

SHARED GOVERNANCE-BENCHMARK ANALYSIS

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INTRODUCTION

In 1966 the American Association of University Professors, in conjunction with the American Council on Education and the Association of Governing Boards of Universities and Colleges, adopted the idea that academic freedom and shared governance are linked concepts, with academic freedom necessitating faculty involvement in university governance¹. Since this formulation, there has been much discourse about the value and meaning of shared governance. The debate has become particularly heated in recent years because of the apparent proliferation of university administrators and increased regulatory and financial pressures facing universities and colleges today².

Governance is the process by which decision making authority is distributed within an organization, for this report, an academic institution. Shared governance is an amorphous concept with many interpretations and no real agreement on the definition. One can imagine a continuum of models ranging from all authority resting on a single individual to one in which decisions are made by consensus among many stakeholders. Each of these extremes has pros and cons associated with the particular model. A single individual making all decisions would be extremely efficient, allowing the institution to react nimbly in the rapidly changing climate of higher education. However, a single individual cannot have the breadth of expertise needed to understand all of the issues associated with this evolving educational environment. The opposite end of the spectrum (i.e. consensus) would allow for a broad sharing of perspectives, 'buy-in' from all stakeholders, and a better chance of identifying the best solution. However, the time required to reach consensus may make this model ineffective because the window of opportunity for many decisions may have closed before consensus can be reached.

Most institutions have adopted a shared governance model that falls somewhere between the two ends of the continuum. Often, a single body retains decision-making authority and delegates some responsibility to a single individual (e.g. a president) to make day to day decisions. As many initiatives will fail without the engagement of the appropriate stakeholders (e.g. faculty for curricular decisions), many institutions have governing councils that operate in an advisory capacity or, sometimes, have the ability to set policy.

Shared institutional governance takes many different shapes and in some aspects each institution has structured a unique system of making decisions on university policies and procedures. These decisions include institutional planning, allocation of resources, curriculum and academic activities, faculty compensation and advancement, and administrative appointments. Almost all institutions have an overarching governing board (e.g. Board of Trustees or Regents) that has authority over all institutional decision-making but delegates authority to a president and/or internal governing councils.

¹, American Association of University Presidents, *Policy Documents and Reports, 11th ed.*, *Statement on Government of colleges and Universities*, 2015

² Benjamin Ginsberg, *The Fall of the Faculty, The Rise of the All-Administrative University and Why It Matters*. Oxford University Press, 2011.

Although each internal configuration (and name for each body) varies, the governing structures can be classified into four basic architectures (modified from Hogen, 2006³):

1. Unicameral – wherein a single governing body is responsible for both administrative and academic matters (e.g. Board of Trustees) and exercises all authority. In this model, the governing body often will delegate much authority to the university administration (e.g. the President).
2. Bicameral – wherein one body is responsible for the administrative and financial elements of the University while an academic governing council deals with educational and academic elements of the University (e.g. a Board of Trustees that assigns authority on academic issues to the President and an Academic Council).
3. Multicameral – wherein decisions are made by discrete groups responsible for well defined, specific issues.
4. Distributed – wherein there is no central university governing council, rather most decisions are made within individual college councils.

For each of these basic architectures, sub-structure often operates within a hierarchical framework, whereby one body consults with multiple units before legislating policy. Often lower level committees, without legislative powers, have influence through *ex officio* positions and right of agenda on the legislative body.

Each governing body can be defined by having either legislative authority or consultative, wherein opinion and advice is sought but authority remains with a higher governing body or the central administration. Governing groups can consist entirely of faculty or a mixture of faculty, administrators, and students. Definitions of governing groups are relevant for the overall governing structure and the sub-structure framework.

Faculty participation in shared governance can occur at many levels within an institution, including the academic department, standing and ad-hoc committees, as well as, school/college and university-wide governing bodies. While each of these venues is important and offers substantial opportunities for influence, the term ‘faculty governance’ frequently refers to decision-making by a university level governing body.

METHODS

This document describes a ‘benchmarking analysis’ of forty universities. The central university governance structure was assessed for each. Data were collected from publically available sources, including various university websites (board of trustees, senate, and administrative sites) and, when available, the direct observation of bylaws and constitutions of the different universities. Occasionally, faculty senate representatives or administrators from various universities were consulted when the

³ Eileen Hogen, *Governance Models*, unpublished, 2006, http://www.wordwendang.com/en/word_edu/0911/16476_4.html.

structure could not be clearly discerned using publically available materials. The study herein did not employ statistical analysis as there was no conformity to the materials available from each institution; information ranged from explicit descriptions for each governing body to general, fairly non-descriptive explanations. In many instances, the structure was interpreted from combining information from several different sources. In addition, the governance structures at universities often are in flux, and include updates that are not reflected in the online material. Therefore, the reader should take the reported information as a general synopsis of the types of existing structures, recognizing that each description only approximates the actual reality of that institution.

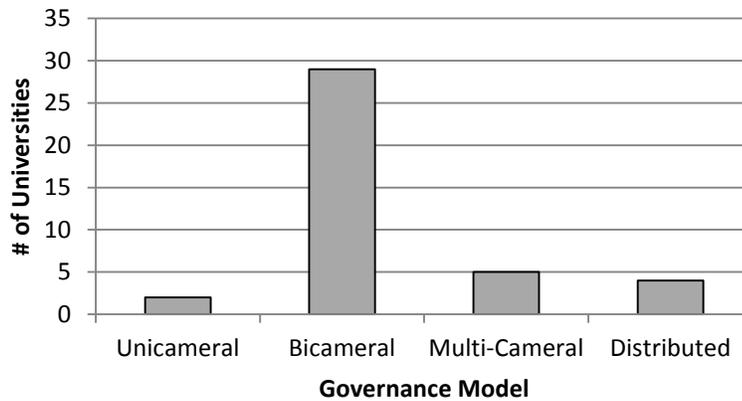
Each of the forty universities examined here has a hierarchical structure with an overarching governing board that is responsible for all aspects of the university. The titles and constituents of these boards vary (e.g. Board of Trustees, Corporation, Board of Overseers, Board of Regents). In the vast majority of cases, this body delegates authority to administrators or governing councils, but holds decision-making authority even if legislative powers have been entrusted to others. Although some state constitutions outline higher education governance, the majority only provide provisions concerning the powers of the higher governing board (e.g. Board of Regents). When a role for faculty is described, it is often only in the context of the governing board consulting faculty and/or the university president. Rarely is the right for faculty to organize and participate in institutional governance afforded (e.g. Wisconsin State Statutes). In recent years academic collective bargaining units have emerged, primarily at state institutions, but is not widespread so was not assessed in this analysis⁴. Whether or not faculty are afforded specific jurisdiction in governance documents, many institutions have a longstanding tradition of shared governance, that involves faculty in decision-making while preserving the higher governing board's authority. Therefore, for this report, the university governing structures are characterized as to how they likely operate in practice, even though any decision could ultimately be overturned by a higher governing body.

