

The Stanford Senate  
of the  
Academic Council

*Reflections on Fifty Years  
of Faculty Governance, 1968–2018*



# The Stanford Senate of the Academic Council

*Reflections on Fifty Years  
of Faculty Governance, 1968–2018*

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*and*

Past Senate Chairs and Academic Secretaries

WITH THE ASSISTANCE OF THE

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*and*

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Robert W. Beyers. 1974

*Dedicated to Robert W. Beyers, an intrepid newsman committed to the integrity of the press and to the effectiveness of faculty governance. Beyers served as the Information Officer for the Senate in its early years.*

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Stanford University, Office of the Academic Secretary

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# Biographical Notes

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**Susan W. Schofield** is Stanford University Academic Secretary, Emerita. She served as Academic Secretary from 1996 to 2002, at the end of her thirty-two-year career as a Stanford administrative manager. A third-generation Stanford alumna, she has deep ties to, knowledge of, and affection for the university.

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# Photo Citations

Stanford News Service photographers Linda A. Cicero (since 1990) and Chuck Painter (prior to 1990) took the majority of the photographs in this book. The only exceptions are as follows:

Chuck Painter/Tim L. Dawson	Pages 13, 15
Visual Arts Services	Page 43
Stacy H. Geiken	Page 59, top
<i>Peninsula Times Tribune</i>	Page 62
Jose Mercado	Photos of Robert Beyers (Dedication) and Academic Secretary Arthur Coladarci (page 265, right)
Ed Souza	Photo of Senate Chair Michael Bratman (page 271, top)

# Preface



## *Reflecting on Fifty Years of Faculty Governance at Stanford*

Stanford University's Senate of the Academic Council—also and more succinctly known as the “Faculty Senate”—has served for fifty years as a remarkable instrument of faculty governance. It was born in the unsettled times of the late 1960s against the backdrop of major social conflicts spilling into the hallowed halls of America's institutions of higher learning, and out of a search for more effective ways of involving faculty in shaping the academic life and the institutional future of their universities. The Stanford Senate was invented and put on its way by a group of faculty inspired by the visionary Herbert Packer and supported by the university's Board of Trustees and administrative leadership. It replaced a system in which a small Executive Committee acted on behalf of the Academic Council, which comprises the totality of Stanford's regular faculty. The Academic Council was by then too large to be an effective governance body, and the Executive Committee was too small to be representative. This initiative created a system of representation that was designed to bring the interests and insights of both the professoriate and the university's constituent schools to bear on the decisions and policies affecting teaching, learning, and research at Stanford. By all accounts, and as the contributions to this book show, the Senate has served the aspirations of its founders well and has been an important factor in Stanford's dramatic rise to academic leadership in the world of higher education.

In anticipating a celebration of the fiftieth anniversary of the Senate, and in a series of consultations with former chairs and members of the Senate, the Steering Committees of the Forty-Eighth and Forty-Ninth Senate, the Academic Secretary's Office, and members of the university's administrative leadership, two sentiments emerged quite prominently: first, that the Stanford Faculty Senate has stood the test of time rather well, and second, that some reflection on its history would be not only appropriate but also quite possibly useful for mapping out its role in the future well-being of Stanford University and its academic mission. These sentiments have generated the plans for this volume, whose realization has been generously supported by the Stanford Historical Society. While quite a few good and busy people—including but by no means limited to my collaborators on the editorial team, Peter Stansky, Ethan W. Ris, and Susan W. Schofield—put a great

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deal of time and effort into bringing this project to fruition, writing the definitive history of fifty years of faculty governance at Stanford was neither intended nor accomplished. What we hope to have created is an instructive variety of perspectives and reflections on this history, revealing the Senate's many layers and facets of representation, deliberation, and participation in the service of Stanford's academic pursuits.

We were very fortunate to be able to persuade two very accomplished historians—Peter Stansky and Ethan Ris—to assume major writing assignments for this book. In taking a long walk through fifty years of the Senate's records, Peter Stansky has provided an account of that history that reveals the richness and diversity of the Senate's deliberations over the years, while at the same time reflecting his very personal understanding and appreciation of this body. It seemed important also to include in the book a broader analysis of faculty governance that would go beyond the Stanford case and provide a comparative perspective on the range of governance arrangements in American higher education. Ethan Ris, a freshly minted PhD of Stanford's Graduate School of Education, took on this task and has produced a rich analysis of key issues in faculty governance, illustrated by a set of case studies on how some other American universities have (more or less successfully) organized the involvement of their faculty in making and monitoring academic policy.

In addition to these first two chapters, the editors have made a special effort to give the floor (as one would say in a Senate meeting) to those of our colleagues who, over the years and very much in their own ways, have shaped the yearly iterations of the Senate as chairs and academic secretaries. For Chapter 3, we invited all of those who are still with us to share their views of what they found remarkable or noteworthy about their experience presiding over, or facilitating, the deliberations of the Steering Committee or the full Senate during their term of office. Much to our delight, a very large number of them responded and have brought together a rich panoply of impressions and reflections on what all of them seem to consider a memorable experience. We are delighted to have been able to include this very special testimony in the book.

It may well be that the Stanford Senate stands out among its peer organizations in how, at the end of each year, it celebrates—often tongue-in-cheek—its departing chairs. The accumulated history of these “toast-and-roast” tributes to each chair's leadership amounts to a veritable treasure trove of collegial ribbing. We were simply unable to resist making this—as Chapter 4 of the book—a part of the Senate's record.

In an attempt to document the Senate's work and history yet a bit more fully and systematically, three appendices have been assembled. The first consists of an annotated index of each of the Senate's fifty years, noting the year's chair and the academic secretary at the time (with his or her photograph from the rich archives of the Stanford News Service), and listing some of the main topics on that year's Senate agenda. Laura Guzman of the Academic Secretary's Office has compiled all of this information from the Senate's documentary record, which has recently been made fully available online.

## PREFACE

A second appendix provides information on what may well be the richest and most personal source of information on the history of Stanford's academic culture: the substantial catalogue of interviews with leading faculty—including a number of Senate chairs and other Senate members—conducted as part of Stanford's Oral History Program. This program is being most ably managed by Natalie Jean Marine-Street, to whom we owe the compilation of this set of information.

Lastly, a third appendix, for which I have Tom Wasow, Susan Schofield, and the Registrar's Office to thank, presents a record of one of the Senate's most fundamental functions: the authorization and approval of new undergraduate and graduate degree programs. Over the years, the Senate and its committees have spent a great deal of time discharging this responsibility, and the information in our listing conveys the scope of this undertaking and of the university's curricular diversity.

Bringing this book to fruition has been very much a team effort, solidly anchored by Peter Stansky's and Ethan Ris's chapters and benefiting from many people's help. I put this project and other plans for the Senate's fiftieth anniversary on the way during my time as academic secretary, and am grateful for my colleagues' assistance and good counsel. A major burden was assumed by Susan Schofield, who as the book's editorial coordinator brought the various pieces together and made sure that they fit together well; everybody associated with this project and enjoying the results is very much in her debt.

In addition to the Stanford Historical Society and its Publications Committee, chaired by Richard Cottle, grateful acknowledgments are due for the contributions of Daniel Hartwig, the university archivist; the Stanford Registrar's Office; Natalie Jean Marine-Street, the manager of the Stanford Oral History Program; Linda Cicero and Miriam Palm of the Stanford News Service for their extensive and invaluable help with the book's illustrations; as well as Tom Wasow—the current academic secretary—and Adrienne Emory, Laura Guzman, and Brian Bretz of the Academic Secretary's Office for making that office's resources readily and cheerfully available.

*Stanford, California*

*October 15, 2017*

Hans N. Weiler



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# Chapter I

## *The Senate, 1968–2018*

### A BRIEF HISTORY

*Peter Stansky*

In the pages that follow I have attempted to present a brief history of the first fifty years of the Senate of the Academic Council of Stanford University, commonly referred to as the Faculty Senate. I am writing as a participant-observer, and particularly for the early years this is the Senate very much as I viewed it. The Senate and I began at Stanford at exactly the same time, September 1968. This will be the first time I've written something as a historian that I know something about from actually having taken part in. At various points I was a member of the Senate or, because of a particular agenda item, attended a meeting. I was the chair of the Tenth Senate. I have taken the liberty of making this a more personal and less systematic history than such an account might otherwise have been and which some readers might have preferred. The Senate considered and dealt with many issues. I have chosen to touch on those that I regard as the more significant and revealing of its nature and on some in which I played a small role; naturally such a selection reflects my own interests, limitations, and proclivities. Others I'm sure would have made different choices.

It is difficult, I believe, to catch the essence of the Senate. Consulting the millions of words to be found in the minutes of the past forty-nine years is rather overwhelming and presents a formidable challenge. The Senate represents the faculty of the university and has great authority. Its members comment at length on the issues that come before it. On academic matters, its chief concern, it receives recommendations from the committees of the Academic Council, as set forth in the Senate's charter, and it generally approves them. It is more tangentially involved with political issues, which are more likely to raise the temperature of the meetings and where its influence might be significant, as with, in its earlier years, questions about classified research, ROTC, and the Reagan Library.

I've consulted to some extent with members of the Stanford community with whom I've spent the past fifty years of my life and who have been involved with the Senate. To have done that extensively would have prevented this account from being finished in a timely fashion. So the text that follows is based almost exclusively on the minutes of the Senate's meetings, and my perhaps faulty memory. The minutes, preserved in the Stanford University Archives, are available digitally and in the archives themselves. In almost all cases, I have provided document numbers in notes at the end of the chapter. Any interested reader can easily go to the sources. As opportunity presented itself, I did consult some colleagues and I thank them and others at Stanford most warmly, not only for their help but for all they have done to make my life as their colleague so enjoyable. Hans Weiler, the academic secretary of the university in the last three years covered in this account, has been particularly supportive of this enterprise. He also is the main architect of the material in this publication beyond my contribution. Karen Bartholomew and Roxanne Nilan, who with Claude Brinegar are the authors of the immensely helpful *A Chronology of Stanford University and Its Founders 1824–2000*, have kindly read the text and offered suggestions.<sup>1</sup> Susan Schofield has served magnificently as editorial coordinator of the project. Dave Daly rendered valuable research assistance. I would also like to thank Jeff Wyneken and Stan Shoptaugh of Classic Typography for doing so much so well in transforming words to print, and Richard Cottle, chair of the Publications Committee of the Stanford Historical Society, for his support and that of his committee, as well as from other members of the society.

## The Founding of the Senate

The first official meeting of the newly constituted Senate of the Academic Council, a representative elected body of the Stanford faculty, took place on September 12, 1968. On June 30, 1966, a memorandum by Herbert L. Packer, a professor at the Law School, put forward a full proposal for a Senate, which was ultimately approved by the Academic Council on August 11, 1968. He was certainly the most important single figure in its creation. He had brought the plan to the attention of the Executive Committee of the Academic Council, of which he was a member, at its meeting on October 5, 1965, when it had begun to discuss “‘the informational and decision-making structure of the University.’ These discussions led to consideration of a plan for the formation of a body to be called a Senate, advanced by Professor Herbert L. Packer.”<sup>2</sup> It is striking that the word “informational” should be used from the very beginning, emphasizing the role of the Senate in sharing information with the university community about what is happening in its various parts. This aspect is crucial and is one justification for the endless number of reports heard by the Senate over the past fifty years. News stories about the Senate in Stanford publications such as the weekly *Campus Report*, produced by the administration's News Service, and in the *Stanford Daily*, the student newspaper, made

what was happening at the university much better known than before. The Executive Committee up to the creation of the Senate had been a primary faculty decision maker, acting officially as an agent of the Academic Council. At this point, it consisted of nine faculty members, seven elected by the members of the Academic Council of the university—the tenured and tenure-line faculty—and two chosen by incumbents of the committee itself. This committee in effect was largely responsible for dealing with academic questions for the university. It handled proposals brought to it by faculty and made plans for academic innovations and changes. It was in charge of appointing members to the numerous committees dealing with multiple aspects of the university. It did much of the academic business of the university that wasn't under the purview of the departments and the deans and provided a university-wide perspective. The Executive Committee itself had come to recognize that it was too small and not sufficiently representative to handle the growing complexity and size of the university. But it was not until its meeting on September 29, 1967, that the Academic Council authorized the Executive Committee to move forward



Herbert L. Packer. February 1967

to create a faculty Senate, although plans for it had been taking shape under the aegis of the committee before that date. The Senate would mark a dramatic and major change from how the faculty had previously been involved in university governance.

