty in governance. Of the more than 3000 faculty on the Ann Arbor campus, only 65 are members of Senate Assembly.[40] In comparison with the federal government, this ratio of representation is extraordinarily high. In comparison with the days when each and every faculty member took an interest in the routine running of the University, it is unquestionably low. Similarly, only a small percentage of the faculty serve on the university-wide committees that exist to advise and give consent on crucial university matters. How representative they are of the faculty as a whole can therefore be questioned.[41]

The growth in administration has also removed the faculty from much of the routine decision making and responsibility that is involved in running the University. For many faculty, students just appear in classes at the beginning of the term and disappear at the end. Although the faculties set the rules for admission, they do not "admit" students. They also set the rules for graduation, but very few "graduate" students. Administration has taken over most of the routine running of the University, leaving the faculty free to do other things, such as research, but also free to ignore the University.

The concentration of more and more decision making in the hands of administrative, executive, and representative bodies can have profound effects on faculty attitudes toward governance. It distances faculty from and mystifies decision making at the University. The meetings of most executive committees and administrative bodies are not open to general attendance. The minutes that summarize their deliberations are often brief and convey very little information about the intricacies of the decisions made. The minutes of the meetings of the subgroups of Executive Officers are not circulated to the faculty. Some faculty do not even know how decisions are made at the University outside their own department, school, or college. From lack of knowledge follows readily a lack of interest in or incentive for participation. Faculty do not participate in faculty governance because they do not understand how it works and seemingly have no reason or way to participate.

The exception to these generalizations are decisions about teaching and the curriculum. This is the one area that was readily admitted to be subject to faculty governance in the nineteenth century and that remains the most important area for faculty governance at the University today. Faculty control over teaching and the curriculum has not changed appreciably at the University over the last 150 years. What has changed, however, is the importance of this activity within the overall priorities of the University. A century ago the reputation of the University was based largely on its instructional programs and teaching faculties. Michigan was a leading university at the time because it was a leader in curriculum reform at every level and in all programs. The faculty participated in the reform process and thus were intimately involved in the most important decisions being made in education.

Today discussions about teaching and the curriculum are no longer as central to the vitality of the university as they once were, having been replaced by greater and greater emphasis on scholarship or research. However, the governance structure of the university has not changed accordingly. Faculty do not participate as directly in discussions about the planning of research at the University as they once did in discussions about teaching. There are also fewer and fewer opportunities

for them to participate as directly in many of the other major decisions that will determine the future course and reputation of the University. If as a result faculty do not attend faculty meetings and participate in governance activities, this fact should come as no surprise.

Faculty do, of course, benefit from a university that is administered and governed by the administration rather than the faculty. Administration and governance are time-consuming activities. The less faculty have to engage in these activities, the more productive they can be in teaching, research, and service. Universities run by larger and more efficient administrations will likely maximize productivity and service. However, if this productivity is not grounded in and an integral part of the university communities that foster it, there is a real danger that the qualities that make universities unique and special institutions will be lost.

While the modern university serves many functions, the one activity that sets it apart from other institutions is its focus on learning and teaching.[42] The most vital resource at any university must therefore be the individuals who seek to advance learning and to pass that learning on to future generations. In their inception, universities were nothing other than the individuals who came together to learn and teach.[43] It was this indispensable resource—the faculty—that the original Regents sought to nurture and protect by giving the faculty a voice in governance. Their reasons for doing so are obvious.

The first Regents were, in the words of one observer, "determined to prescribe a course of studies and training which shall bring the school up at once to the highest standard."[44] Self-governance was consistent with a desire to be a leader in higher education, since it appealed "... at once to the highest motives, to intellectual exertion, and secures to its fullest extent individual accountability."[45] Put more simply, by giving the faculty a voice in the future of the University, the Regents appealed to self interest and ensured loyalty and hard work. The plan apparently worked well. Within thirty years of its refounding in Ann Arbor in 1837, the University of Michigan had become the largest university and joined the ranks of the best universities in America.