The universities examined here include those of the Colonial Group (thirteen universities, including the University of Notre Dame), members of the Committee on Institutional Cooperation (Big10 Conference, plus the University of Chicago; fifteen universities), and a range of other institutions (twelve universities) that were recommend by various individuals during the course of this project. In all, twenty-five private and fifteen public institutions were assessed (Appendix A). Each institution was characterized for four criteria: 1) overall structure (unicameral, bicameral, multicameral, or distributed); 2) constitution of faculty containing governing body (either a mixture of administrators, faculty, students, or made up entirely of faculty; 3) whether this governing body holds some legislative authority or is only advisory, and 4) the jurisdiction of any legislative authority (educational only or all operations). Descriptions of the shared governance of each university is given in Appendix B.

⁴ American Association of University Professors, *Issues: Collective Bargaining*, <http://www.aaup.org/issues/collective-bargaining>

RESULTS

Governance Models



Unicameral (2/40; 5%)

Duke University
University of Maryland

Bicameral (29/40; 72.5%)

Boston University
Columbia University
George Washington University
Indiana University
New York University
Northeastern University
Northwestern University
Ohio State University
Penn State University
Princeton University
Purdue University
Rutgers University
Southern Methodist University
Stanford University
Syracuse University
Tulane University
University of California, Berkeley
University of Chicago
University of Illinois

Bicameral (con't)

University of Iowa
University of Miami
University of Michigan
University of Nebraska
University of Notre Dame
University of Wisconsin-Madison
Vanderbilt University
Wake Forest University
Washington University in St. Louis
Wright State University

Multi-cameral (5/40; 2.5%)

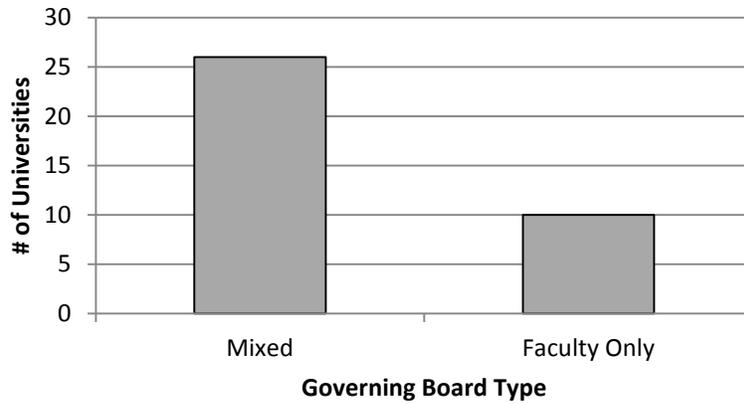
Boston College
Cornell University
Lehigh University
Michigan State University
University of Minnesota

Distributed (4/40; 10%)

Brandeis University
Harvard University
Tufts University
Yale University

Constitution (of Faculty governing body)

Distributed Governance schools excluded.



Mixed (26/36; 72.22%)

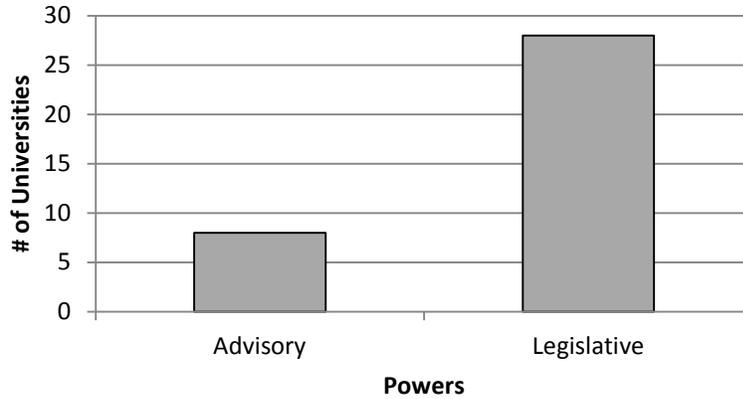
- Boston College
- Boston University
- Columbia University
- Cornell University
- Duke University
- George Washington University
- Indiana University
- Lehigh University
- Michigan State University
- New York University
- Northeastern University
- Ohio State University
- Princeton University
- Purdue University
- Rutgers University
- Stanford University
- Syracuse University
- Tulane University
- University of California, Berkeley
- University of Chicago
- University of Maryland
- University of Minnesota
- University of Nebraska
- University of Notre Dame
- Vanderbilt University
- Wake Forest University

Faculty only (10/36; 27.78%)

- Northwestern University
- Penn State University
- Southern Methodist University
- University of Illinois
- University of Iowa
- University of Miami
- University of Michigan
- University of Wisconsin-Madison
- Washington University in St. Louis
- Wright State University

Function

Distributed Governance schools excluded.



Advisory (8/36; 22.22%)

- Cornell University
- Duke University
- George Washington University
- Northwestern University
- Princeton University
- University of Iowa
- University of Maryland
- Wake Forest University

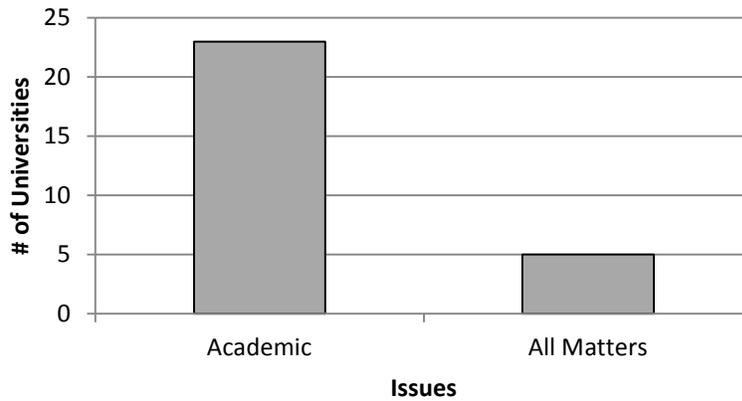
Legislative (28/36; 77.78%)

- Boston College
- Boston University
- Columbia University
- Indiana University
- Lehigh University
- Michigan State University
- New York University
- Northeastern University
- Ohio State University

Legislative (con't)

- Penn State University
- Purdue University
- Rutgers University
- Stanford University
- Syracuse University
- Southern Methodist University
- Tulane University
- University of Illinois
- University of Miami
- University of Michigan
- University of Wisconsin-Madison
- University of California, Berkeley
- University of Chicago
- University of Minnesota
- University of Nebraska
- University of Notre Dame
- Washington University in St. Louis
- Wright State University
- Vanderbilt University