I will not trace here the history of the role of the faculty from the opening of Stanford in October 1891 to the creation of the Faculty Senate, but a brief explanation of the creation of the Academic Council may be useful. The university's founding grant, as written by Senator Leland Stanford, gave the president of the university unusually broad powers, including authority over the hiring and firing of faculty. As the faculty grew from an initial fifteen to seventy-five by 1900, President David Starr Jordan worked closely with senior faculty, particularly influential department heads, as an informal cabinet, while faculty committees—such as student affairs, athletics, and admission and advanced standing—helped with the routine running of the academic program. On more than one occasion after Leland Stanford's death, Jane Lathrop Stanford, as surviving founder, insisted that Jordan use his authority to fire professors of whom she, along with influential older faculty and trustees, disapproved. Jordan's hesitancy and awkward attempts to mediate, particularly in the case of sociologist Edward A. Ross, put Stanford into national news headlines and heightened attention to the evolving issue of academic freedom. After Mrs. Stanford's retirement, in 1903,

the Board of Trustees reorganized, and in doing so set in motion the 1904 organization of the faculty. Much of this formalized a faculty system already in place. The newly created Academic Council, consisting of assistant, associate, and full professors, would approximate the former faculty committee structure to share academic administration with the president and his very small staff. More importantly, this reduced the power of the vice president and senior department heads. It shifted the responsibility and burden of faculty discipline and dismissal from the president to an Advisory Board, elected by the faculty. The Advisory Board could make recommendations to the president regarding university policy, while it reacted to, rather than initiating, recommendations regarding appointments, promotions, or removals. The Academic Council, with its Executive Committee (chaired by the president), Advisory Board, and its various standing committees, continued to play a major role in academic administration, working with department heads, deans of newly organized schools, the president, and the new post of provost established in 1952. Change was inevitable as Stanford's faculty quickly grew between 1950 and 1960 from 372 to 619 (and to 1,029 by 1970), and with the growing complexity of postwar university administration and a more proactive trustee role in developing university resources. This remained the basic administrative structure until 1968, although of course combined with various faculty supervisory committees, not to mention the crucial role departments played in teaching, research, and hiring faculty. In its first half century Stanford was well on its way to becoming a very strong regional university. But it was not until after the Second World War that it became an institution of national and indeed international standing. Wallace Sterling, becoming president in 1948, and Frederick Terman, who became provost in 1955, played crucial roles in shaping the increasing prominence of the institution. In 1955 Herbert Packer joined the Law School faculty. He would in the next decade do much to reshape Stanford. This was in large part through his chairing the Steering Committee for the wide-ranging *Study of Education at Stanford*, a major assessment of the future of Stanford's educational and research mission.<sup>3</sup> Of particular relevance here is that the study included, in its volume 10, *Government of the University*, the proposal and the blueprint for a faculty senate.

As elsewhere in the country during the 1960s there were also the stirrings of political unrest over the Vietnam War and the question of how the university would deal with potentially disruptive activities on campus. A rally of four hundred faculty and students against the war took place in February 1965 followed by further antiwar activities later in that school year. In the following academic year much attention was paid on campus to the issue of student draft deferment and also whether Stanford should accept government contracts for classified research. In May 1966 there was a three-day student sit-in in the reception area of the president's office over the selective service issue, particularly the question of whether the faculty and administration could affect who might be drafted by providing a student's class standing and grade record. On May 17, 1966,

eighteen members of the faculty requested a special meeting of the Academic Council (it ordinarily met once a quarter) to discuss selective service and classified research.

Herb Packer had cited these issues specifically as the sort of questions that were too complex to be handled by an organization now as large as the Academic Council or as small as the Executive Committee. (The purpose of the Academic Council meeting was



Students with the Stanford Committee for Peace in Vietnam occupy the president's office. May 19, 1966

to express views that would help shape the decisions of the Executive Committee. These would then come to the Academic Council for final approval.) Public hearings were held and at the regular meeting of the Academic Council on June 10, 1966, Kenneth Arrow, professor of economics and chair of the Executive Committee, reported the committee's concern about relaying students' academic standing to the Selective Service. Nevertheless, the council decided to continue to cooperate with the Selective Service System but ruled that the university would only release a student's placement in the class if the student requested that it do so. (A year later, at its meeting of May 24, 1967, the council decided that the university would no longer compute a student's standing in the class and hence the information could not be provided.) Similarly, the issue of classified research was not eliminated but more review procedures were set in place. In the winter and spring of 1967 political activity became even more intense, and the following academic year saw further demonstrations on campus. On November 1, 1967, students temporarily blocked entry to CIA interviews at Encina Hall. The Stanford judicial process recommended suspending the seven students charged, but at a three-and-a-half-hour impassioned and controversial meeting of the Academic Council on May 8, 1968, by a vote of 284 to 245, it recommended to President Sterling that the seven students not be suspended, contrary to the administration's wishes. In the view of some at the highest level of the administration the situation had become fairly intolerable. The stage was now set (in a sense, by serendipity) for the commencement of a new faculty governing structure. But it had been well on its way before the growing intensity of political turmoil on campus had emphasized the need for change. In a way this also illustrated the paradox of the Senate. Its central designated role was to advise, consent, and vote on the academic programs of the university as well as associated issues. Yet some of the most dramatic times in its history involved dealing with issues having political implications that were deeply connected with the wider world.

What was to be the structure of the Senate? I have not been able to discover the steps by which Herb Packer came to his conception of the Senate, but it was already fully formed in his mind by June 1966. The following two years were devoted to fine-tuning the structure of this new body.<sup>4</sup> The need for the Senate became more and more obvious in the time between its first iteration and its first meeting. I do not know if he modeled it on other academic institutions that he knew of. To the degree that faculty had power at various colleges and universities it was probably most commonly through a gathering of the total faculty, or at universities various schools might have representative faculty groups to participate in governance. Some institutions probably had a representative group similar to what the Stanford Senate would become.

Packer had an idea of how the organization should be shaped, as he outlined on June 30, 1966.

This memorandum proposes the creation of an intermediate-sized institution—referred to as the Senate—to assume by delegation certain of the functions

presently carried on by the Academic Council. . . . The events of this academic year have provided a striking demonstration of the strains placed on our existing institutions by new pressures and demands. The most dramatic instance, of course, was the controversy over selective service and classified research. However, it was by no means the only such problem, as the Executive Committee undertook what may well have been the heaviest workload that it has had in its history. Issues such as the proposed tenure regulations and revision of the existing Committee structure relating to undergraduate education were extensively discussed and would doubtless have received further consideration if they had not been preempted by more pressing issues toward the end of the year. Throughout the year, the Executive Committee was handicapped by its inability to give adequate simultaneous attention to the diverse issues that confronted it. The meetings of the Academic Council, on the other hand, demonstrated the extraordinary difficulty of conducting rational discussion of complicated and emotionally charged issues in a group of its size and in the absence of adequate preparation. The meeting of June 10 went as well as it did only because the Executive Committee, by dint of an enormous investment of time and effort, was able to structure proposals that gave the meeting some coherence and facilitated the emergence of a consensus. A few more such episodes, and membership on the Executive Committee would assume the dimensions of a full-time job. Anyone who thinks that this occurrence was an isolated and idiosyncratic one is, in my judgment, deluding himself. There will be more. And we are not prepared to handle them. . . . If this were the Stanford of ten years ago in such respects as size of faculty and intensity of faculty interest in University problems, our existing institutions might be adequate to handle the problems that lie ahead. But this is not the Stanford of ten years ago and in a very real sense the problem with which this memorandum is concerned is the direct result of the extraordinary success of the intervening ten years. . . . The proposal advanced in this memorandum envisages the creation of an elected, representative, deliberative group of about fifty, meeting perhaps once a month, and more often if necessary. . . . It may not be too much of an oversimplification to say that the proposal is premised on the view that beyond a certain critical number representative democracy is far superior to the town meeting as a means of taking collective thought and action. The point at which that superiority becomes manifest, it is submitted, has clearly been passed here at Stanford. . . . The Executive Committee is too small and the Academic Council is too large to carry on effectively the functions allotted to them.<sup>5</sup>

From then on until the first meeting it was a matter of working out various questions: how would the faculty elect the members of the Senate; how would disputed issues be referred to the Academic Council for a final decision; what would the role and position of the president, provost, and deans be; should there be student members; and who

should chair the Senate? On December 22, Herb Packer sent a revised and expanded version of his proposal to the Executive Committee and to others who he thought might be particularly interested, as well as to the Stanford chapter of the American Association of University Professors, and the Executive Committee of the School of Humanities and Sciences. He was a member of the central Executive Committee himself, but he was about to leave it to take up his position as vice provost for academic planning.

The Executive Committee started to work on the creation of the Senate in March 1967. The minutes of its meeting of March 14 state, "The recommendation that the Academic Council and its Executive Committee be supplemented with an organization of intermediate size, tentatively called the Academic Senate, was again discussed." It appointed a subcommittee of four chaired by Ken Arrow with members Marc Franklin of the Law School, who had replaced Herb Packer on the Executive Committee, and two co-opted members, Van B. Robertson of the medical school and Philip Dawson, an assistant professor of history. Its aim was to have a proposal circulated to the members of the Academic Council by June, which indeed happened on June 13, 1967. The subcommittee proposed that the Senate consist of representatives of the faculty, senior research associates, as well as high-ranking members of the administration and students as *ex officio* members. It stipulated that the Senate would elect its own presiding officer. Comments were solicited and on October 18, 1967, an open meeting was held on the proposal at which comparisons were made on how other universities handled these issues, although I've not discovered any specifics on this aspect of the discussion. Not surprisingly, attention was paid to the two possible nonfaculty components of the Senate: the administration and the students. With the issue of representation the question emerged of how to allot the number of senators from the various parts of the university: to what degree it should be based on the number of faculty and to what degree on the number of students the divisions taught. H. Donald Winbigler, holding the established post of academic secretary, was in charge of coordinating both the written and spoken discussions taking place over the rest of the academic year. How the members of the Senate would be chosen needed to be fine-tuned. There was growing support for the concept that the president, provost, and the deans of the schools should be *ex officio* but nonvoting members of the Senate. There was very little support for student members and some strong opposition. Having the president chair the Senate was raised by several. In letters to the Executive Committee concerned members of the faculty, about thirty or so, expressed their views cogently and fully.