Faculty today are still motivated by self interest. They also participate in decision making that affects their professional lives. But for more and more, the self interest and the decision making that affect them are no longer centered on the University of Michigan. Many faculty see themselves today first and foremost as members of national or international research communities. Through publications, service on committees, peer review, scholarly meetings, and other well-established mechanisms, they are intimately involved in the shaping of their disciplines and their professional lives. Secondarily, they may see themselves as a member of a department or special program, which happens to be at the University of Michigan but which really could be anywhere. Lastly, they may also think of themselves as a member of the University of Michigan community—a not-surprising fact given that the University encourages them to place major emphasis on scholarly development and provides fewer and fewer opportunities for meaningful decision making at the University.

If these attitudes continue to grow and are reinforced, not only at the University of Michigan but elsewhere, it is clear that the university of the twenty-first century will differ from its twentieth-century counterpart as much as the latter did from its nineteenth-century counterpart. The learning and teaching faculty will become or are already becoming less important in the lives of universities in the twenty- first century. Their place will be taken

by those who are responsible for the daily administration of the university and who in many subtle ways govern through administration.[46] At the present time professional and administrative staff outnumber faculty by more than 2 to 1, and their ranks appear to be increasing.[47]

What impact could these changes have on the university of the twenty first century? Among other effects, they could change the defining characteristics of universities. Instead of being communities of scholars, universities could become more like multinational corporations or the modern baseball team. They could become places where international scholars hang their hats instead of their spikes for a year or two, until the next opportunity for career advancement comes along. They could become known by their management of resources and their ability to exploit markets; for their reputations in sports; and for their buildings, hospitals, and computer systems. They could be known for the reputations of individuals—the number of Nobel Laureates and prize winners—but not for their collective learning and their teaching or for the presence of a unique community of individuals—the faculty—who once gave universities their special character, style, and vitality.

The University's "faculty" is no longer a small, homogeneous body. It now encompasses "members of the teaching and research staff together with the executive officers, the directors of various teaching, research, and library units, research associates, curators, and persons with similar duties."[48] This diverse community must find ways to work together in planning and building for the future. Size and the forces of diversity make this a formidable task. It is, however, a task that cannot be ignored. A faculty not deeply and communally involved in governance will cease to have an interest in the University. Should this happen, the University will no longer be able to depend, as did the Regents who laid the foundations of the University, "on the wisdom and fidelity, the prudence and zeal, the vigilance and energy, the industry and discernment, of the Faculty."

Footnotes

1. "Summary Profile for the Ann Arbor Campus," January 17, 1991; the figures for 1990-1991 are 3001.13 Total Faculty; 16,141.25 FTE Non-academic Staff, and 36,306 Student Enrollment (Fall).
2. "Organizational Chart Section," *Standard Practice Guide*, University of Michigan, October 1990.
3. Twelve of the eighteen Regents designated in the Organic Act were appointed by the Governor, six served *ex officio*. The State's constitutional revision of 1850 reduced the number to eight, made them elected rather than appointed, and gave them constitutional autonomy.
4. Francis W. Shearman, *System of Public Instruction and Primary School Law of Michigan* (Lansing, MI: Ingals, Hedges & Co., 1852) 35: "The immediate government of the several departments must necessarily be intrusted to their respective faculties."
5. Shearman, *System, p. 27;* University of Michigan, *Regents' Proceedings, 1837-1864* (Ann Arbor, MI: University of Michigan, 1915) 42; hereafter the Regents' Proceedings are cited as *RP* followed by the dates included in the bound volumes, i.e 1837-1864. Provision was also made for departments of natural history and chemistry, fine arts, civil engineering, and agriculture.
6. *RP 1837-1864,* 42.
7. *RP 1837-1864,* 194.
8. *RP 1837-1864,* 194.
9. The state of deliberations in August 1847 was described by the faculty as follows: "... your Faculty have been for some time directing their attention to the gradual formation of a system of laws which will doubtless be completed early in the course of the first term of the next year. The Faculty would suggest that it should when completed be immediately subjected to such examination as your Board may see fit and be authoritatively adopted as the code for the year, yet retained in manuscript for such further manifestation and additions as experience might suggest. The Faculty believe that by the termination of the next collegiate year, it would be safe to embody it in a printed form." *RP 1837-1864,* 382.
10. University of Michigan, By-Laws, 4.01: "The senate is authorized to consider any subject pertaining to the interests of the University, and to make recommendations to the Board of Regents in regard thereto. Decisions of the University Senate with respect to matters within its jurisdiction shall constitute the binding action of the University faculties. Jurisdiction over academic policies shall reside in the faculties of the various schools and colleges, but insofar as actions by the several faculties affect University policy as a whole, or schools and colleges other than the one in which they originate, they shall be brought before the University Senate." See also Sec. 5.02 and 5.03.
11. *RP 1837-1864,* 172 and 358, the latter being first called the "person to superintend the college grounds" (p. 346) and then the "Inspector of the Buildings and Grounds" (358).
12. Daniel Whedon was removed for teaching "a species of moral treason against the Government," while George Williams and John Agnew were terminated to provide for the "contingency" of hiring a President. *RP 1837-1864,* 502. Only Williams was later rehired.
13. *RP 1837-1864,* 42. The University did have a President (John Monteith) during the Detroit years (1817-1837); however, the impact of this institution on the subsequent state university is minimal, as evidenced by the fact that we still do not count John Monteith as the University's first president. I have therefore ignored the Detroit period in preparing this report.
14. The major subdivisions of the University were first called "departments" and only later changed to "colleges" and "schools." The present distinction between *departments* (basic subjects taught), *colleges* (programs that offer the first two years of college study), and *schools* (programs that require the first two years of college study for admission), was adopted in 1915.
15. University of Michigan, College of Literature, Science and the Arts, "Faculty Minutes," March 1859, Michigan Historical Collections, Bentley Library (hereafter referred to as MHC); confirmed in *RP 1837-1864*, 851. The term "Faculty Senate" is sometimes used instead of "University Senate" to refer to the main governing body of the University. To avoid confusion, I have used the term "Senate" throughout this report.
16. The University considered 1837 to be its founding date until 1929, when the date on the University's official seal was changed to 1817.
17. University of Michigan, University Senate, "Minutes," 21 May 1906, 10 June 1907, MHC.
18. Richard Hofstadter and Walter Metzger, *The Development of Academic Freedom in the United States* (New York: Columbia University Press, 1953) 468-482; and Nicholas H. Steneck, "Limiting Research: Freedom of Inquiry versus Moral Responsibility," *Report to the University of Michigan Senate Advisory Committee on University Affairs,* February 1984.