Jurisdiction (If authority includes legislative powers)



Academic (23/28; 82%)

- Boston College
- Boston University
- Indiana University
- Lehigh University
- Michigan State University
- New York University
- Northeastern University
- Ohio State University
- Penn State University
- Purdue University
- Rutgers University
- Stanford University
- Syracuse University
- Tulane University
- University of California, Berkeley
- University of Chicago
- University of Illinois
- University of Michigan
- University of Wisconsin-Madison
- University of Minnesota
- University of Nebraska
- University of Notre Dame
- Wright State University

All Matters (5/28; 18%)

- Columbia University
- Southern Methodist University
- University of Miami
- Washington University in St. Louis
- Vanderbilt University

RECOMMENDATIONS

Shared institutional governance is a framework for decision-making capacity to be shared by all the stake-holders of the institution. For shared governance to be successful, participants must be active, informed, and focused on the governing effort. The challenge of shared governance is creating a structure that is accountable, efficient, and consults all the appropriate parties (e.g. administration, staff, faculty, and students). An effective structure allows groups to work collaboratively and clearly defines the authority of each constituent group. Shared governance involves substantial time, commitment, and focused effort. Particularly for faculty, this effort can take them away from their primary responsibilities. Therefore, faculty must perceive that their effort is meaningful and valued. A commitment from both the administration and faculty is needed to drive a cultural shift from faculty allegiance primarily to their discipline to investing more in the institutional good. Making this shift requires a fresh perspective from both the administration and the faculty. Below is a list of recommendations to facilitate a more collaborative and sustained model of shared governance at the University of Notre Dame. These changes envision a more synergistic relationship between Notre Dame administrators and faculty members, developed over several years.

Build trust through interaction and education. Bridging the cultural divide that distinguishes administrative and faculty perspectives can be challenging but can be accomplished through increased attention to partnership and cooperation by both administrators and faculty members. Trust is developed through mutual understanding and respect of others roles and responsibilities. Increased education of faculty about administrator roles through presentation and interaction will help faculty recognize the broad challenges facing higher education administrators today. This information will help faculty gain an appreciation for the University as a whole, expanding a view beyond specific programs to show how they fit in the whole. Increased inclusion of a diversity of faculty perspectives (see point #5 below) at all committee levels will provoke this education process. Administrator understanding of the workload of a typical faculty member is essential. It is clear that the upper administration respects faculty time and how it impacts their career trajectory in their discipline, however, the mid-level administrators, often the individuals that are implementing new policies, may be removed from these realities.

Clearly articulate roles and responsibilities. Administrators can more effectively seek and incorporate advice from faculty. Clear articulation of what is being asked of the faculty is essential and provision of additional background information to why their input is solicited will empower faculty to participate in the process. When not seeking a decision or delegating authority, administrators need to make sure this message is communicated directly.

Increase the role of the Faculty Senate. While the Faculty Senate at Notre Dame and many other institutions sometimes is viewed as being impotent and not engaged in relevant decision-making, faculty senates can be an important component of shared governance. A vibrant faculty senate is a place of active debate for sound decision-making and an avenue for increasing faculty satisfaction. An active faculty senate should consider all issues of relevance to faculty and engage administrators and councils relevant to the specific issue (e.g. the Executive Vice President concerning benefits, Provost and

Academic Council with curricular issues, etc.). Increased interaction with the President, the Provost, and the Executive Vice President and their staff can ameliorate misunderstandings and head off potential problems, as well as, serve as an efficient path to distribute information to the entire faculty. As the faculty's role is primarily the educational mission of the University, regular meetings between the Provost and the Executive Committee of the Faculty Senate will allow the Senate a more productive role in the governance process. Current dissatisfaction from Notre Dame faculty regarding the Faculty Senate partially reflects a lack of understanding of the Senate's role in governance. An increased awareness of the shared governance structure by all faculty will increase participation if the message is articulated in a positive fashion. The current governance structure at the University of Notre Dame can support shared decision-making but requires a fresh perspective of cooperation from all parties.

Reward faculty participation. Effective participation in governance requires a commitment of time. Faculty must perceive that the effort away from their primary responsibilities contributes meaningfully to change. Faculty will feel empowered when their efforts are successful and these successes are articulated to the university community. Another avenue to recognize effort is to increase the value of service, as rewarded through annual reviews and promotion. Tangible acknowledgement of participation, especially when commitment is particularly onerous, by applying teaching or service relief or salary compensation will encourage increased quality and effective participation from faculty. Effective faculty leaders are essential, especially at a time of transition or when attempting to induce a cultural change. Without this leadership, a faculty senate can become stagnant, in the best case, or even become outright combative and ineffective. For a productive partnership, a faculty chair must be collegial towards the administration, without being deferential. The administration can reciprocate by recognizing that the faculty senate chair is representing faculty interests that can guide an optimal outcome.

Increase the range of perspectives on University Committees. Faculty criticize administrators for repeatedly appointing the same people to important committees; these individuals are considered to be sympathetic to the administration's point of view. On the other hand, administrators perceive many faculty as antagonistic and recalcitrant to the collaborative effort and note that faculty willing to volunteer often do not possess the required expertise. Utilization of an elected 'Committee on Committees' is one method employed by other universities to solve this problem. The formation of such a committee puts in the hands of elected faculty the task of reaching deeper into the faculty pool to identify individuals with appropriate expertise while increasing a broad range of perspectives. In addition, peers often are more successful in convincing fellow faculty to participate. An alternative to the creation of a new committee would be to utilize the Faculty Senate in this role. The Faculty Senate is already an elected body representative of the entire faculty. Engagement of additional faculty in the governance process will both narrow the cultural divide between faculty and administrators and increase the diversity of perspectives leveraged for the ultimate goal shared by all, a better product.

APPENDIX A: LIST OF UNIVERSITIES

Colonial Group

- Boston College
- Boston University
- Brandeis University
- George Washington Univ.
- Lehigh University
- New York University
- Northeastern University
- Southern Methodist Univ.
- Syracuse University
- Tufts University
- Tulane University
- University of Miami
- University of Notre Dame

Big10 Conference (Committee on Institutional Cooperation, CIC)

- Indiana University
- Michigan State University
- Northwestern University
- Ohio State University
- Penn State University
- Purdue University
- Rutgers University
- University of Chicago (CIC)
- University of Illinois
- University of Iowa
- University of Maryland
- University of Michigan
- University of Minnesota
- University of Nebraska
- University of Wisconsin

Miscellaneous

- Columbia University
- Cornell University
- Duke University
- Harvard University
- Princeton University
- Stanford University
- Univ. Calif.-Berkeley
- Vanderbilt University
- Wake Forest University
- Washington Univ. St. Louis
- Wright State University
- Yale University

APPENDIX B: UNIVERSITY SHARED GOVERNANCE BODIES

Colonial Group

Boston College (modified from Boston College Faculty Handbook and Boston College Chapter of the American Association of University Professors)

<https://www.bc.edu/publications/fachbk/committees/advisory.html>; <http://bcaaup.org/?p=465>

The faculty at Boston College work through elected and appointive standing committees. The most prominent is the Provost's Advisory Council. The Advisory Council advises the Provost and Dean of Faculties on issues of major importance to the faculty and the academic operation of Boston College. The council consists of the Provost, Dean of Faculties, Vice Provosts, University Librarian, a representative from the Office of Student Affairs, 20 elected faculty members (2 from each major division), 3 members from the Council of Deans (appointed by the Provost), the executive assistant for academics of the Undergraduate Government, President of the Graduate Students Association, and every 4th year, the President from the Law Students Association.