Throughout the academic year the Executive Committee and its subcommittee would work tirelessly on how the Senate would be constituted. The reader will either thank me or regret that I will not go any further into the details of those discussions. On March 12, 1968, the Executive Committee submitted to the Academic Council for its scheduled meeting on April 5 its proposal for the creation of the Senate. That meeting did not provide enough time to act on the proposal. At an extra meeting on April 11,

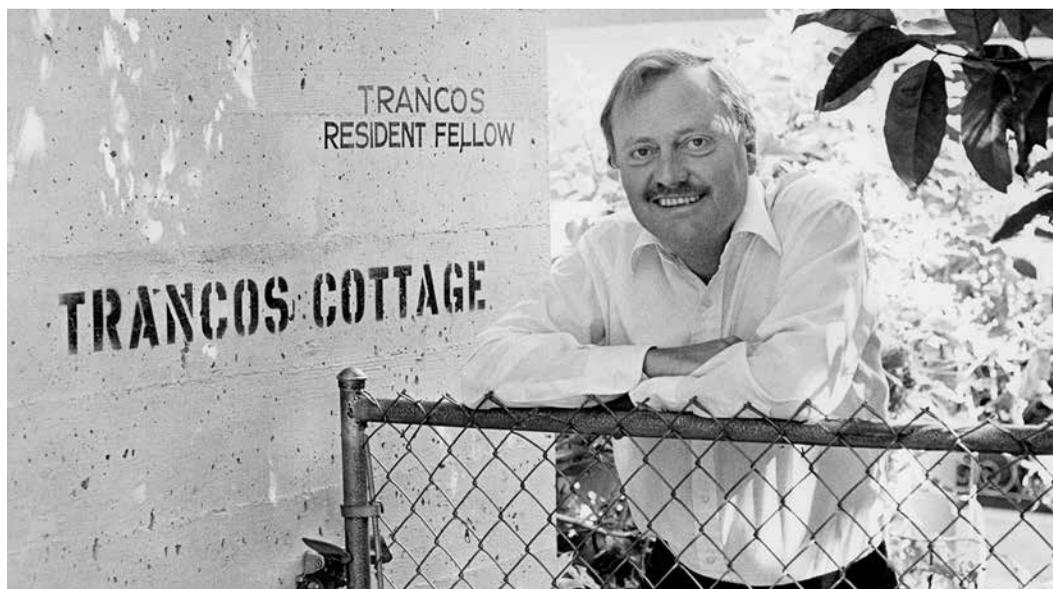
the council approved the charter of the Senate. The Senate would have the same functions as the Academic Council and would replace the Executive Committee. It would consist of elected voting members of the faculty as well as the president, provost, the dean of Undergraduate Education, the dean of the Graduate Division, and the deans of the seven schools as *ex officio* nonvoting members. The charter allowed for fifty-three senators elected for two-year terms and allotted to the various constituencies, taking into account both the number of faculty and the number of students, with the largest groups being Humanities and Sciences, with 25; the School of Engineering, with 9; and the School of Medicine, with 8. (There was concern that if only the number of faculty determined representation, the School of Medicine might be overrepresented; if it was based only on the number of students, the School of Humanities and Sciences might be overrepresented.) A special group of the leading administrators of the university could elect one senator. There was no mention of those with research appointments, who had been considered earlier for possible representation. Voting for the selection of senators would be by proportional representation. At this point students as members of the Senate were not in the mix, *ex officio* or otherwise. The Senate would elect its own chair as well as a Steering Committee that would set the agenda for its meetings. The Committee on Committees, appointed by the Steering Committee, would in turn nominate two candidates for chair and eight candidates for the four places on the Steering Committee. The Committee on Committees would also appoint members of the various committees of the university, both those of the Academic Council and those that advised the president. There were committees on every aspect of the university, the most important being those which dealt with undergraduate and graduate education and research issues. These committees could include staff members and students. The Senate would normally meet monthly and the Academic Council quarterly. Quite soon the meetings of the Senate became generally every other week during the quarter. If necessary, extra meetings of the Senate and Academic Council could be called. In the latter case it was on the initiative of one-third of the senators, or fifty members of the Academic Council, or two-thirds of a constituency that felt it was particularly affected by some action of the Senate. The Academic Council could override decisions of the Senate. The president would preside at meetings of the Academic Council. One-third of the senators could also request that a referendum on Senate decisions be held by the members of the Academic Council. In fact, special meetings and referendums were extremely rare.

By the beginning of the next academic year, 1968–69, the Senate had come into existence. The physicist Leonard Schiff was elected as its first chair. (Ironically, he had at an earlier point supported the idea that the president should chair the Senate.) The tradition developed early on that the president and provost would at each meeting inform the Senate of items of interest on which they could be queried. Members of the Senate could also ask them questions on topics of concern. The *ex officio* status of the president

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and provost made the point that although they themselves were faculty members, they were in this context considered administrators and almost as if they were guests of their faculty colleagues. On the other hand, they were obviously quite important members of the group, invested with the authority of their offices. They in effect became longer-term members of the Senate as they were part of the body for as long as they were in office, unlike the senators, who were elected for two-year terms. Senators could be reelected after a one-year break and fairly soon could be elected to two consecutive terms and then be reelected after a break. Some faculty members would serve one way or another for many years in the Senate. Sadly, but not surprisingly, many members of the faculty rarely participated in faculty governance except if their particular interests were involved. Obviously the administration played an extremely important role at the Senate. There has been on the whole over the years a spirit of cooperation between administration and faculty, although of course disagreements could and did also emerge. It was the privilege of the senators to ask the president and provost questions, including potentially awkward ones. To their credit, when they served in the Senate, Ron Rebholz (English) for many years, Bernard Roth (Mechanical Engineering) for a shorter period, and Rush Rehm (Drama) in later years were the most likely to do so. The Senate took over the previous work of the Executive Committee by itself or through its Steering Committee. The Senate was now charged with shaping and monitoring the heart of the university and its reason for existence: its academic programs of teaching and research.

At the same time that the Senate was being established, the Study of Education at Stanford chaired by Herb Packer was reviewing and proposing changes in Stanford



Ronald Rebholz. August 1982

undergraduate and graduate education. The Senate would play an important role in implementing those changes, which was probably one of Packer's motives behind establishing the Senate. The committee structure of the university was also being strengthened. The Board of Trustees would need to approve the plan for the Senate. It raised an objection as it felt that the president should be the official head of the Senate, although that position could be frequently taken by a vice chair elected by the Senate. The Executive Committee held out against this idea, however, although it conceded that—as the university was in the midst of its search for Wallace Sterling's successor—if the new president should wish this to happen, the question could be reconsidered; this possibility went no further. Once the Senate had been approved, Herb Packer wanted it to come into existence as soon as possible and to meet even before the 1968 Commencement and once during the summer. The first regular, official meeting of the Senate was not, however, held until September 1968. The Senate-elect did have an organizational meeting on July 1 to choose a chair and a Steering Committee.

Before beginning my selective account of this history, it might be useful to quote from the official description of the present-day Senate as provided on its webpage (<https://facultysenate.stanford.edu/>).

The Faculty Senate is the legislative body of the Academic Council and has responsibility for academic and research policy as well as the authority to grant degrees. In addition to formulating policy, the Senate reviews, via its committees, several types of curriculum matters: proposals or reviews of degree granting programs, and, periodically, broad curriculum reforms resulting from ad hoc university level review committees which examine university wide curriculum issues such as general education requirements, writing requirements and other similar programs for all undergraduates. The Senate also reviews interdisciplinary degree granting programs as well as proposals for new degree granting programs, including honors and joint degree programs (JDPs) and name changes of departments and programs. The Senate discharges its academic and research policy and oversight responsibilities via seven standing Committees of the Academic Council. These committees are charged by the Senate. There are four Senate committees, the Committee on Committees, the Steering Committee, the Committee of Tellers and the Planning and Policy Board. The Senate is composed of 56 voting members serving staggered 2 year terms and 15 ex officio members. Standing guest seats are reserved for the student representatives, the Registrar, the Vice Provost for Academic Affairs, the Vice Provost for Student Affairs, the Vice Provost of Faculty Development and Diversity and the Emeriti Council representative. The Chair, Vice Chair and Steering Committee members are elected from within the Senate body. Members of the Academic Council are eligible to serve on the Senate and are placed in units based on school and discipline. Senators are elected

annually by the Hare System of Proportional Representation; all Academic Council faculty may vote for faculty within their unit. Elected Senators serve as free agents, not as representatives of a particular program, unit or school. The number of seats per unit is allocated relative to the size of the school and disciplines within that unit. The Steering Committee is elected by the incoming Senate from a slate of Senators nominated by the Committee on Committees. One of the Steering Committee's first tasks is to appoint members of the incoming Senate to serve on the Committee on Committees.

The Senate got off to a strong start, and names that would resonate in Stanford history played crucial roles in its early days. It was scheduled to meet every other Thursday during the three quarters of the academic year 1968–69 (but not in the summer) with the option of canceling meetings if there was not enough business and calling for extra meetings on the Thursdays between if the press of business made it necessary. William A. Clebsch (Religious Studies), Bernard P. Cohen (Sociology), James L. Gibbs Jr. (Anthropology), and Donald Kennedy (Biology) were elected to the Steering Committee, and Richard W. Lyman, the provost, was to serve on it as the representative of the president, without vote. Robert W. Beyers was appointed as information officer for the Senate. Denis Hayes, the president of the Associated Students of Stanford University, was present on invitation and could participate in the Senate's discussions, as could one further student designated by him.

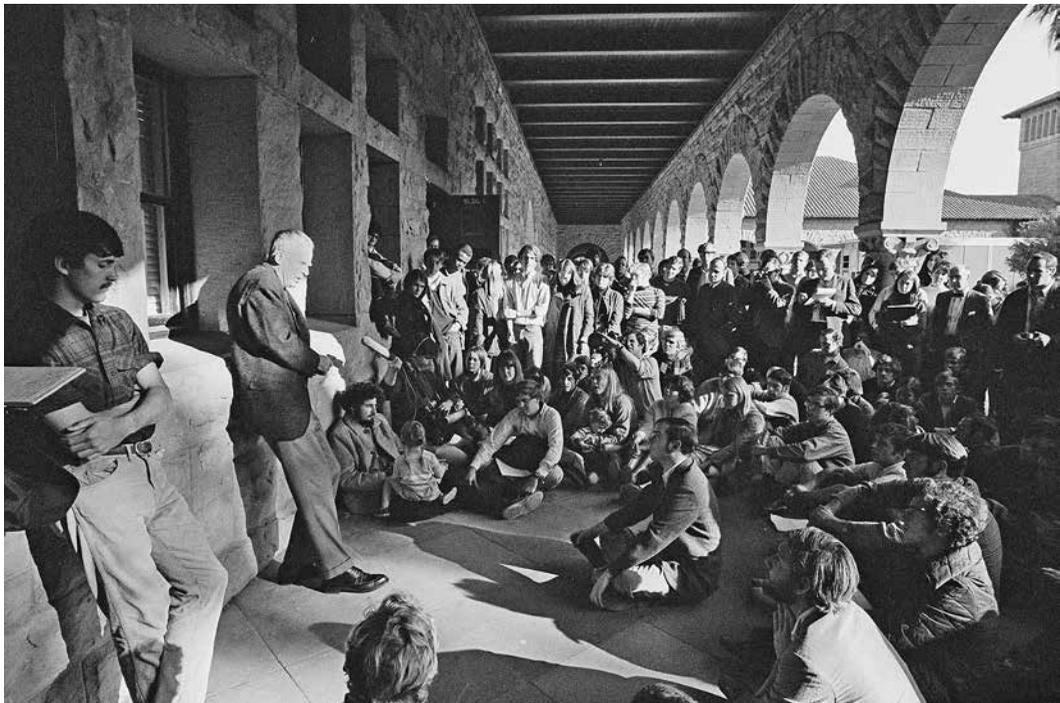
The following pages will be devoted to a brief account of the first forty-nine years of the Senate, based on its minutes and my personal memory. I have tried to provide a sense of the regular business of the Senate but also of the times of difficulty, frequently political in a national context, and of the comparatively few more controversial moments, although tensions might well be somewhat hidden under the careful parliamentary language of the minutes. To give the complete story of what was discussed in the Senate would be overwhelming and tedious. Hence in the pages that follow I have chosen to mention those moments that seemed to me to stand out. Inevitably I did not have room to dwell on many of the innumerable topics the Senate dealt with year in and year out, many of them routine and recurring. Its affirmative vote was necessary for the conferral of degrees and for the establishment or renewal of academic programs, based on committee reports. The committees in charge of academic programs were required to supervise them closely, report on them in detail, and make recommendations for their improvement. These discussions in the Senate strengthened the programs by making those who ran them aware of faculty concerns. The existence of the Senate allowed the representatives of the faculty to be informed of much that was happening and to express their views and subject the administrators of the various parts of the university to questions. It was also a means of making the wider university community aware of what was happening at Stanford.