19. John Lewis Brumm, ed., *Educational Problems in the College and University* (Ann Arbor: University of Michigan, 1921).
20. Joseph A. Leighton, "The Functions of the Faculty in the Administration of a University," in Brumm, *Educational Problems,* p. 65.
21. *RP 1926-29,* 802-804.
22. Five members came from LSA, two from Engineering, Medicine, Law, Dentistry, and Education, and one from Architecture, Pharmacy, Business Administration, and Forestry. Under the old system, LSA had two representatives, the other schools and colleges had one.
23. *RP 1926-29,* 803.
24. *RP 1926-29,* 803.
25. Little's "College Plan" called for a separate two-year college for the first two years of university study, followed by higher studies. His plan was very similar to the proposal recently outlined by the LSA Committee on the Undergraduate Experience.
26. Peter Van de Water, *Alexander Grant Ruthven of Michigan: Biography of a University President* (Grand Rapids, MI: William B. Eerdmans Publishing Company, 1977) 83-97.
27. *RP 1929-32,* 761-63.
28. *RP 1936-39,* 175.
29. *RP 1939-42,* 293.
30. John White to SACUA, 6 January 1941, SACUA, Box 2, MHC; after dictating this letter he received a memo about the need to set rules for student publications and called a meeting.
31. *RP 1945-48,* 1352-1354.
32. *RP 1962-65,* 1430-33.
33. William Haber to Representatives to the University Senate, 5 December 1967, Senate Assembly Correspondence and Miscellaneous, 1965-1966 to 1971-1972, SACUA Office.
34 There is an equally complex evolution of the administrative governance system of the University which cannot be covered in this report. I have also not included a discussion of the recently created University Council; see By-laws, sec. 7.02.
35. Similar governance structures exist in the schools and colleges.
36. This committee is jointly appointed by the Regents and the Senate and directly advises the Regents.
37. This committee is jointly appointed by the the Regents and SACUA. It has not met for nearly four years.
38. The governing faculty is about 3000. Senate Assembly and its committees number no more than 300.
39. This information has been supplied by the deans of the respective schools and colleges. Most schools and colleges do not take attendance at their meetings; therefore the exact number of faculty who attend meetings is only an estimate. If the faculty were asked for their estimates, they would probably be lower.
40. Senate Assembly has 73 members; three represent the Dearborn campus, three the Flint campus. In addition, two represent Annuitants(ex officio).
41. It would be interesting to compare the average salary of Senate Assembly members with average faculty salaries. Their would probably be below average.
42. See University of Michigan, "The Michigan Mandate: A Strategic Linking of Academic Excellence and Social Diversity," March 1990, p. ii., where "teaching and research" are highlighted as the University's primary concerns.
43. The term "university" derives from the Latin "*universitas,*" which meant simply "a group or company of persons" when universities took shape in the thirteenth century. See Nicholas H. Steneck, "Universities: Medieval and Modern," *LSA Magazine* (Spring, 1983):4-7.
44. Asa Gray to Mrs. John Torrey, August 1848, in Jane Loring Gray, ed., *Letters of Asa Gray* (London: MacMillan, 1893), 1:78. Gray went on to add: "I do not think that there exists another board of regents in the country that will compare with this for energy and capability." He subsequently gave up an opportunity to sail on an important scientific expedition to become the University's first faculty appointment.
45. See note 6, above.
46. It is interesting to consider that today administrators more than faculty have a vested interest in the success of their particular university since that success and their role in it will translate into career advancement. This is not true of faculty, whose carriers are much more dependent on contributions to a field of scholarship and not a particular university.
47. In 1981-82 there were 2415.71 total faculty and 5867.51 professional and administrative staff for a ratio of 2.42 to 1. In 1990-91 there were 3001.13 total faculty and 8087.54 professional and administrative staff for a ratio of 2.69 to 1.
48. Bylaws 5.01.