Boston University (modified from Boston College Faculty Governance)

<http://www.bu.edu/fafc/about/governance/>

The Faculty Assembly speaks for the faculty on matters of importance to the University and considers and acts, or recommends action, as appropriate, on all matters affecting the academic and professional concerns of the faculty of two or more Schools or Colleges of the University. All members of the faculty of professorial or lecturer rank are members of the Faculty Assembly. The President of the University serves as the President of the Faculty Assembly.

The Faculty Council reviews new proposals for academic programs, evaluates and provides feedback to the Administration on new initiatives and policy changes. The actions and recommendations of the Faculty Council shall be summarized and presented to the Faculty Assembly, and where appropriate, shall be ratified or annulled by the Faculty Assembly. The Faculty Council is made up of elected faculty representing every unit.

Representatives on the Faculty Council, are automatically a member of the University Council, which is comprised of the President, the Provosts, the deans, the vice presidents, and senior administrators. Subsets of certain Faculty Council Committees also serve with administrators on University Council Committees, where the substantive topics of the University Council are formulated. Faculty members have their greatest input to important University-wide policy in this setting.

Brandeis University (modified from Brandeis University NEASC Reaccreditation Self-Study)

http://www.brandeis.edu/neasc/pdf_imported/NEASC_Standard_Three.pdf

The Faculty Senate is an elected faculty body with representatives from each of the schools. The Council of the Faculty Senate consists of the chair of the Faculty Senate and three other Senators, each elected annually by the senators. The Faculty Senate initiates discussion on any issue relevant to the educational and research missions of the University broadly defined, including, but not limited to, matters of faculty rights and responsibilities, academic freedom, faculty compensation, personnel procedures and policies, and University rules and regulations affecting faculty. The Provost and the Council of the Faculty Senate meet regularly to discuss ongoing initiatives.

George Washington University (modified from The GWU Faculty Senate and The George Washington University Faculty Organization Plan)

[http://www.gwu.edu/~facsen/;](http://www.gwu.edu/~facsen/)

http://www.gwu.edu/~facsen/faculty_senate/pdf/FacultyOrganizationPlan.pdf

The Faculty Senate is the acting body for the entire faculty in legislative and advisory capacities. The Senate consists of 39 elected faculty members representing each unit, the Provost, the Executive Vice President for Academic Affairs, the Registrar, 10 Deans (or designees), a Parliamentarian, and the University President who serves as Chair. The exercised power, duties, and privileges of the Senate are subject to the authority of the Board of Trustees and relate to matters that are of concern to more than one college, school, or division, or to the Faculty. The primary role of the Senate is to formulate principles and objectives and find facts, so as to recommend policies to the President.

Lehigh University (modified from Rules and Procedures of the Faculty of Lehigh University and

http://www.lehigh.edu/~inprv/pdfs/pdfs_2015-

[2016/RULES%20AND%20PROCEDURES%20JUNE%202015.pdf](http://www.lehigh.edu/~inprv/pdfs/pdfs_2015-2016/RULES%20AND%20PROCEDURES%20JUNE%202015.pdf)

The University Faculty is the legislative body in matters pertaining to the admission, registration, instruction, and discipline of students and in matters related to academic procedures and educational policies. The voting members of the faculty are those with the rank of assistant professor, associate professor, or professor. Instructors with full-time academic appointments in teaching or research are also voting members of the faculty, provided that they are not candidates for a Lehigh degree. Also, included as voting faculty members are the University President, the Provost, the deans of each the four colleges, and the Vice Provost for library and technology services.

New York University (modified from NYU Governance, Policies, and Procedures and NYU Leadership & University Administration)

[http://www.nyu.edu/faculty/governance-policies-and-procedures.html;](http://www.nyu.edu/faculty/governance-policies-and-procedures.html)

<http://www.nyu.edu/about/leadership-university-administration.html>

The University Senate is composed of representatives from the full-time tenured/tenure track faculty, non-tenure track/contract faculty, students, administrators, the deans, and the University Leadership Team. The University Senate is the deliberative body for the discussion of university-wide policies and proposed changes in university practices and structure. The Senate sets its agenda with particular concern for academic programs and structure, personnel and budgetary policies, development of facilities and community, professional, and educational relations of the University. The Senate makes any recommendations regarding policies and practices of the University to the President and Chancellor and, through these individuals, to the Board of Trustees. The Senate has the power to act upon educational matters and regulations of the academic community that affect more than one school, fixes the length of terms and vacations and defines the university calendar, and makes recommendations regarding educational programs, policies and university publications. It also determines the time, place and manner of commencement exercises, and of other public occasions affecting more than one school of the University.

The Faculty Senators Council considers any matters of educational and administrative policy and functions as the Faculty Personnel Committee of the Senate with respect to the Tenured/Tenure Track Faculty. It designates representatives on the other standing committees, and in appropriate instances on the ad hoc committees, of the Senate. The Council consists of 37 elected Tenured/Tenure Track Faculty and is part of the University Senate's membership.

Northeastern University (modified from Northeastern University Faculty Handbook & University Policies)

<http://www.northeastern.edu/facultyhandbook/handbook/>

The Faculty Senate, together with the administration of the University, has the responsibility of maintaining and improving the academic standards of the University and making the functioning of the University more effective and harmonious. It is the highest faculty governance body in the University. The Senate undertakes legislative and advisory functions in connection with the work of the University as is referred to it by the University President and Board of Trustees as well as acts as a coordinating body to establish academic goals and standards among colleges and divisions. The Faculty Senate comprises forty members, thirty elected faculty members, the Provost, and nine administrators who are tenured or tenure-track members of the faculty appointed by the President or her/his designee. Thirty faculty members are elected by and from the tenured and tenure-track faculty of the degree granting Colleges.