## The Senate, Year by Year

### *Senate I, 1968–1969*

Leonard I. Schiff of Physics was the chair of the First Senate. As the minutes began for this first meeting: “The Senate of the Academic Council held its first official meeting on September 12, 1968, beginning at 3:15 p.m. in Room 75 of the Graduate School of Business. In the absence of the Chairman, Deputy Chairman Clebsch presided. In regular attendance there were thirty-eight [of fifty-three] Representatives and nine ex officio members.” At the very first meeting, alas, the pattern of a fair number of senators not turning up was established. The Senate was called into session again one week later, on September 18. On September 26 questions emerged that had political import, reflecting the times: the future of ROTC (Reserve Officers’ Training Corps); how to deal with possible disruptions on campus; and also a decision to send a message of support to faculty colleagues at the University of California at Berkeley over what was seen as repression of their rights of free political expression. The meeting of December 5 was the first attended by Kenneth Pitzer, the new president.

In the first year, the Senate considered the recommendations of the Study of Education at Stanford (SES). Not only would there be Senate meetings on the topic but



President Pitzer outside Building 10, discussing his opposition to the Vietnam War with students. December 3, 1968

three joint meetings with the Education Council of the Associated Students of Stanford University (ASSU). The other major issues of the year were the future of ROTC and of classified research, with particular attention to the activities of the Stanford Research Institute, a constituent part of the university. The Senate had appointed an ad hoc committee on ROTC in September, which now brought to the Senate at its meeting on February 13, 1969, a divided report. A two-hour discussion ensued. In the previous academic year, 1967–68, there had been 383 students enrolled in the three military programs on campus. The army program had been established in 1919 and the air force and navy ones in 1946. The committee agreed that the programs might not be totally removed from campus but disagreed whether they should continue to be a formal academic course of study or might remain only if steps were taken to make them “more closely conform to academic practice at Stanford.”<sup>6</sup> The majority of the committee believed that ROTC should no longer be part of the academic program, although it might continue to be on campus on a voluntary basis. The minority recommended that ROTC remain an academic program. Because the Senate considered these questions as a committee of the whole, the minutes do not record the discussion. By a vote of 25 to 8 the majority view was endorsed. “The majority finds that the ROTC departments are, by their nature, incompatible with the University’s primary commitment to the unrestricted creation and dissemination of knowledge.”<sup>7</sup> As a result of this vote ROTC would be phased out by the autumn of 1973, although it could continue on a voluntary basis. In the autumn of 1970 no new students would be admitted to the existing ROTC programs. At a meeting of the Academic Council on April 4, 1969, the proposal was submitted to a referendum vote by its members: either to approve the decision or alternatively to have the president of the university negotiate an improved and strengthened program. The Academic Council by a vote of 403 to 356 supported the ending of academic credit for ROTC. (On February 24 students had voted by a margin of 3 to 2 in favor of retaining ROTC and giving credit for the parts of the program that had academic strength.) Earlier, in March, the trustees had urged President Pitzer to work to keep and make stronger the ROTC program. After the council vote, the president attempted through discussions with the military to keep ROTC on a noncredit basis, but without success.

The other dramatic issue of the time was classified research. In a special meeting on April 15 the Senate considered the question based on a report from the Committee on Research Policy. The Senate went beyond the recommendations of the committee and resolved that

- (1) The University should enter no contract and accept no grant to carry out research under circumstances that restrain the freedom of the University to disclose known applications of the research.
- (2) The University should enter no contract and accept no grant to carry out research if there is substantial possibility that foreseeable results

of the research will be subjected by the sponsor to restrictions on publication of research results for a period in excess of that reasonably required for the sponsor to ascertain whether classified information would be disclosed by publication.<sup>8</sup>

The meeting lasted from 7:30 p.m. to 12:20 a.m. On April 22 a special meeting of the Senate was called to consider further the question. Unfortunately, the minutes do not record the discussion as the Senate constituted itself as a committee of the whole. At its regular meeting on April 24 the Senate debated the resolution that no research be conducted at Stanford that involved secrecy, although there was the caveat that this should be done to the fullest extent that was practicable. There was complicated fine-tuning of the resolution by various amendments being proposed and modified. After a seven-and-a-half-hour meeting no resolution was reached.

At the next special meeting of the Senate, lasting from 7:30 p.m. to 1 a.m. on April 29, the issue was still not resolved. As it again met as a committee of the whole, the content of the discussion is not recorded. In any case the Board of Trustees would have final authority on this question. The next meeting, on May 2, discussed alternative relationships



Sheriff's riot police, accompanied by faculty observers, clear demonstrators who had broken into Encina Hall at 1 a.m. May 1, 1969

with the Stanford Research Institute where much of the classified research took place. Should the institute be more closely affiliated and controlled by the faculty? A wish was expressed that as soon as possible research be terminated that involved biological or chemical warfare. Donald Kennedy of Biology and Philip Dawson of History presented a motion with the approval of the Steering Committee to be referred to the Board of Trustees that no research be conducted that supported one side or another in a civil war. Amendments were offered and eventually action was postponed. Political activity on campus was heating up. On March 11 five trustees had had an open meeting with approximately one thousand students and faculty in Memorial Auditorium. On April 3 students had formed a group to stop classified and war-related research at the Stanford Research Institute (SRI). On April 9 the "A3M" (April 3 Movement) protestors occupied the Applied Electronics Laboratory for nine days. On April 18 there was a meeting of eight thousand in Frost Amphitheater on the research issue. And on May 1, at 1 a.m., about two hundred students occupied Encina Hall. Files were ransacked, and under the threat of arrest the students left at 7:30 a.m. Fourteen students were suspended and forty-eight were put on probation and fined. The next day President Pitzer came to the Senate to report on the situation. At the meeting of the Senate on May 8 the discussion about classified research was continued, based on a motion introduced by Donald Kennedy.

Whereas, the impartiality of research concerning other countries by scholars is open to question when projects are undertaken in support of the specific objectives of U.S. policy in these countries, in particular when that policy involves military aid or intervention; Therefore be it resolved that it is inappropriate for a university-affiliated research institute to undertake investigations that are intended by the sponsor specifically to assist efforts and operations by governments of other countries to suppress groups of their citizens by armed force, or to provide military aid to one side in a civil war in a foreign country.<sup>9</sup>

On May 13 the trustees resolved the issue by severing the university's ties with SRI. This of course was not what those who wished to stop classified and war-related research wanted to happen. The faculty of the university would no longer have any say about what happened at SRI. On May 16 two hundred students protested at the off-campus SRI buildings and were dispersed by tear gas.

The Senate did take action on classified research still underway at the university. But I assume most war-related research was at SRI and presumably continued. Discussion in the Senate went on into the next autumn. On October 2 there was a resolution that the Committee on Research was "to review proposals and existing programs of research if (a) any outside entity restricts the manner or extent to which the results of the research will be disseminated or (b) the project receives financial support from an entity outside the University on terms which restrict the freedom of the University to disclose the association between the sponsor and the project."<sup>10</sup>



Police use tear gas to disperse students protesting the trustees' decision to sever ties with Stanford Research Institute. May 16, 1969

The Senate, contrary to initial expectations, decided to meet during the summer, mostly to consider the recommendations for changes in undergraduate education, including fewer requirements; the elimination of the obligatory Western Civilization course; two required courses to improve writing ability; and distribution requirements in historical studies as well as in three other areas—humanities and fine arts; social sciences; and mathematics, natural sciences, and technology. The SES report had also proposed that the university go to a semester system, a suggestion that would come up from time to time over the years but that was never adopted. (Decades later the Law School, which was then on the semester system, followed the rest of the university and adopted quarters.) In its first year the Senate had met thirty-one times, twice as many as the expected number.

### *Senate II, 1969–1970*

William A. Clebsch of Religious Studies was chair of the Second Senate. It devoted considerable time to the SES report, fine-tuning the undergraduate program with an emphasis on writing, small courses for freshmen, and advising. Issues of disruption on campus were still to intensify greatly in the spring of 1970. (I note with mild interest that in the minutes of the Senate for January 6, 1970, for the first time to my knowledge

## CHAPTER I



Faculty Senate meeting, September 26, 1969

my name appears as having been appointed a member of the Committee on Awards, Prizes and Honors. I presume I was placed on this committee because of my participation, as a historian of Britain, in local interviews for the Rhodes and Marshall Scholarships. I then reappear in the minutes of April 16, being appointed to the Committee on Foreign Study Programs.) The ROTC issue was not yet fully resolved due to the possibility that if the students still in the program were denied credit they might be faced with immediate induction. January 22's was a long and contentious meeting at which the Senate voted, 23 to 13, that the army, as they proposed, should be allowed to offer courses if the Committee on Undergraduate Studies approved them on the basis of academic worthiness. It was assumed that the navy and air force programs would also follow this procedure. The plan had come to the Senate recommended by a specially appointed committee in a divided vote of 6 to 2. The military faculty for the program would have the status of Stanford lecturers rather than the faculty rank they had held before. President Pitzer strongly supported the plan, stating:

It is a matter of considerable University interest that a reasonable compromise between the military services and the academic community be reached. There are substantial numbers in the faculty and in the student body who wish to see ROTC continued in some form, with some degree of academic credit, in ways that do not

do violence to academic standards. It seems to me that the Army proposal, which has been carefully and thoughtfully reviewed by the Advisory Committee on ROTC Affairs, meets the principal objections to the existing program and offers a reasonable prospect for the future. I strongly urge favorable Senate consideration.<sup>11</sup>

At the Academic Council meeting of April 3 the results of its referendum on the ROTC issue were reported, with approximately 75 percent of its members voting. By a vote of 390 to 373, President Pitzer's plan was endorsed. But the result was ambiguous—letting ROTC stay on campus but without academic credit would please no one. During April there were continual political protests as part of the Cambodian Spring with crowds roaming the campus, breaking windows, and bringing the police to the campus. The Academic Council meeting of April 3 was disrupted, but protestors left when threatened with arrest. Three of their number were invited to return for fifteen minutes to make statements, but they declined as they wished for a discussion instead. On April 23, ROTC protestors moved into the Old Union and at 1 a.m. the police arrested thirty-two individuals. On April 29, another sit-in at the Old Union over the invasion of Cambodia resulted in a battle between students and police with tear gas, injuries, and arrests. The rioting continued the following day. Four hundred rallied in Frost Amphitheater demanding the immediate end of ROTC, and there were further protests on campus over Cambodia. Windows were broken in fifteen buildings, and rocks and red paint were thrown into the homes of the provost, Richard Lyman, and the former provost, Frederick Terman. The rioting went on until 2 a.m. when the police came to campus and dispersed the rioters with tear gas. At the Senate on April 30 it was decided to reopen the ROTC question. It had served as a flash point of local protest, vastly intensified by the invasion of Cambodia. The business of the Senate became fairly overwhelming, dealing not only with ordinary matters such as changes in the teaching program as proposed by SES but also with the political situation. The meeting on April 30 lasted from 3:15 to 11:50 p.m. with a break from 5:45 to 8:00. The Senate took the classic route for dealing with such situations: throw a specially appointed committee at the question. Yet these were heroic days for the Senate, forced to cope by circumstances. It was so much better a body to do so than the Academic Council or the Executive Committee could have been.