SACUA MEMBERS 1952-1991

1991-	Donald J. Bord, UM-Dearborn
1991-	George D. Cameron III, Business Administration
1991-	Jean Goeppinger, Nursing
1990-	Ejner J. Jensen, LSA, Vice-Chair: '91-'92
1990-	Roy Penchansky, Public Health
1990-	Thomas N. Tentler, LSA
1990-	Diane G. Schwartz (ex officio), Libraries, Senate Secretary
1991-	Cynthia L. Marcelo, Medicine
1989-92	Walter R. Debler, Engineering
1989-92	James S. Diana, Natural Resources, Chair: '91-'92, Vice-Chair: '90-'91,
1989-92	Peggie J. Hollingsworth, Medicine, Chair: '90-'91
1988-91	Gayl D. Ness, LSA, Chair: '89-'90
1988-91	Marilynn M. Rosenthal, UM-Dearborn
1988-91	Kate P. Warner, Architecture & Urban Planning
1988-90	Susan S. Kilham (ex officio), LSA, Senate Secretary
1988	L. Yvonne Wulff (ex officio), Libraries, Senate Secretary pro-tem
1987-90	Edward N. Chudacoff, Music
1987-90	William O. Dobbins, III, Medicine
1987-90	R. Thomas Lenaghan, LSA, Vice-Chair: 1988-90
1989-90	Sharon L. Brooks, Dentistry
1986-89	Philip M. Margolis, Medicine
1986-89	Lorraine Nadelman, LSA
1986-89	Beth G. Reed, Social Work, Chair: '88-'89, Vice-Chair: '87-'88
1985-88	Charles F. Lehmann, Education
1985-88	N. Harris McClamroch, Engineering, Chair: '87-'88
1984-88	Daniel P. Moerman, UM-Dearborn
1987-88	Wendy E. Lougee, University Library
1985-88	Patricia Bury Yocum (ex officio), Libraries, Senate Secretary
1984-87	Dale E. Briggs, Engineering
1984-87	Jean L. Loup, Libraries, Vice-Chair: '86-87
1984-87	William C. Stebbins, Medicine/LSA, Chair: '86-'87, Vice-Chair: '85-'86
1983-86	Richard W. Bailey, LSA
1983-86	Cheryl E. Easley, Nursing
1983-86	Robert A. Green, Medicine, Chair: '85-'86, Vice-Chair: '84-'85
1982-85	Alphonse R. Burdi, Medicine
1982-85	Morton S. Hilbert, Public Health, Chair: '84-'85, Vice-Chair: '83-'84
1982-84	Andreas R. Blass (ex officio), LSA, Senate Secretary
1982-84	David A. Hollinger, LSA
1981-84	Donald R. Brown, LSA
1981-84	Herbert W. Hildebrandt, Business Ad., Chair: '83-'84, Vice-Chair: '82-'83
1981-84	Andrew F. Nagy, Engineering
1980-83	Ronald C. Bishop, Medicine, Chair: '82-'83, Vice-Chair: '81-'82
1980-83	Richmond H. Browne, Music
1980-83	Thomas B. A. Senior, Engineering
1979-82	Charles C. Kelsey (ex officio), Dentistry, Senate Secretary
1979-82	Morton Brown, LSA, Chair: '81-'82, Vice-Chair: '80-'81
1979-82	Bruce A. Friedman, Medicine
1979-82	John H. Romani, Public Health
1978-81	Deming B. Brown, LSA
1978-81	Jesse E. Gordon, Social Work
1978-81	Arch. W. Naylor, Engineering, Chair: '80-'81, Vice-Chair: '78-'79
1976-80	Richard E. Corpron, Dentistry, Chair: '79-'80, Vice-Chair: '78-'79