Southern Methodist University (modified from SMU Faculty Senate Home)

<http://www.smu.edu/facultysenate>

The Faculty Senate bears the responsibility of speaking and acting for the General Faculty in matters affecting the University as a whole. The Senate possess and exercises the powers of the General Faculty in all matters that are not reserved by the Bylaws of the University to the faculty of a single school. The Senate exercises its power through legislative, investigative, and advisory functions appropriate to the Faculty Senate Constitution. The senate consists of elected faculty from each unit. The President of the University and the Provost are *ex officio*, non-voting members of the Senate.

Syracuse University (modified from Bylaws of the Senate of Syracuse University)

<http://universitysenate.syr.edu/bylaws/>

The University Senate is the academic governing body of the University and is made up of forty-one elected faculty (distributed among different units), fifty-one students, fourteen professional staff, four technical staff, two unionized staff and administrators. The *ex officio* administrative members include the Chancellor, Vice Chancellor, and additional members named by the Chancellor for a total not to exceed fifteen. The presidents of the Student Association and Graduate Student Organization are also *ex officio* members. The Senate mainly functions in an advisory capacity to the Chancellor. However, it is empowered to approve new curricula and to recommend faculty for promotion and for emeritus status. There are also times that the various Senate committees may be called on to act as grievance bodies.

Tufts University (modified from Tufts University Office of the Secretary of the Faculty)

<http://ase.tufts.edu/faculty/handbook/organization/>

Tufts University is divided into nine Schools and one College. The faculty of each school has its own bylaws, and faculty meeting structure. In general the faculty have primary responsibility for such fundamental areas of university life curricula, subject matters of instruction,; research projects, establishing criteria for faculty promotion and tenure, and those aspects of student life that relate to the education of students on campus.

Tulane University (modified from Tulane University Senate)

<http://tulane.edu/senate/>

The University Senate is Tulane's senior internal governance body. It consists of elected faculty representatives from the academic divisions, senior administrators, student and staff representatives, and at-large members elected from a slate nominated by the Senate Committee on Committees. The Senate is chaired by the President of the University. Its purview consists of all matters of general University concern, especially those which affect at least two academic divisions.

University of Miami (modified from University of Miami University Senate)

http://www.miami.edu/index.php/faculty_senate

The Faculty Senate is the vehicle by which the faculty is authorized to share in planning and governance of the university. Through its committees and as a deliberative and legislative body, the Senate plays an important role in dealing with academic policies, new program and degree approvals, compensation and the annual budgets, reviews of chairs and deans, and countless other matters of collegial concern and interest. It is also the vehicle for hearing faculty grievances regarding rank, salary and conditions of employment, as well as appeals on tenure decisions.

University of Notre Dame (modified from University of Notre Dame Committees and Academic Articles)

<http://committees.nd.edu/committees-a-z/academic-council/> ;

<http://facultyhandbook.nd.edu/governance/>

The Academic Council determines general academic policies and regulations of the University; approves major changes in the requirements for admission to and graduation from the colleges; authorizes the establishment, modification or discontinuance of any academic organization of the University; and provides for review, amendment and final interpretation of the academic articles. The Council consists of the President, who chairs the Council; the Provost; the Executive Vice President; the Vice President and Senior Associate Provost; the Vice Presidents and Associate Provosts; the Vice President for Student Affairs; the Vice President for Research; the chairperson of the Faculty Senate and the chairpersons of the four standing committees of the Faculty Senate; the Deans of the Colleges; the Dean of the Law School; the Dean of the School of Architecture; the Dean of the School of Global Affairs, the Dean of the First Year of Studies; the Associate Provost and Dean of the Graduate School, the director of University Libraries, twenty-one elected faculty members, and three additional faculty-at-large appointed by the chair of the Academic Council. In addition, there are six student members.

The Faculty Senate is a body made up of elected faculty members distributed across units and two student representatives. The Senate is concerned with matters affecting the faculty as a whole and to matters on which a faculty perspective is appropriate. The senate seeks to formulate faculty opinion, and for this purpose may, at its discretion, conduct faculty meetings and referenda. The senate also receives from other groups in the University items requiring consideration by the faculty. With respect to matters of academic concern, the recommendations of the senate are referred to the Executive Committee of the Academic Council, which places the recommendations on the agenda of the council. The Senate has five general officers: a chairperson, a vice-chairperson, a treasurer, and two co-secretaries. It has four standing committees; the chairpersons of those committees are elected annually by majority vote of the entire Senate. The chairperson of the Senate and the chairpersons of the four standing committees are *ex officio* members of the Academic Council.

Big 10 Conference (Committee on Institutional Cooperation)

Indiana University (modified from Constitution of the Indiana University Faculty)

<http://policies.iu.edu/policies/categories/academic-faculty-students/administrative-authority-faculty-governance/Constitution-of-the-Indiana-University-Faculty.shtml>

The Bloomington Faculty Council is made up of elected faculty from each unit, students, staff members, four Vice Provosts, the University President, and the Provost. Officers of the Council include the Presiding Officer (IU Bloomington Provost), the President of the Faculty Council, the Secretary, the Parliamentarian, and three Executive Committee members. The Council has legislative authority to establish policy and determine procedures for the teaching, research, and service aspects of the University's academic mission.

Michigan State University (modified from Bylaws for Academic Governance Structure)

<http://acadgov.msu.edu/sites/default/files/content/CURRENTBYLAWSasofSeptember7-2012-LastAmendmentsApprovedDecember-13-2013.pdf>

The Academic Congress deliberates, and endorses or rejects items, and then refers them back to the originating body. It also serves as a forum for the dissemination and exchange of ideas and information between the faculty and the administration. Voting members of the Congress includes the voting faculty, the University President, and the Provost.

The Faculty Senate is a deliberative, representative, and legislative body. This body has delegated authority from the Board of Trustees for control of the University curriculum and provides leadership in the area of faculty policies, procedures, tenure, salaries/compensation and faculty life. The voting members of the Faculty Senate consist of elected faculty from each unit. The President, the Provost, one elected member of the student association, one elected member of the graduate student association, the Athletic Council Chairperson, a representative of the faculty emeriti, and the Secretary of Academic Governance are *ex officio* with no voting privileges.

The University Council discusses issues that are not the primary responsibility of the Faculty Senate and considers all major issues related to educational policy. The University Council refers to the Academic Congress for Consideration and action.. The council consists of members of the Faculty Senate, the Appointed Council (Deans and Directors, President, Provost), Chairpersons of College Advisory Committees, the Chairperson of Athletic Council, members of the graduate and undergraduate student associations, Chairpersons of University-level Standing Committees, The Steering Committee, the President, the Provost, and designated *ex officio* administrators.