It was also decided that the university should send a delegation to Washington on the following basis:

We who have worked, and will continue to work, to keep tensions from erupting violently on our campus know that our success or failure rests only to a limited extent on our own efforts. The issues giving rise to confrontation at Stanford and other campuses are largely the local manifestations of unresolved problems that face us on the national level—Vietnam and now Cambodia, racial tensions, and mounting problems in our cities. Increasingly, the decision-making machinery within our

## CHAPTER 1

nation is ceasing to appear legitimate and voices raised in urgent appeal seem to be unheard. It is crucial, not only for the continued functioning of universities, but for the unity of the country as a whole that the urgency with which the University community views these unresolved and festering problems be conveyed to our representatives in Washington. Because of the gravity of the present situation we recommend an extraordinary action. We propose that a University delegation composed, in so far as possible, of the President or Provost, the Vice President for Financial Affairs, representatives invited from the Board of Trustees and from the past and present Council of Presidents of ASSU, up to five additional students to be selected through the student Senate Committee on Nominations, and approximately twenty members of the faculty Senate (half invited by lot, half by the Committee on Committees) meet with Congressmen, Senators, and representatives of the President of the United States. Funds for the trip of this delegation shall be raised by voluntary contributions. They (the delegation) should convey the growing sense of crisis that we all feel and try to elicit constructive responses to our national emergency.<sup>12</sup>

The delegation left for Washington on May 5. It was an unprecedented action and led to an extensive series of meetings in Washington with members of the Senate and the House of Representatives as well as with Henry Kissinger and John Ehrlichman among other officials. Because of the Senate meeting scheduled for May 7 and unrest on campus, the president and provost did not go to Washington. Sandy Dornbusch (Sociology) was the only senator who was part of the delegation and was the coordinator of the event. Nineteen other prominent faculty members joined him, including Paul Ehrlich (Biology), Wolfgang Panofsky (SLAC), William Chace (English), John Lewis (Political Science), St. Clair Drake (African and African American Studies), Mark Mancall (History), Paul Seaver (History), William Miller (Computer Science), Robert Hofstadter (Physics), and James Gibbs, at that point dean of Undergraduate Studies. The student delegation was enlarged from thirteen to twenty-one when students from Third World countries threatened to boycott the delegation as they thought they were underrepresented. The delegation received national news coverage and stimulated delegations from other prominent universities. The delegation also gave Kissinger a petition against US policy in Southeast Asia signed by 3,800 Stanford students, which he was asked to present to President Nixon.

On May 7 the Senate ended ROTC credit and condemned the invasion of Cambodia. Nevertheless, demonstrators continued to act, blocking the entrances to the physics, electronics, and aeronautics buildings. President Pitzer did not immediately take action on the vote to end ROTC even though on June 4 the Senate decided to ban future enrollment on a divided vote, and the decision was subsequently endorsed in a vote by the Academic Council. Pitzer resigned as president on June 25 after only nineteen months in office, effective September 1. He had not been able to cope with the situation.

*Senate III, 1970–1971*

Sanford M. Dornbusch of Sociology was the chair of the Third Senate. It had its first meeting on October 1 and welcomed Richard Lyman, the new president of the university. At its next meeting, on October 15, ROTC was still not totally resolved, nor was the issue of how best to deal with campus disruptions. On November 12 it was announced that a committee of the local branch of the American Association of University Professors (AAUP), chaired by Herbert Packer, was to consider issues of “faculty self-discipline.” At this point, AAUP was still apparently a significant body on campus. These issues were discussed at an extra Senate meeting on November 19. Not surprisingly, there was great concern about how to deal with possible campus disruption involving a member of the faculty. Despite the seriousness and drama of the issues, it must be confessed that the minutes at this time become rather tedious reading with much time devoted to parliamentary procedures such as motions and amendments that allowed senators to express their divergent views. Thus faculty self-governance played itself out at a time of high political tension. What was the obligation of faculty to cooperate with the officers of the university on matters of campus disruption?

There had been meetings of faculty constituencies at which this issue was the central topic of concern. Faculty members expressed a willingness to be observers and monitors of what was going on; there was discomfort, however, over serving as members of building surveillance teams, which would have an implication of being on the “other side” from the student protestors. A distinction was made between serving on a surveillance team for one’s own building or being willing to do similar service throughout the campus. The Senate voted that faculty members could choose to be involved with just the building where their department happened to be housed, or more generally to be available elsewhere on the campus, or presumably not to participate in either activity. Oddly, although I had arrived two years previously, I have little specific memory of these issues. I do remember hearing that some of my older colleagues did do some monitoring of History Corner. I have a faint impression that they may not have quite trusted the younger members of the department to be willing to undertake such activity. I certainly have no memory of being asked to participate or being alerted to the possibility. There was no question that the situation was highly volatile in the wake of the Cambodian Spring and campus disruptions. The Senate discussion was also driven by the fact that



President Richard Lyman.  
September 22, 1970

some faculty were taking part in protests. If students were to be disciplined, how should faculty be treated under the rubric of “faculty self-discipline”? At the Senate meeting of December 10 it was reported that 250 faculty members had volunteered to cooperate with the administration on coping with campus disruptions. A panel of fifteen was created from which five would be chosen by lot if there was to be a hearing to determine whether a faculty member had acted improperly at a campus disruption. The highly respected theologian and political activist Robert McAfee Brown (Religious Studies) was chair of the panel, and in a memo he pointed out that he himself had participated in civil disobedience but would be happy to serve as chair unless there was objection. As far as I know, this panel was never called into service and may not even have been created. At the Senate meeting of December 17 the very wide spectrum of campus life at the time was reflected in President Lyman’s report that there had been an attack the previous night on the Lou Henry Hoover building, and that the students had invited Princess Anne of Great Britain to attend the Rose Bowl.

On January 10 a talk by Henry Cabot Lodge was interrupted, and on February 10 the Computation Center was occupied under the apparent leadership of H. Bruce Franklin, an associate professor of English. On February 12 President Lyman suspended Franklin with pay; on March 22 Lyman filed charges with the Advisory Board against Franklin, prompting the board to investigate his conduct. At the meeting of February 18 Ron Rebholz of English introduced a resolution condemning the expansion of the war into Laos noting that it was having a devastating effect on the life and work at the university. Action was deferred until the next Senate meeting on March 4 at which there was intense discussion, albeit hidden under the neutral, indeed colorless, language of the minutes. The debate is almost impossible to follow, but the main issue seemed to be whether it was appropriate for the Senate to make a political statement condemning the invasion. A watered-down version of the resolution was adopted with the caveat that the faculty was speaking as individuals, 22 in favor, 9 against, and 8 abstaining. On March 18 it was announced that there would be an Academic Council referendum on the Laos resolution. Of the 667 of 1,042 members of the Academic Council who voted, 418 supported the motion and 249 disapproved.

A sit-in at the hospital over employment issues on April 9 resulted in considerable damage, arrests, and injuries. This was extensively discussed at the April 15 Senate, as was the police search of *Stanford Daily* files of photographs to identify who might have been involved. (This resulted in a case that went to the Supreme Court in 1978, ultimately decided in favor of the police.) President Lyman remarked:

The last four sit-ins at Stanford have ended only when University officials asked the police to clear the area being occupied. I have said before, and I repeat now, that every time it is necessary to use the police at Stanford, a defeat is suffered. The defeat is not tactical or political; it consists of a blow to the conception of the University as a place of reason, and not force. What follows in what I am going

to say, then, is not a “battle plan,” which people consistently keep asking for, but a statement of policy that derives from that very idea of the University and the way in which it must conduct its affairs. . . . Occupying a University building is not an acceptable form of political action within the University. When a sit-in occurs, it will be brought to an end as soon as possible, using the best judgment as to methods and timing that can be brought to bear on the circumstances of the particular case.<sup>13</sup>

At the meeting of May 13 the issue of ROTC resurfaced as well as more traditional academic matters, particularly the effects of the possible elimination of the legal retirement age of sixty-five for faculty. Now the firm decision was taken that the ROTC programs would cease to exist by June 1973. It must be remembered that much of the time of the Senate, even in these days of political turmoil, was devoted to ordinary concerns, not very dramatic, about teaching and research.

*Senate IV, 1971–1972*

Daniel Bershader of Aeronautics and Astronautics was chair of the Fourth Senate. Its first meeting, on September 30, was devoted to reports of several of the academic committees and also the announcement of a panel of senators who would be observers at the Advisory Board hearing on the question of the disciplining of H. Bruce Franklin. At



Students protesting the Bruce Franklin hearing. April 2, 1971

the meeting of November 11 Donald Kennedy reported that “the Advisory Board has now concluded the hearing requested by Professor H. Bruce Franklin. It began at 1 p.m. on September 28, and ended at 5:15 p.m. on November 5. In between, we met for 160 hours of actual hearing time, heard from 111 witnesses, and accumulated about 6,000 pages of transcript. We now face the task of winnowing this testimony, examining the arguments, and preparing a recommendation for the President.”<sup>14</sup> Its decision would not be announced until January 5 when the Advisory Board, by a vote of 5 to 2, recommended that Franklin be dismissed on the grounds that he incited the occupation of the Computation Center and encouraged violence. Donald Kennedy and Robert McAfee Brown were the minority, finding Franklin guilty of some of the charges of disruption but recommending that he be suspended for a period without pay, but not fired. He was fired.

The question of disruption continued to be of concern. For instance, at the meeting on February 17 Halsey Royden “introduced the resolution (of concern), noting that there had come to his attention at least a dozen recent incidents in which classrooms and laboratories had been disrupted in various parts of the University, in addition to incidents of arson, attempted arson, harassment, threats and intimidation directed against the University, individual faculty members, and student residences.”<sup>15</sup> There was also discussion of how to deal with student grievances against members of the faculty. A further issue was whether Stanford should allow recruitment at its placement office for agencies that were involved with the ongoing war in Vietnam. At this meeting President Lyman made a statement that the university was committed to open recruiting for any legitimate entity. At the Senate meeting of March 16 action was taken, presumably as a kind of compromise and on a divided vote, not to ban military recruiting; but at the same time a motion passed, again on a divided vote, that universities that did prohibit such recruiting should not be denied federal funds. Much of the Senate’s time in the spring was devoted to the consideration of “faculty self-discipline,” clearly stimulated by the Franklin case, but no conclusions were reached. The standard business of the university went on as well. The Senate approved the degrees awarded, heard reports, and discussed various issues concerning teaching and research.

### *Senate V, 1972–1973*

Halsey L. Royden of Mathematics was chair of the Fifth Senate. At this point there were only two members in the fifty-three-member Senate who were women, Eleanor Maccoby of Psychology and Ann Snow of German. This situation was remedied the following academic year when ten women senators were elected, presumably the result of organizing by women faculty members and parallel to what junior faculty members had already done to assure their representation. At this first meeting, on September 28, in a similar spirit, Provost William Miller, who for the quarter was also acting president, announced impending formal legal changes to the founding grant to remove any

impression that Stanford limited student admission on the basis of sex. Miller also announced changes in guidelines on the use of Memorial Church, allowing it to be used for nonreligious events under certain circumstances. President Lyman felt strongly that the campus should be more open to non-Protestant religious activities and that appropriate space should be provided. He pushed the Board of Trustees on the question. These events were very much in the spirit of the times, but one suspects that the presence and possible intervention of the elected body of the faculty created an important additional pressure to take these steps.

On October 26 there was an extensive discussion of graduate education at Stanford. As it was conducted as a committee of the whole, there is virtually no indication of the details, but it would seem to have concentrated on the eternal and never fully resolved question of shortening the time it takes to achieve the PhD degree. Departments awarding PhDs were likely to have varying individual cultures, making uniform rules for all quite difficult to achieve. The thrust of the discussion at both this meeting and the next—with multiple Senate amendments and votes—was to aim for a four-year PhD degree.



Provost William F. Miller

The participation of representatives of all academic schools of the university allowed diverse experiences to be shared. But whatever the Senate might decide in theory did not change the fact that, for instance, a PhD in history at Stanford (and elsewhere) in four years was and is extremely rare. Nevertheless, the official position of the Senate, carried by a divided voice vote, was that “every department shall present to the Committee on Graduate Studies a clear time-table for the expected progress of its students, showing how the normal student will progress to the Ph.D. Time-tables requiring more than four years shall be subject to the approval of the Committee.”<sup>16</sup> One suspects nothing much changed, despite this motion. I have no memory of my department submitting such a timetable. Certain aspects of academic culture could not be changed by a body such as the Senate.