1977-80	Janice B. Lindberg, Nursing
1977-80	Donald J. Portman, Engineering
1977-80	Earl J. Schulze (ex officio), LSA, Senate Secretary
1976-79	Shaw Livermore, Jr., LSA, Chair: '78-'79
1976-79	Lawrence W. Jones, LSA
1976-79	Margaret A. Leary, Library Science
1975-79	Charles F. Lehmann, Education, Chair: '77-'78, Vice-Chair: '76-'77
1975-78	Wilfred Kaplan, LSA, Vice-Chair: '77-'78
1977-78	May L. Votaw, Medicine
1975-77	Robert P. Weeks, Engineering, Vice-Chair: '77
1974-77	Harold R. Johnson, Social Work, Chair: '75-'76
1974-77	William E. M. Lands, Medicine
1974-77	Brymer Williams, Engineering, Chair: '76-'77, Vice-Chair: '75-'76
1975-77	Erasmus L. Hoch (ex officio), LSA, Senate Secretary
1976-77	William C. Colburn (ex officio), LSA, Senate Secretary
1973-76	Paul W. Gikas, Medicine
1975-76	RoseMary Magrill, Library Science
1972-75	Sally L. Allen, LSA, Vice-Chair: '73-'74
1976	Robert F. Dernberger, LSA
1973-75	Carl Cohen, Philosophy, Chair: '74-'75
1972-75	Thomas J. Anton, LSA
1972-75	Frederick L. Goodman, Education, Chair: '73-'75
1971-75	Ralph A. Loomis, Engineering, Vice-Chair: '74-'75
1973-74	Lee E. Danielson, Business Administration
1971-74	William Kerr, Engineering
1971-74	Wilfred M. Kincaid (ex officio), Mathematics, Senate Secretary
1971-74	Helen D. Lloyd, Library Science, Vice-Chair: '72-'73
1971-74	Frederic M. Scherer, LSA
1970-73	Warren T. Norman, LSA, Chair: '71-'72
1971-73	Terrance Sandalow, Law
1969-73	C. Merle Crawford, Business Administration
1972-73	Peter A. Franken, LSA
1970-73	Dorin L. Hinerman, Medicine, Chair: '72-'73, Vice-Chair: '71-'72
1969-72	John Bowditch, LSA
1969-72	William W. Coon, Medicine
1971-72	Thomas J. DeKornfeld, Medicine
1968-71	Roger M. Lind, Social Work, Vice-Chair: '70-'71
1971-72	Herbert H. Cornish, Public Health
1968-71	Robert L. Knauss, Law, Chair: '70, Vice-Chair: '69-'70
1968-71	William E. Porter, LSA
1968-71	Maurice J. Sinnott, Engineering
1969-71	Gerhard L. Weinberg, LSA, Chair: '70-'71
1967-71	Ben L. Yablonky (ex officio), Journalism, Senate Secretary
1967-71	Claude A. Eggertsen, Education
1967-71	Elmer G. Gilbert, Engineering
1967-70	James R. Hayward, Dentistry, Vice-Chair: '69-'70
1969-70	Joseph N. Payne, Education, Chair: '69-'70
1970	Warren T. Norman, LSA
1967-69	John E. Bardach, Natural Resources
1966-69	Irving M. Copi, LSA, Chair: '68-'69, Vice-Chair: '67-'68
1966-69	John R. G. Gosling, Medicine, Vice-Chair: '66-'69
1968-69	Roger M. Lind, Social Work
1966-69	Thomas F. McClure, Architecture & Design
1967	Alexander Eckstein, LSA
1965-68	Robert M. Howe, (ex officio), Engineering, SACUA Secretary