Northwestern University (modified from Northwestern University Document on Shared Governance)

http://www.northwestern.edu/faculty-senate/documents/Shared_Governance_01_28_10_Adopted.pdf

The Faculty Assembly consists of all full-time regular faculty members in both tenure track and non-tenure track positions. The University President serves as the Chair and the Chair of the Faculty Senate serves as the Vice Chair. The Executive Committee of the Faculty Assembly consists of the President of the University, the Provost, the Associate Provost for Faculty Affairs, the Chair of the Faculty Senate, the immediate past chair of the Faculty Senate, and the chair-elect of the Faculty Senate. This body is the ultimate legislative body of the faculty at Northwestern University.

The Faculty Senate consists of elected members from each department/school. The Executive Committee is composed of the Chair, immediate Past Chair, the Chair Elect (who also serves as Vice-Chair, and the Chairs of the Standing Committees. The faculty senate has a purely advisory role.

Ohio State University (modified from The Ohio State University Senate and Board of Trustees Bylaws) <http://senate.osu.edu/>; <http://trustees.osu.edu/rules/university-rules/chapter-3335-5-faculty-governance-and-committees.html>

The University Senate is a body of seventy faculty, twenty-six administrators, and forty-one students. The senate has been delegated by the Board of Trustees, the legislative authority of the University Faculty over educational and academic policy. The Faculty Council consists of the elected faculty representatives of the Senate. The Faculty Council selects members to serve on subcommittees with additional faculty appointed by the president.

Pennsylvania State University (modified from Pennsylvania State University Faculty Senate) <http://senate.psu.edu/>

The Faculty Senate consists of two hundred elected faculty representing the different units, twenty-six students, and twenty administrators. The Senate has legislative authority on all matters pertaining to the educational interests of the University and all educational matters that concern the faculties of more than one college. The body also serves as an advisory and consultative body to the University President.

Purdue University (modified from Purdue University Senate) <http://www.purdue.edu/senate/>

The University Senate is made up of one hundred and two senators, most of which are tenure-track from all the colleges and schools as well as the regional campuses, two student representatives, the University President, the Chief Academic Officer, the Chief Fiscal Officer, and four regional campus representatives. Subject to the authority of the Board of Trustees and in consultation with the University President, the Senate has the power and responsibility to propose or to adopt policies regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.

Rutgers University (modified from Rutgers University Senate) <http://senate.rutgers.edu/>

The University Senate is made up of one hundred and thirty-one elected faculty, fifty-six students, twelve staff, forty-three administrators, and six alumni. The Senate serves as the principal advisory body to the president including advising on budget priorities, general planning, and educational policy. On certain matters, the president acts only after receiving the advice of the Senate or giving the Senate time to present its views. Beyond advising the Senate has legislative authority governing the academic calendar, minimum standards of admission, scholarship and honors, and formal relationships between academic units.

University of Chicago (modified from the University of Chicago University Senate and Board of Trustees Articles of Incorporation, Bylaws, and Statutes)

<https://sof.uchicago.edu/page/university-senate>; <http://trustees.uchicago.edu/page/articles>

The University Senate consists of professors, associate professors, and assistant professors who have completed one year's full-time service on academic appointment, the President, the Provost, and the Vice Presidents.

The Council of the University Senate consists of fifty-one elected members chosen by the Senate from its membership. The University President and the Provost serve as *ex officio* members of the Council, without a vote. The President is the presiding officer of the Council. The Council is the supreme academic body of the University, having all legislative powers except concerning those matters reserved to the Board of Trustees, the Office of the President, or the other Ruling Bodies.

The Committee of Council consists of seven members of the Council of the University Senate, chosen annually by members of the Council. The University President and the Provost serve as *ex officio* members, without a vote. The Committee is concerned with all matters of educational policy within the jurisdiction of the Council. All matters that are presented to the Council for action are first laid before the Committee, which reports its opinion to the Council.

University of Illinois (modified from Board of Trustees Statutes)

<http://www.bot.uillinois.edu/statutes>

The Faculty Senate may exercise legislative functions in matters of educational policy. No senate action can take effect until it has been submitted to the University Senates Conference and either approved by the Board of Trustees or approved in a manner agreed to by the board. The senate is made up of primarily elected tenure track faculty (at least one per department, with an additional for every twelve faculty), fifty students, and eith others that include directors, consultants, non-tenure track faculty.

The University Senates Conference is made up of twenty members, with two members from each University of Illinois branch campuses and additional member proportional to the number of faculty members on each campus. The University Senates Conference body must approve branch campus resolutions. The conference may act and may authorize its executive committee to act as an advisory group to the Board of Trustees, the president, or other administrative officials.

The Faculty Advisory Committee consists of nine elected faculty members. The committee shall make advisory reports to the chancellor/vice president, the president, the senate, and the faculty as it deems appropriate at least once a year. The committee shall provide for the orderly voicing of suggestions for the good of the University, afford added recourse for the consideration of grievances, and furnish a channel for direct and concerted communication between the academic staff and the administrative officers of the University.

University of Iowa (modified from The University of Iowa Faculty Senate)

<http://www.uiowa.edu/facultysenate/article/about-faculty-senate>

The Faculty Senate is composed of eighty representatives of all academic units. The Senate formulates and recommends policies to the President on all subjects of University concern.

The University Faculty Council is composed of members of the Senate elected by the faculty to serve on the Council, together with the officers of the Senate, if they are not otherwise members of the council.

The Council operates under procedures set forth by the Senate, undertakes all tasks assigned to it by the Senate, and reports all activities to the Senate.

University of Maryland (modified from The University of Maryland University Senate and the Revised Plan of Organization for Shared Governance)

<https://www.senate.umd.edu/aboutus/index.cfm>;

https://www.senate.umd.edu/plans/umreview/Revised_Plan_2015.pdf

The University Senate consists of one hundred and six faculty elected by each department/unit, thirty-seven students, sixteen deans, and eighteen staff members. The Executive Committee includes the Chair and the Chair-elect and eleven additional elected senators. All issues or proposals are first discussed in the Executive Committee before going to the Senate for debate and approval. Subject to the authority of the Board of Regents, the Chancellor, and the University President, the Senate considers any matter of concern including, but not limited to, educational budgetary and personnel matters; campus-community matters; long-range plans; facilities, ; and faculty, staff, and student affairs. The Senate advises the University President, the Chancellor, or the Board of Regents, as it deems appropriate.

University of Michigan (modified from University of Michigan Faculty Senate and Principles of Faculty Involvement in Institutional & Academic Unit Governance at the University of Michigan, 2nd ed.)

<http://facultysenate.umich.edu/about/>; [http://facultysenate.umich.edu/wp-](http://facultysenate.umich.edu/wp-content/uploads/sites/22/2015/03/Principles.pdf)

[content/uploads/sites/22/2015/03/Principles.pdf](http://facultysenate.umich.edu/wp-content/uploads/sites/22/2015/03/Principles.pdf)

The University Senate consists of all members of the professorial staff, the executive officers of the University, the deans of the schools and colleges, such members of the research and library staff as are designated in accordance with standards and procedures approved by the Senate Assembly, and such other major officers as are designated by the Board of Regents from time to time.