Discussions at the next Senate meetings of the year were devoted to undergraduate education and ways of maintaining its quality. On January 11 there was also lengthy consideration of a report on the employment and education of women at the university. On January 25, 1973, Halsey Royden

called attention to the Memorial Service for Professor Packer at noon tomorrow in Memorial Church. Herb Packer, more than anyone else, is responsible for the existence of the faculty Senate. The original detailed proposal was his, and he was a

major force in shepherding this proposal through the SES Committee on Governance and through the old Executive Committee of the Academic Council. We are all in his debt for this effective contribution to faculty governance.<sup>17</sup>

Also at that meeting Richard Lyman expressed the hope that the just-announced cease-fire in Vietnam might last and make campus life less fraught. Over the course of the year the Senate devoted a fair amount of time to faculty self-discipline and specifically how the Advisory Board would handle possible future disciplinary hearings involving faculty members. Thankfully, since the Franklin case, I don't believe any such action has been necessary. There have no doubt been cases of faculty misbehavior, professionally or personally, but as far as I know they have been handled privately, so to speak, by departments and the administration. On the other hand, airing these issues and others, often with an excess of bureaucratic detail—by a representative group of faculty at a semipublic meeting generally taking place every other week for approximately two hours—contributed greatly to improving the academic quality of the university.

#### *Senate VI, 1973–1974*

J. Dirk Walecka of Physics was the chair of the Sixth Senate. At its first meeting on September 27, President Lyman emphasized, for the provost and himself, the importance of their regular slot in the proceedings. “[Lyman] stressed the fact that it included a period for questions addressed to the President and the Provost on any matter that might be of concern to the members, and urged them to make full use of this opportunity.”<sup>18</sup> The openness of the Senate's proceedings was further emphasized when the chair stated that Bob Beyers was continuing as the Senate's information officer and that reporters from the *Campus Report*, the *Stanford Daily*, and the Stanford radio station would be present at Senate meetings, as well as the regularly seated representatives of the ASSU. At the various meetings of the Sixth Senate, amid the somewhat controversial discussion of the introduction of course evaluations and some other aspects of university life, there was a discussion of a statement ensuring academic freedom, perhaps reflecting concern over the implications of the Franklin firing. Some members of the Academic Council requested that the Senate reconsider the question of whether ROTC should return to campus. This was discussed at the meeting of January 10, with Gordon Craig of History, a newly elected senator, commenting in his diary: “A curious session which ended with a muddled discussion of the possibility of re-introducing ROTC at Stanford. The advocates, all engineers, except for Bill Bark [of the History Department] who ruined the cause by speaking. The opponents, however, much worse—all striking moral attitudes.”<sup>19</sup> At the next meeting on January 24 the Senate voted 29 to 12 not to consider the possible return of ROTC.

Another constant in Senate meetings was the importance of the provost presenting the following year's university budget for the faculty's review and comment. On March 7

this took up an hour and a half, supported by a formidable document of ninety-five pages. In April the Senate met four times to consider a report on the professoriate and the import of the various professorial ranks and titles, but the minutes give scant details. This report was an attempt to make faculty appointment procedures more regular and uniform and to move away from the more informal procedures of the past that may have relied too much on the “old boy network,” in effect discriminating against women and minorities. On May 9 Dirk Walecka had an informal meeting with nine newly elected members of the Senate along with Donald Winbigler, the academic secretary, Provost Miller, and Lawrence Ryan, one of the associate deans of Humanities and Sciences. The summation of the meeting below provides an excellent sense of what the Senate does and also the issues that it considered during that year, although it is something of a challenge to discover how these various issues were resolved.

(1) The role of the Senate as a forum for the discussion of academic matters and as a mechanism for bringing faculty views to bear on the processes of decision making in the University. (2) The regular agendum, Report from the President and Provost, including the question period. (3) Major agenda of the academic year 1973–74, including: (a) Evaluation of Teaching. (b) Statement on Academic Freedom. (c) Report of the Committee on the Professoriate at Stanford. (d) ROTC. (e) Reports from Deans and other officers of the University. (4) The relationship of the Senate to Committees of the Academic Council. (5) The structure of the Senate and parliamentary procedures.<sup>20</sup>

One feels that what was really important was not so much the actual decisions taken by the Senate but rather the opportunity to discuss the issues and fine-tune and improve the proposed measures.

### *Senate VII, 1974–1975*

Gordon A. Craig of History was chair of the Seventh Senate. His diary makes available a rare inside glimpse. He noted in his May 1, 1974, entry:

Home and decided to have a swim but had to postpone it to take calls from Gerry Lieberman [Statistics] and Dick Lyman to ask me to run for the chairmanship of the Senate—as the conservative establishment candidate, obviously. The job is important and I shall say Yes. . . . [I] wonder whether I am trying to escape more important things, like scholarship. But keeping a great university running smoothly is important, too. In any case, the rads may beat me.

I came to know Gordon well as a colleague and he was more to the left than he appeared to be, and as chair of the History Department strongly supported making the department’s faculty more diverse. In any case, the other candidate for Senate chair was law

professor Jack Friedenthal, who was politically to the right of Gordon. There was a new academic secretary, Eric Hutchinson of Chemistry, whom I would come to know well. At the second meeting of the Senate, on October 10, the theme was disappointment; there had not been the hoped-for increase in women and minority faculty members, and the Overseas Studies programs seemed to be declining in popularity. At the third meeting, on October 24, the president and provost discussed budget issues; reports were heard from the Committee on Libraries and from an ad hoc panel on grading. On November 21 there was a presentation of the proposed budget and the implications of a possible 17 percent cut. These presentations lessened the sense of an “us” versus “them” feeling between faculty and administration. Not that tensions were eliminated: some senators expressed the fear that faculty, particularly junior faculty, might be more severely impacted by budget cuts than higher-level administrative staff who were not faculty (highest-level administrators being faculty). But this was not a matter for a Senate vote, as the provost said. “All decisions have to be weighed against the criterion of academic purpose, and although, in the last analysis, it falls to the President and Provost to make recommendations to the Board of Trustees, deans and department chairmen contribute advice on which decisions are made.”<sup>21</sup> And presumably the president and provost took heed of what was said in the Senate. Craig had a meeting with Provost Bill Miller on December 31, New Year’s Eve—one indication of how serious the crisis was—in which he remarked, as recorded in his diary, that in the Senate “he [Miller] would have to justify all actions taken with an educational philosophy that would be acceptable to the majority.” The chair of the Senate apparently met regularly that year with the provost, but I don’t know if this was a standard practice or a product of the financial crisis. It didn’t happen when I was chair three years later. It does suggest how important it was to make sure that budget issues were discussed in the Senate. The administration was not necessarily happy about this, as Dick Lyman remarked to Gordon Craig on January 10: “He warned against any expectation that a representative body could be allowed to discuss every measure designed to alleviate our financial plight before it is taken. I am encouraged to believe, nevertheless, that he is aware that, since we take ourselves seriously, he had better do the same.”

The economic crisis was sufficiently grave that a special meeting of the Senate was called on January 16 following its regular meeting the previous week. Clearly there was some uneasiness about whether the growth of the administration was necessary to cope with the situation. But the concern was much broader than that; there might well be a more far-reaching financial crisis for the university. About the January 9 meeting Gordon Craig remarked: “Although in the absence of committee structure, the Senate might degenerate into a windy cave . . . there were times—and the Steering Committee believed this to be such a time—when general debate on principles, not a consideration of details and figures, was desirable. Such general debate might help the University to

avoid decisions which we might live to regret.”<sup>22</sup> Gordon Wright, a wise professor of history, commented on changes at the university over the previous fifteen years:

If the University has moved ahead in that time, it is due in part to a more efficient administrative structure and in part to a more vigorous and effective faculty, whose voice is channeled through the Senate as well as through the basic academic structure of departments and deans. Last week President Lyman challenged the Senate to rise above routine matters and to discuss basic issues such as the nature and purpose of the university.<sup>23</sup>

The financial crisis continued and the Senate appointed a committee to consider it on the assumption that it would be a long-term problem. This was an addition to the responsibilities of the Committee on University Budget Priorities, which had participated extensively in discussion at the previous meeting. That committee informed the Senate of its thoughts, but it reported primarily to the provost and president. The new committee would be more the Senate’s own. These January meetings were unusually confrontational between the administration and the faculty, as the administration was not particularly happy about the Senate setting up its own committee.

Subsequent meetings in the year considered at length scholarships for minority undergraduates—including the quality of their education, and the scholarships’ cost—as well as distribution requirements, student discipline, grading policies, and the study-abroad program. At the meeting of May 15 the Senate discussed faculty grievance procedures that involved consultation with the Stanford chapter of the American Association of University Professors.

Gordon Craig, at the conclusion of his term as chair, characterized the styles of his six predecessors, although he had not been a member of the Senate through the entire time. I quote him to indicate his assessment of the variety of chairing styles, but without connecting them to the particular individuals: “earnest, meticulously constitutional, bluff and a bit too eager to force over-simplified solutions to complicated questions upon a resistant Senate, confused, dull, unimaginative but businesslike.” Of himself he wrote: “Oxbridge jocular cum Wardour [Street, a center of British film industry in the Soho district of London] Scottish House of Commons. I liked the job.” Eric Hutchinson called him brisk!

### *Senate VIII, 1975–1976*

Eugene J. Webb of the Business School was chair of the Eighth Senate. As noted earlier, the members of each newly elected Senate in turn elected their chair from the two nominees put forward by the Committee on Committees, which also invited nominations from the floor. Next there was the election of four members from a slate of nine to serve on the crucial Steering Committee. It would establish the agenda for Senate meetings,

in effect making important decisions about what was to be discussed. At the first meeting, on October 2, the president reported that there had been extensive consultation on one of the most vexed issues on campus—parking—and that a paid parking plan had been inaugurated. (My memory of campus parking, perhaps inaccurate, was that it encapsulated modern history. At the beginning, parking had been on the basis of status at the university, but it quickly evolved to be on the basis of cash, with two levels of parking at different rates.) At the second Senate meeting, on October 16, Provost Bill Miller reported that the budget would be cut approximately ten million dollars over three years, the required 17 percent, but the previous year's sense of financial crisis seemed to have lessened. On October 30 a report from the Committee on University Budget Priorities (not a Senate committee) suggested that there was likely to be a 5 percent cut in the number of faculty, presumably achieved by not replacing faculty who retired or left the university. Perhaps in the wake of the Franklin case, some faculty were feeling nervous; at the December 4 meeting senators discussed how faculty grievances should be handled and to what degree members of the faculty would have access to their own personnel files. At the last meeting of the calendar year, on December 18, the Senate heard reports and discussed the Overseas Studies program and budget issues related to graduate programs, enabling information to be given and views expressed. As the summation phrase frequently used had it, "The Senate heard reports on which action was neither sought nor taken."

During the rest of the academic year the Senate was a fairly quiet affair with fewer and shorter meetings than usual. Faculty salaries, undergraduate education, and the library were discussed. At the meeting of February 19 an hour and a half was devoted to faculty titles in the medical school. Stanford's Senate, unlike the situation at some other universities, was drawn from all components of the university and hence had a healthy awareness of its varied constituent aspects and differences. But one does suspect that some issues may not have been of compelling interest to all senators. At its last meeting, this Senate pursued questions concerning the financial aspects of faculty retirement; it also approved an honors program for undergraduates in Values, Technology, and Society.