1965-68	Frank R. Kennedy, Law, Chair: '67-'68
1965-68	James G. Wendel, LSA, Vice-Chair: '66-'67
1966-67	William E. Brown, Dentistry, Chair: '66-'67
1966-67	John M. Weller, Medicine
1967	Gordon J. Van Wylen, Engineering
1967	Robert D. Vinter, Social Work
1965	Richard A. Deno, Pharmacology
1965	Oliver A. Edel, Music
1965	Claude A. Eggertsen, Education
1964-67	Paul J. Alexander, History
1964-67	William E. Brown, Jr., Dentistry
1964-67	Donald F. Eschman, Geology
1962-67	N. Edd Miller Jr. (ex officio), Senate Secretary
1964-67	Felix E. Moore, Public Health
1963-66	Stanley A. Cain, Conservation & Botany
1963-66	Lee E. Danielson, Industrial Relations
1963-66	John T. Dempsey, UM-Dearborn
1963-66	Otto G. Graf, German
1963-66	James N. Morgan, Economics, ISR, Vice-Chair: '64-'65
1963-66	William Muschenheim, Architecture
1961-65	Wallace T. Berry, Music
1962-65	Stanley E. Dimond, Education
1962-65	John H. Enns, Engineering
1962-65	William J. LeVeque, Mathematics
1965	R. Faye McCain, Nursing, Secretary
1962-65	William R. Murchie, Flint College
1962-65	Richard V. Wellman, Law, Chair: '64-'65, Vice-Chair: '63-'64
1962-64	John Bowditch, History
1961-64	Ernest F. Brater, Engineering
1961-64	John W. Henderson, Medicine
1961-64	William Kerr, Engineering, Chair: '63-'64, Vice-Chair: '62-'63
1961-64	Wilbert J. McKeachie, LSA, Chair: '62-'63
1961-64	Floyd A. Peyton, Dentistry
1963-64	Gilbert Ross, Music
1963-64	Fred T. Haddock, Astronomy & Engineering
1963-64	Lawrence B. Slobodkin, Zoology
1961-63	Gordon C. Brown, Public Health
1961-63	Lyle E. Craine, Conservation
1961-63	Gerald F. Else, LSA
1960-63	Rensis Likert, Psychology and Sociology
1960-63	Charles H. Sawyer, Art & History of Art
1960-63	Merwin H. Waterman, Finance, Secretary: '61-'63
1959-62	Marston Bates, Zoology
1959-62	Stuart W. Churchill, Engineering, Vice-Chair: '61-'62
1960-62	William Haber, Economics
1959-62	Howard G. McCluskey, Educational Psychology
1959-62	L. Hart Wright, Law
1960-61	H. Wiley Hitchcock, Music Literature
1960-61	Nathan Sinai, Public Health
1958-61	Lester V. Colwell, Engineering
1958-61	Robert Doerr, Dentistry, Secretary: '60-'61
1958-61	Arthur M. Eastman, English
1960-61	Ferrel Heady, Political Science, Senate Secretary: '58-'61
1958-61	Lewis N. Holland, Engineering, Vice-Chair: '60-'61
1958-61	Wesley H. Maurer, Journalism, Chair: '60-'61, Vice-Chair: '59-'60
1958-61	Harry A. Towsley, Medicine
1957-60	Solomon J. Axelrod, Public Health
1957-60	G. Robinson Gregory, Resource Economics
1957-60	C. Theodore Larson, Architecture
1957-60	Helen Peak, Psychology
1957-60	J. Philip Wernette, Business Administration, Chair: '59-'60
1956-59	Kenneth E. Boulding, Economics, Chair: '58-'59