The Senate Assembly consists of seventy-four elected faculty from the units of each branch campus. The Senate Assembly serves as the legislative arm of the senate. An action of the assembly has the effect of an action of the senate unless and until it is revoked by the senate. The assembly has power 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 insofar as such matters of internal organization involve general questions of educational policy.

The Senate Advisory Committee on University Affairs is the executive arm of the Central Faculty Governance and coordinates and implements the actions of the University Senate and the Senate Assembly.

University of Minnesota (modified from Governance System Overview University of Minnesota)

<http://www1.umn.edu/usenate/constitution/overview.pdf>

The umbrella body is the University Senate which consists of the University President, representatives from one-hundred and sixty-eight faculty, sixty students, twenty-five professional and administrative staff, and twenty-five civil service staff. The University Senate contains within it four senates: the Faculty Senate, the Student Senate, the Academic Professionals and Administrators Senate, and the Civil Service Senate. The University Senate has general legislative authority over administrative matters concerning more than one campus or the University as a whole. It also offers advice to the University President on budget, educational policy, and research issues. The University Senate consists of the

President of the University, the Vice-Chair of the University Senate, twenty-five *ex officio* voting members from various committees, one hundred and fifty-five members of the Faculty Senate, fifty members of the Student Senate, twenty-three elected academic and professional and administrative staff members, twenty-three elected civil service staff members, the deans, vice presidents, chancellors, provosts, the University Librarian, and the General Counsel serve as *ex officio* nonvoting members. Student body presidents of the Twin Cities, Duluth, Morris, and Crookston student bodies serve as *ex officio* nonvoting members.

The Faculty Senate consists of the President of the University, the Vice-Chair of the Faculty Senate, one hundred and fifty-five elected faculty or qualified academic staff members, ten elected members of the Faculty Consultative Committee and the past chair of the Faculty Consultative Committee, who serve as *ex officio* voting members, and the deans, vice presidents, chancellors, provosts, the University Librarian, and the General Counsel that serve as *ex officio* nonvoting members.

The Faculty Senate has general legislative authority over faculty welfare, educational, and research matters concerning more than one campus or the University as a whole. It also has general advisory responsibilities for matters related to the University budget. The authority of the Faculty Senate includes but not limited to primary responsibility for educational and research policies, providing advice to the president concerning the University's budget, accreditation, designation and granting of University honors, policies concerning faculty appointment and tenure.

University of Nebraska-Lincoln (modified from Bylaws of the Board of Regents of the University of Nebraska)

<http://www.nebraska.edu/docs/board/bylaws.pdf>

The Faculty Senate is the governing agency for dealing with matters of interest to more than one college and acts as the official voice of the faculty of UNL. In addition, the Senate advises and consults with student, staff, and administrative groups on matters of general concern, which include, but are not necessarily limited to, the budget, institutional planning, library and computer operation, student academic conduct in the classroom, and the selection of academic administrative personnel.

University of Wisconsin-Madison (modified from University of Wisconsin-Madison Secretary of the Faculty and Wisconsin State Statute Chapter 36)

<https://www.secfac.wisc.edu/>; <http://docs.legis.wisconsin.gov/statutes/statutes/36.pdf>

The faculty of each institution, subject to the responsibilities and powers of the board, the University President, and the Chancellor of such institution, shall have the primary responsibility for advising the Chancellor regarding academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance, except that the faculty of each institution shall ensure that faculty in academic disciplines related to science, technology, engineering, and mathematics are adequately represented in the faculty organizational structure. At the University of Wisconsin-Madison this organizational structure takes the form of a faculty senate.

The Faculty Senate The Faculty Senate provides organization structure through elected representatives to advise university administration in academic, educational, and personnel matters affecting the welfare of the university. There are two hundred and twenty-two senators representing more than two thousand and two hundred faculty members. The Chancellor presides and the Secretary of the Faculty serves as the secretary of the senate.

The University Committee consists of six faculty members. This body serves as the executive committee of the senate, unless another one is elected, and considers questions concerning the educational interests of policies of the university. The University Committee makes studies and recommendations to the faculty or administration concerning educational policy and consults with appropriate administrative officers on budget matters and reports thereon to the faculty.. The administration is encouraged to ask the University Committee for advice. The University Committee may give advice directly to the administration, or refer a matter to the faculty for discussion.

Miscellaneous Universities

Columbia University (modified from Organization and Governance of the University)
<http://www.columbia.edu/cu/vpaa/handbook/organization.html>

The University Senate consists of one hundred and seven members drawn from all constituencies of the University. These include the President of the University, the Provost, the Deans of Columbia College and the Graduate School of Arts and Sciences, all who serve *ex officio*, and five additional representatives, appointed by the President, from the University's administration. The President serves as the Senate's presiding officer. Faculty constitute a majority of the representatives in the Senate. There are forty-two tenured and fifteen non-tenured representatives from Columbia proper. The Senate considers matters that are of University-wide concern, affect more than one Faculty or school, or pertain to affiliation agreements with other institutions. Within its areas of jurisdiction, resolutions passed by the Senate are final unless they require Trustee concurrence. If they do not concur with a Senate resolution, they will return it to the Senate with an explanation of their reasons. The Senate is charged with reviewing the educational policies, physical development, budget, and external relations of the University. It oversees the welfare and academic freedom of the faculty and the welfare of students. Its approval is required to establish or change the conditions for granting most degrees and certificates.

Cornell University (modified from Cornell Assemblies and Organization and procedures of the University Faculty)
<http://assembly.cornell.edu/Main/OverviewOfAssemblies;>
<http://theuniversityfaculty.cornell.edu/governance/APPENDIX2.pdf>

The Faculty Senate is the governing body of the University Faculty. Constituency members are elected by the various schools and nine members are elected at-large. The University President, Dean of the Faculty, Associate Dean and Secretary of the Faculty, and two faculty trustees are voting members. The primary role of the Faculty Senate is to approve or reject nominees presented by the Nominations and Elections Committee for election or appointment.

The University Assembly deals with issues of common interest to all members of the Cornell community. It has specific responsibility over the Campus Code of Conduct and the Rules and Regulations for the Control of Traffic and Parking. The Assembly is also a presumptive stakeholder in major university policy initiatives, including those governed by the University's policy on formulation of policies. Five faculty, five staff, five undergraduate and three graduate or professional students are appointed by the four constituent assemblies.