### *Senate IX, 1976–1977*

Byron D. Sher of the Law School was the chair of the Ninth Senate. (I was now an elected member of this Senate and presume I was a loyal attendee, but I must admit I have no distinct memories of what happened then, forty-one years ago.) Attesting to the fact that its chief concern is academic, at the first meeting of each quarter the Senate regularly approved the awarding of undergraduate and graduate degrees. (The previous year it had revoked one graduate degree because of plagiarism.) Senate members discussed these eternal themes: the state of undergraduate and graduate education and

how it might be improved; bureaucratic aspects of research and the grants that support it; and the following year's budget as reported by the provost. Some issues emerged as particularly significant, such as the growing debate over the nature of a possible new "Western Culture" course required to be taken by every undergraduate. At the December 2 meeting I spoke for the first time, asking a question about the possible move of the Stanford in Britain program away from Cliveden. The exchange indicates, I think, the niceties of the Senate's parliamentary procedures. "Professor P.D.L. Stansky asked whether it is the case that no further step can be taken without Senate action on the matter, to which Professor Mancall [head of Overseas Studies] said that no action can be taken without Senate discussion and that the matter has to come to the Senate."<sup>24</sup> (I have no memory of its actually doing so and don't remember seeing anything further about this move in the minutes. Initially, I had some objections to the move but in fact was quite wrong. Moving the program to Oxford has been a brilliant success.) At the same meeting William Chace spoke eloquently about the philosophy behind instituting a Western Culture course. The level of discourse was refreshingly unbureaucratic and wide-ranging. The aim was to have a course in place for students entering in the autumn of 1978. The following two meetings of the Senate again involved good discussion about the problem of declining interest among undergraduates in the study of foreign languages. The Senate passed a resolution on a divided voice vote calling for the relevant deans to look into this matter.

Despite the high quality of the discussion about Western Culture and the study of foreign languages, at the Senate meeting of March 31 Bill Chace, who had spoken so well about Western Culture, suggested that in fact the Senate was failing in its obligations.

Professor Chace said that he had come to think that the power and vitality of the Senate were being lost. He was concerned about that question and sought to bring his concern to the attention of the Senate. He hoped that if others shared his concern they would also speak. The Senate seemed to have become a passively receptive body, whose main function is to receive reports from committees. By its own activity or inactivity the Senate is being moved away from the center of activity. Conditions in the University have changed, and the adversarial relationships that existed some time ago have changed. It cannot be said that the University looks to the Senate for wisdom. He understood from some of his Senate colleagues that the real issues in recent times have been money and the budget. If that is true, it is necessary to touch on the delicate subject of Senate absenteeism. If money is the real issue, should the deans not be present? How can budgetary matters be authoritatively and persuasively argued when deans are not present? Professor Chace said that all members of the Senate can think of issues which they would like to see discussed. He urged the Steering Committee to solicit suggestions from Senate members of topics to be discussed.<sup>25</sup>

President Lyman disagreed.

He was puzzled by Professor Chace's remarks, in view of the fact that the Senate had dealt with, for example, the issue of a requirement in Western Culture, in a debate which all had agreed to have been carried on at a very high level. One can idealize about the "great Senates" of the past, but in his view there had been no marked decline. Senate rules require that much business is transacted by Committees of the Academic Council. Budget discussions had not given him the feeling, Dr. Lyman said, that a great deal of light had been cast on what is a very complex process. Nevertheless, he did not feel very pessimistic about the role of the Senate, and he did not believe that there are great subjects waiting to be called up for Senate discussion.<sup>26</sup>

One indication of the liveliness of the Senate was the likelihood that Ron Rebholz might ask an awkward question of the president. On April 14 Rebholz indicated that at the next meeting of the Senate he hoped there would be a discussion of the university's policy on investments in the Union of South Africa. Indeed, on April 28 a rather inconclusive airing of the issue raised the possibility of more interaction between members of the Senate and the Trustee Committee on Investment Responsibility, and the solicitation of campus views on investments, which would be passed on to the Board of Trustees. The board made the final decisions on investment questions.

That issue was becoming more contentious. On May 12 the president reported the arrests necessary to end a sixteen-hour sit-in at the Old Union. (A total of 294 people



Old Union protest against apartheid. May 9–10, 1977

were arrested of whom 260 were students. Stanford took no judicial action against the students.) What he said is worth quoting at length. It makes clear the difficulties of the situation and how the Senate served as a forum.

He [Lyman] said that there is intense interest in the issue of South African proxy resolutions, and that the Stanford Committee for a Responsible Investment Policy had clearly worked hard to promote that interest, resulting in the unprecedentedly large number of persons who were willing to undergo arrest for an act of conscious civil disobedience on 5/9/77. The process of arrest had demonstrated impressively the self-discipline among those arrested—fortunately matched by that of the police. It had been asked: Why did the Trustees not yield to the pressure to vote “yes” on the proxy calling for withdrawal of the Ford Company’s operations from South Africa in the absence of a clear demonstration that the system of apartheid would be abolished? Dr. Lyman said that no one could purport to speak for 30 or so individuals, but it was a striking fact that all Trustees, including four younger alumni members, were unanimous in preferring abstention on the proxy vote coupled with a letter urging the Ford Corporation to exert pressure for reforms on the South African government.

The dominant theme of the substantive question was that withdrawal removed whatever opportunity a U.S. corporation might have to improve thereafter the conditions for people of color in that tragic land. That is not to say that U.S. corporations have achieved much or that they can be expected to do so. It is only necessary to believe that withdrawal would decrease, not increase, the limited extent to which a U.S. enterprise can make a favorable difference. If there is bitterness and frustration on campus at the Trustees’ refusal to change their mind, there is some resentment among Trustees at what they see as blatant attempts to misrepresent their position as one that is tolerant of apartheid and racism, and motivated by corporate greed. The issue is not one of principles but of tactics.<sup>27</sup>

### *Senate X, 1977–1978*

I was chair of the Tenth Senate. I must confess that my memory of the year is practically nonexistent and it had to be jogged by reading the minutes. I do remember the experience as being quite enjoyable. I will go into the story of that year in a little more detail than elsewhere, to give such an account a more personal flavor. A few years before, I had become a friend of Eric Hutchinson, a professor of chemistry, who was the academic secretary. As such he played a vital role, not only by helping to run Senate meetings and associated activities but also by providing a script for the chair, almost as the Edgar Bergen to the chair’s Charlie McCarthy, in the hope that the chair would not be a Mortimer Snerd. He and many successive academic secretaries were assisted by the wonderful Trish Del Pozzo, assistant academic secretary. Eric and I shared an intense interest in William

Morris and design, Eric having participated in the various William Morris exhibitions and talks on campus that I had organized in 1975. He was also the designer of the university's ceremonial flags. I hadn't been quite aware when I was elected that I would in a sense be head of the faculty for the year. As such I was invited to group meetings of the president, provost, and deans. The Senate Steering Committee, which I chaired, generally met at lunch on the Thursdays between Senate meetings. Much work was done there in shaping the agenda, and hence on the topics the Senate would discuss. At the first Senate meeting, on September 29, Richard Lyman spoke about the Honor Code Commission and also reported that he had with some reluctance agreed (as he wasn't sure the premise was correct) with the Committee on Committees that the chair of the Committee on Parking should be a member of staff, as the activities of the committee were "not crucial to the academic well-being of the University." Robert Hamrdla was appointed; he "would be a good chairman who would not protect the President from the slings and arrows of outraged faculty and staff."<sup>28</sup> (Eric Hutchinson had made a typo in the minutes—deliberately?—having originally written "outrageous.") Finally, Lyman drew the attention of the Senate to possible future federal and state legislation removing the mandatory faculty retirement age of sixty-five. There was also a report from the Committee on Academic Appraisal and Achievement. The meeting lasted forty-five minutes!

The next meeting was on October 13. The action calendar reported that the suggestion of the president to remove the phrase "the Year of Our Lord" from Stanford diplomas would be considered at a future meeting. The meeting itself was devoted to reports from several committees, including the Committee on Research, which had dealt with such issues as the indirect cost rate. On November 10 the Senate duly voted to remove "the Year of Our Lord" from Stanford diplomas. On December 1 the main discussion was the possible Western Culture course as a replacement for the History 1-2-3 course that had been required of all students. This would become a major concern for the rest of the academic year and beyond. Rather unusually the Senate was asked to consider a report on this topic from a subcommittee of the Committee on Undergraduate Studies before the parent committee would make a recommendation. The proposal was for small classes of no more than twenty students, with a common reading list and some lectures for all students to be taught by regular faculty as well as specially hired post-docs. David Abernethy of Political Science raised an issue that would loom large in the years to come: the absence of non-Western culture in the proposed course. The Senate's next meeting, on January 5, was mostly devoted to hearing about the university's relation to federal and state governments. On January 19 the Senate discussed investment policies and faculty representation on the Trustee Committee on Investment Responsibility. This brought up a series of questions from Abernethy to the president about how the Board of Trustees made its decisions about investments, and how it would balance doing the best financially for the university with recent questions about the political and moral aspects of investing in the Union of South Africa.

The Senate met on February 2 and discussed the need to eliminate sexist language in university documents, and how to work out a more satisfactory way of meeting distribution requirements in the humanities. March 2 was largely devoted to the provost and his staff reporting on the budget. On March 16 there was further discussion of budget issues. Also at this meeting there was significant debate about the Overseas Studies program, with some senators expressing the feeling that it was not as academically rigorous as it should be and that there should be more Stanford faculty teaching overseas. On April 6 I had one of my most memorable Senate moments, albeit on a very insignificant issue. The Committee on Undergraduate Studies had proposed that those students who complete the requirements for two majors should have both majors inscribed on their diplomas rather than just one, as in the past; the double major was already recognized on the transcript. There was a surprisingly prolonged debate with the opponents feeling that doing so would encourage students to pursue a double major for insufficiently intellectual reasons, or perhaps feeling that this was a comparatively trivial way of recognizing the double major. In the vote by voice on the motion it was not clear which side had prevailed. By a show of hands the vote was evenly divided. Ordinarily the chair did not exercise his right to vote as it did not quite fit with presiding. But in this case I would be the tiebreaker. I seem to remember rather giggling and saying this was an exciting moment for me. I cast my vote in favor of having both majors noted on the diploma. I was rather touched when Jan Triska, the chair of the committee, personally thanked me for voting in favor of the motion.

The next meeting was on May 4. Much of the Senate's business was to hear reports on generally noncontroversial items and if necessary to vote approval of new academic programs or various modifications of older programs, or the renewal of interdepartmental programs (IDPs) for a certain number of years. The more controversial issues during this spring were political—the university's investments in South Africa—or educational with political implications, namely the future of the required course in Western Culture. The Senate devoted two meetings, on May 18 and a special meeting on May 25, to a discussion of the new Western Culture requirement for all undergraduates. Senators approved an experimental program for two years with the aim of having a regular program in place by the academic year 1980–81. The Senate met on June 1 and discussed several issues that indicated a growing concern with questions of equity and accountability: comparative salaries for men and women faculty members, the number of minority faculty members, the move toward universal student course evaluations, and the disclosure of faculty salaries. (Ultimately, salaries were reported by curves representing ranges at the different schools of the university for the various ranks.) At the meeting I was thanked in the traditional way by the presentation of an inscribed gavel and through a lovely, if exaggerated statement, traditionally humorous, by my successor, William Chace, who noted that during the year we had considered “matters as weighty as the wording on Stanford diplomas and as trivial as Western Culture.” Over

the years some of these tributes could be quite elaborate, involving poems and songs, as reflected in Chapter 4. A final meeting that year, on June 1, conferred degrees as usual and summed up the issues the Senate had considered during the year. Such was my year: interesting and enjoyable and with some controversial questions, demonstrating both the richness and complexity of the university.

*Senate XI, 1978–1979*

William W. Chace of English was chair of the Eleventh Senate. It was a comparatively quiet year and at times there were quorum difficulties. On December 14 senators heard and discussed reports from the Overseas Studies program, from the School of Engineering, and on the university's retirement policies. The last resulted, perhaps not surprisingly, in the usual solution, the establishment of a committee to look into the situation. On April 5 the chair of the Committee on Committees, James Rosse, expressed his concern about the proliferation of committees at the university. The themes of overseas programs and retirement continued throughout the year, as did the annual presentation of the budget.