1956-59 Samuel D. Estep, Law
1956-59 Ross Lee Finney, Music
1956-59 Howard R. Jones, Education, Secretary: '57-'59
1956-59 E. Lowell Kelly, Psychology, Chair: '58-'59
1956-59 Robert R. White, Engineering
1956-58 Paul S. Barker, Medicine
1955-58 John C. Kohl, Engineering, Chair: '56-'58
1955-58 Walter A. Reichart, German, Chair: '57-'58
1955-58 Albert C. Spaulding, Anthropology
1953-58 William G. Dow, Engineering
1953-58 Joseph O. Halford, Chemistry, Secretary: '56-'57
1954-57 Philip Jay, Dentistry
1954-57 Karl Litzenberg, English
1954-57 Gerald O. Dykstra, Business Law
1954-57 Walter B. Sanders, Architecture
1954-57 Lee Worrell, Pharmaceutical Chemistry
1954-55 Fred E. Dickinson, Wood Utilization
1953-55 Angus Campbell, Psychology & Sociology, Chair: '54-'55
1953-55 Raymond L. Garner, Biological Chemistry
1953-55 Charles B. Gordy, Engineering
1953-55 Richard J. Porter, Epidemiology
1953-55 James T. Wilson, Geology
1952-55 Allan F. Smith, Law, Chair: '55, Secretary: '53-'54
1953-54 Frank O. Copley, Latin
1952-54 Kenneth P. Davis, History
1952-54 Leo Goldberg, Astronomy, Chair: '54
1952-54 William W. Hagerty, Engineering
1952-54 Algo D. Henderson, Education, Chair: '54
1952-54 Gilbert Ross, Music
1952-53 Frederick F. Blicke, Pharmaceutical Chemistry
1952-53 Kenneth A. Easlick, Public Health & Dentistry
1952-53 Carl H. Fischer, Insurance & Actuarial Math, Chair
1952-53 Norman E. Hartweg, Zoology, Chair: '52-'53
1952-53 John W. Lederle, Political Science
1952-53 Herbert E. Miller, Accounting
1952-53 William B. Palmer, Economics, Chair: '53, Secretary: '52
1952 George M. McConkey, Architecture
1952 Bradley M. Patten, Anatomy, Chair: '52
1952 Walter C. Sadler, Civil Engineering
1952 Benjamin W. Wheeler, History

SENATE ADVISORY COMMITTEE ON UNIVERSITY AFFAIRS

	Term Expires
Peggie J Hollingsworth, Ph.D., Chair	Apr. 30, 1992
Walter R. Debler, Ph.D.	Apr. 30, 1992
James S. Diana, Ph.D., Vice Chair	Apr. 30, 1992
Ejner J. Jensen, Ph.D.	Apr. 30, 1993
Gayl D. Ness, Ph.D.	Apr. 30, 1991
Roy Penchansky, D.B.A.	Apr. 30, 1993
Marilynn M. Rosenthal, Ph.D.	Apr. 30, 1991
Thomas N. Tentler, Ph.D.	Apr. 30, 1993
Katharine P. Warner, Ph.D.	Apr. 30, 1991
Diane G. Schwartz, M.L.S., Senate Secretary	Apr. 30, 1994

EXECUTIVE OFFICERS

James J. Duderstadt, Ph.D.	President
Blenda J. Wilson, Ph.D.	Chancellor-Dearborn
Clinton B. Jones, Ph.D.	Chancellor-Flint
Gilbert R. Whitaker, Jr., Ph.D.	Provost and VicePresident for Academic Affairs
Farris W. Womack, Ed.D.	Vice President and Chief Financial Officer
Richard L. Kennedy, A.B.	Vice President for Goverment Relations and Secretary of the University
Jon Cosovich, A.B.	Vice President for Development
William C. Kelly, Ph.D.	Vice President for Research
Mary Ann Swain, Ph.D.	Interim Vice President for Student Services
Henry Johnson, M.S.W.	Vice President for Community Affairs
George D. Zuidema, M.D.	Vice Provost for Medical Affairs

REGENTS

Deane Baker, M.B.A.	Dec. 31, 1996
Paul W. Brown, J.D.	Dec. 31, 1994
Shirley M. McFee, M.A.	Dec. 31, 1998
Neal D. Nielsen, L.L.B.	Dec. 31, 1992
Philip H. Power, M.A.	Dec. 31, 1998
Veronica Latta Smith, A.B.	Dec. 31, 1992
Nellie M. Varner, Ph.D.	Dec. 31, 1996
James L. Waters, J.D.	Dec. 31, 1994