Duke University (modified from Duke University Academic Council and Handbook of the Academic Council)
[http://academiccouncil.duke.edu/;](http://academiccouncil.duke.edu/) http://academiccouncil.duke.edu/sites/default/files/u6/AC-pdfs/Academic-Council-Handbook-June-2014-2_0.pdf

The Academic Council and the Executive Committee which it elects are the chief instruments of faculty governance at Duke University. Council consists of the University President, the Provost of the University, and the chair of the Academic Council as members *ex officio*, and of elected members of the three divisions of the Faculty of Arts and Sciences (humanities, social sciences, and natural sciences and mathematics), of the two divisions of the School of Medicine (clinical and basic sciences), and of the other professional schools. One member of the council is elected for each eight members of the faculty and for any remaining fraction of four or more members of the faculty of any such division or school. However, each division or school is entitled to at least one member but to no more than ten members.

All powers and functions of the faculty, insofar as their powers or functions are not exercised in the individual departments, schools, colleges, and divisions of the university, are delegated to the Academic Council, to which is also delegated the power to resolve jurisdictional disputes among the various component faculties of the university. The Academic Council does not make policy but rather influences it by determining the composition of committees that contribute to policy making and by giving feedback as the policy takes shape.

Harvard University (modified from Harvard Faculty of Arts and Sciences)
<http://www.fas.harvard.edu/pages/what-fas>

Each of the separate schools at Harvard University has its own form of shared governance and decision making occurs within each separate unit. Recently, some Harvard faculty members have called for a university-wide senate, but this remains to be instituted. Many of the schools have a tradition of shared governance and maintain active Faculty Councils. Probably the most influential of these bodies is the Council of the Faculty of Arts and Sciences (FAS). FAS is the largest division of Harvard University, comprised of Harvard College, the Graduate School of Arts and Sciences, the School of Engineering and Applied Sciences, and the Division of Continuing Education. FAS also encompasses academic resources such as libraries and museums, as well as campus resources and athletics. The Faculty Council consists of the Dean of the Faculty, who serves as chair, and eighteen elected voting members of the Faculty, nine as divisional representatives and nine elected at large.

Princeton University (modified from Princeton University Governance)
<http://www.princeton.edu/main/about/governance/>

The Council of the Princeton University Community examines and makes recommendations on questions of policy that govern and affect the welfare of the University community. Chaired by the University President, the Council is composed of faculty, staff, students, and alumni. The Council has the authority to consider and investigate any question of University policy, any aspect of the governing of the University, and any general issue related to the welfare of the University; and to make recommendations regarding any such matters to the appropriate decision-making bodies of the University or to the appropriate officers of the University. In addition, the Council has authority to make binding rules regarding the conduct of resident members of the University community.

Stanford University (modified from Stanford Bulletin: University Governance and Organization and Stanford Faculty Senate)
<http://exploreddegrees.stanford.edu/universitygovernanceandorganization/#text;>
<https://faculty senate.stanford.edu/>

The powers and authority of the Stanford University faculty are vested in the Academic Council which consists of the President of the University, all faculty and fellows, and certain officers of academic administration. The Senate of the Academic Council is the centerpiece of academic governance at

Stanford and the main instrument for faculty participation in setting policy and making decisions on academic affairs. The Senate is composed of fifty-five elected and non-voting members, deans, and certain administrative officers.

University of California-Berkeley (modified from Academic Senate, Berkeley)
<http://academic-senate.berkeley.edu/>

As mandated by the University's governing body, the Board of Regents, the faculty is empowered to determine academic policy; set conditions for admission and the granting of degrees; authorize and supervise courses and curricula; and advise the administration on faculty appointments, promotions and budgets. This delegated authority makes the UC Academic Senate unique among faculty governments. The System-wide Academic Senate, along with its campus divisions, provides the organizational that enables the faculty to exercise its right to participate in the University's governance. The Berkeley Division of the Academic Senate represents Berkeley faculty in the shared governance of the University of California.

The Berkeley Division formulates positions on campus and system-wide issues through a deliberative process and senate leaders also consult regularly with their administrative counterparts.

Vanderbilt University (modified from Vanderbilt University Faculty Manual)
<http://vanderbilt.edu/faculty-manual/part1-the-university-and-its-governance/ch2-university-governance/>

The Faculty Senate is the representative, deliberative, legislative body of the faculties. It is composed of the Deans of the colleges and schools, elected members, and *ex officio* members, including the Chancellor. *Ex officio* members may participate fully in the deliberations, but have no vote. Each faculty elects its own representatives. The Constitution of the Faculty Assembly authorizes the Faculty Senate to review and evaluate the educational policies and practices of the University (including policies and procedures to be applied in cases involving conscience or academic freedom); to make recommendations concerning them to the Chancellor and, through the Chancellor, to the Board of Trust; to discuss and express its views about any matter affecting the University to any individual, faculty, or other group within the University; and to facilitate communication among the faculties, the Chancellor, and assisting officers. The Chancellor has the authority to suspend the action of any faculty, the Faculty Senate, or of other individuals or bodies to whom authority has been delegated.

Wake Forest University (modified from Wake Forest University Faculty Senate)
<http://facultysenate.wfu.edu/>

The Faculty Senate advises the university administration and the Boards of Trustees on all pertinent matters related to planning and the general welfare of the University. The Faculty Senate is composed of thirty-seven elected faculty members from the seven Schools of Wake Forest University.

Washington University, St. Louis (modified from Faculty Governance at Washington University)
<https://facultysenate.wustl.edu/>

The Faculty Senate Council of Washington University is the elected governing body of the Faculty Senate. The Council reappraises University policies relating to matters of university-wide concern and to academic personnel and makes recommendations to the administration. Nine divisional representatives are elected by their respective schools and five at-large representatives are elected by the whole faculty

senate. The Chancellor, Provost, Executive Vice Chancellor for Medical Affairs and Dean, Vice Provost, and Past-Chair of the Council serve *ex officio*.

Wright State University (modified from Wright State University Faculty Senate)

<http://www.wright.edu/faculty-senate/faculty-handbook>

The Faculty Senate, in consultation with the University President and the University Provost, formulates codes of operating procedures governing all aspects of the academic program, admissions, academic standards, student affairs, faculty affairs not covered by the bargaining agreement, and other fields of university operation composed of academic and professional subject matter. The Senate is composed of one elected faculty member from each constituency for every thirty fully-affiliated faculty, the elected Faculty President and Vice President. The University President and Provost are *ex officio*, non-voting members.

Yale University

Yale consists of twelve constituent schools, each which is governed independently. Until recently there has been no faculty governing body. The Faculty of Arts and Sciences Faculty Senate was officially established in Dec. 2013 but not fully implemented until May 2014, when the first election was conducted. The first meeting of the Senate was Sept. 2014. It is still unclear what the precise role this group will play in Yale governance. The Senate is comprised of six elected senators each from the humanities and sciences, four senators from the social sciences, and six at-large senators.