*Senate XII, 1979–1980*

Albert H. Hastorf of Psychology chaired the Twelfth Senate. The body continued its practice of hearing and commenting on the reports of various committees of the university. A new provost, Donald Kennedy, was in attendance. At the second meeting, on October 11, there was a long discussion of Stanford's lack of an effective advising



Provost Donald Kennedy (left) and President Richard Lyman. June 1980

structure for students who had not yet declared a major. Bill Clebsch indicated the limitations of the Senate's powers. "Professor W. A. Clebsch said that the Senate had dealt with this question repeatedly by means of resolutions. It was repeatedly stated that advising duties should be taken into account as a part of professorial duties: is it taken into account? He said that it is unlikely that we shall get a better advising system by passing Senate resolutions."<sup>29</sup> The meetings of January 10 and 24, 1980, were devoted primarily to discussion and approval of the inauguration the following academic year of a required Western Culture course for undergraduates, connected with a revision of distribution requirements. The course was based on a pilot program and was to be as follows:

Sequences offered; (a) Shall include the study of a considerable number, and share a basic core of primary works or basic texts. The Western Culture Committee shall have the responsibility of defining the "considerable number" and, through the Core list Committee, the core of primary works. (b) Shall deal with more than one national and linguistic culture. (c) Shall not approach Western Culture through courses designed to introduce students to a single discipline or courses in which a single discipline determines the presentation of the material. (d) Shall, if lectures are the heart of a course, also have instruction in small groups for a minimum of two hours each week. Students' performance in the small groups shall form a significant part of the students' evaluation for the course. (e) Shall not, in those small groups, exceed twenty students, though the optimum number would be fifteen. (f) Shall have, as the major objective of the instruction in those small groups, the active intellectual involvement of the students with primary works. (g) Shall have active involvement in the small group teaching by the faculty having primary responsibility for the course. (h) Shall, in the case of those small groups which are not taught by regular members of the faculty, have the small groups taught by instructors with a Ph.D. degree or equivalent background and proven ability as teachers. Exceptions shall be allowed for Ph.D. degree candidates with proven teaching ability who have the recommendation of their department, the Dean of Graduate Studies, and the Western Culture Committee.<sup>30</sup>

This was a case where approval of the Senate was actually required rather than just listening to and commenting on reports, which took up much of the Senate's time. At the next meeting a discussion of undergraduate distribution requirements took place. Here the value of a senate in which all schools are represented was made clear, as there was a particular concern about how the new distribution scheme would affect undergraduates in the School of Engineering. And what was also made clear was that the final authority for approving educational requirements lay with the faculty.

At the meeting of April 3 there was an extensive discussion of the establishment of a committee on retirement policies, based on a request signed by 230 members of the Academic Council. The tension in relations between faculty and administration was

nicely encapsulated in an exchange between two scientists, Ted Geballe (Applied Physics) and Robert Hofstadter (Physics).

Professor T. H. Geballe said that it made a difference under whose auspices the work of the body on retirement policy is to be carried out. The Senate is a body which does govern the University democratically in its appropriate areas of responsibility. However, it would be constitutionally undesirable for the Senate to set out its own policies for the conditions of employment of faculty. It would be constitutionally better for the Senate to make recommendations, rather than to set policy in that area, and to leave with the executive officers of the University the foremost authority in decision-making on this matter. Professor Hofstadter (Physics) said that we used to think that the faculty is the University. Professor Geballe said that the faculty does not run the entire University.<sup>31</sup>

Ultimately, the Senate voted against establishing a committee largely because the Advisory Board was considering the issue and there had already been a task force on the subject.

At its final meeting of the year, on June 12, four former chairs of the Senate made brief remarks honoring President Richard Lyman, who was leaving Stanford to become president of the Rockefeller Foundation. In reply he remarked about the Senate.

I would like to say a brief serious word about the wisdom of the founding fathers of this body. I was not myself a founding father. I might be described as having practiced a little midwifery, no more. Those who founded the Senate did a good job. Every time I visit other colleges and institutions and hear what their faculty legislative arrangements are, I have fresh respect for the arrangements that were devised here. It seems to me an excellent idea to have even as many as a baker's dozen of ex officio places for vote-less administrators, and to have, as first among equals in that group, the President sitting on a back bench at the tail end of the L's and before the beginning of the M's. Those places which put the Chair in the hands of the president create problems for the president, the faculty, and the institution.<sup>32</sup>

### *Senate XIII, 1980–1981*

Nannerl O. Keohane of Political Science chaired the Thirteenth Senate, the first woman to do so. (She would go on to be president of Wellesley, then Duke. In fact, her appointment to Wellesley occurred during her term as chair.) Perhaps as a herald of her election, two of the three reports at the last full meeting, on May 15, of the previous Senate had been on affirmative action in faculty hiring and on the Center for Research on Women. At the first meeting of the quarter, on October 2, 1980, Keohane listed what the Senate would consider that year. “The Annual Report of the Committee on Graduate Studies; The Annual Report of the Committee on Undergraduate Studies; The Annual Report

of the Committee on Research; A report from the Senate ad hoc Committee on the Status of Emeriti; A discussion of the Honor Code and the faculty's responsibilities under that Code; A presentation of the Long-Range Financial Forecast."<sup>33</sup> The new president of the university, Donald Kennedy (appointed president after serving the previous year as provost), attended. At the meeting of March 5 there was quite an interesting discussion of grading practices, with no particular conclusion reached.

Clearly there was a feeling that the Senate was not doing as effective a job as it should. On April 16 an informal meeting discussed the Senate's operation as it was perceived in its thirteenth year. The minutes of the meeting state very clearly the nature of the Senate, its powers, and its limitations, and I believe they are worth quoting at some length.

Among the questions raised were the following: Is the Senate a decision-making body? Is the Senate a watchdog over University operations? Is the Senate a sounding board for ideas? It was pointed out that, given the structure of the Academic Council, in which the Senate on the Council's behalf appoints a number of standing committees, one important duty of the Senate is to hear and comment on the reports and policy formulations submitted by those committees. By its own rules the Senate is forbidden to take action on any item falling within the purview of a Council Committee until that committee has had an opportunity to consider the item and to report to the Senate. There was some criticism of the way in which the Senate discusses reports submitted by Council Committees. It was argued that the Senate does not sufficiently probe to discover how recommendations arise in committees or inquire into differences of points of view within the committees. On the other hand, a number of speakers argued that the Senate does not have the time—even if it had the background of knowledge—to inquire as a whole into the many questions that find their way onto the agenda of the Council Committees, each of which has a much narrower field of responsibility than the Senate. There was particular criticism of the way in which the Senate recently addressed questions of grading policy—though it should be pointed out that the Senate was in fact responding to a request from the Committee on Academic Appraisal and Achievement for Senate opinions and advice on some preliminary proposals on grading policy, on which Senate action was explicitly not sought at that time. It was pointed out, further, that all members of the Senate have the right—which is rarely exercised—to register with the Steering Committee objections to the manner in which agenda items are handled, as well as to suggest to the Steering Committee matters to be discussed in the Senate. It was suggested by several speakers that, when Council Committee reports or recommendations are brought to the Senate, arguments for and against the committee's recommendation should be presented, together with indications of division of opinion inside the committee. Other speakers suggested that the Steering Committee should flag certain issues on

the agenda as items of particular controversy, as a means of stimulating Senate discussion. Still other speakers noted that even when a committee comes to the Senate with an issue on which the committee is largely of one mind, the Senate always has the option of questioning—and, if need be, rejecting—the committee’s recommendations. As an example of the exercise of that option, it was pointed out that, just a few years ago, a Council Committee made an extensive study of the Stanford advising systems: when the committee came to the Senate with firm recommendations for reforming the advising system, the Senate rejected the recommendations. It was pointed out, further, that the Senate can serve both as a sounding board and a decision-making body. In questions relating to grading policy and to the role of foreign languages in the Stanford undergraduate curriculum, the appropriate committees had first sounded out the Senate’s views on these matters before going back to frame firm recommendations on which the Senate will eventually have to make decisions. Not all matters come to the Senate in this two-stage manner, but, it was argued, the Senate can act as a sounding board or as a legislative body, depending on the particular circumstances of the case. Different issues, and different stages in policy-making, call for different kinds of response from the Senate. However, it might be helpful if the Senate were to receive regular—though, presumably, rather informal—reports on how matters are progressing through Council Committees. Members with longer memories, or longer terms of service on the faculty, said that although in pre-Senate days the Academic Council from time to time rose to considerable heights in debate of particular issues such as tenure questions, the Council had none of the steady, ongoing legislative practice and legislative history that the Senate now has. The Senate, as a continuing body meeting regularly, is better equipped than the Council ever was to deal with the steady traffic of legislation and report that is needed. Some members of the Senate remarked that the early days of the Senate—the 1968 to 1971 years—were more exciting than the present. It should be noted, however, that those were the days of political and social crisis, on the one hand, and days in which, following the SES Report, the Senate was enacting many reforms (some of which have been undone in Senates of the past few years). We cannot expect that all Senate meetings today will match those earlier days for excitement and tension. (Nor, it should be noted, should Senate meetings be expected to last into the late hours, as those early meetings so often did.) Several members suggested that a number of Representatives have served in many Senates: when the same, or closely similar issues come to the Senate for the third or fourth time, the excitement attending the Senate’s treatment of those issues is inevitably somewhat diminished. There might, however, be some advantage to be gained by changing the Charter of the Senate so as to ensure that the make-up of the Senate changes more frequently and draws on a wider cross-section of the faculty. Many very able members of the faculty seem never to be elected to serve in the Senate.

A number of speakers expressed frustration in dealing with budgetary matters. Although budgets are not, strictly speaking, the proper business of the Senate, it is nevertheless an inescapable fact that budgetary decisions become translated, through funding, into educational policy and practice. It is particularly difficult, given the succession of “hard times” that the University has experienced during the past several years to translate educational policy into budgetary decisions. More often the Senate is in the position of responding rather powerlessly to pre-determined budgetary decisions which affect educational policy, faculty recruiting, etc. Against the natural desire of the Senate to have its views on the academic strength of the University significantly influence the budget process must be set the fact that the Long-Range Financial Forecast and the Operating Budget process have become very complex matters—with the result that, short of spending an inordinate amount of time, a faculty member has little prospect of understanding the complexities. The question of how to translate faculty views on academic matters which are well within the competence of the faculty into financial decisions which are formally, and perhaps practically, outside the faculty’s competence, seemed to be a matter of serious concern to many Senate members. It might be, however, that many of the concerns that Senate members obviously have about budgetary matters might be better settled in intra-School discussion than in the Senate. The question of attendance and punctuality was only briefly discussed, and no conclusion was reached. On another important point, namely, the extent to which Representatives represent, or are even aware of, the views of their constituents, there seemed to be a clear opinion: most Representatives find that their constituents very rarely raise with them issues on which the Senate might reasonably be expected to act.<sup>34</sup>

The meetings of April 30 and May 14 were quite lively, the first establishing an ad hoc committee, yet again, to consider whether the university should move to the semester system, and the second passing a resolution, much over the objections of Bill Kays, dean of the School of Engineering, that an undergraduate foreign language requirement be retained.

*Senate XIV, 1981–1982*

David B. Abernethy of Political Science was chair of the Fourteenth Senate. At the first meeting the provost, now psychology professor Albert Hastorf, mentioned another perennial problem: the high cost



Provost Albert Hastorf. August 1984

of housing in the Bay Area. This was not an issue on which the faculty could actually take action, but it presented an excellent opportunity for Senate members to be informed and to express their views. There was also lengthy consideration of potential faculty conflicts of interest that might arise from outside research support and consulting—issues on which the faculty had an intense interest and many opinions. The Senate’s difficulty in dealing with such issues was suggested by the summation of its action at the October 29 meeting.

After a rather lengthy series of presentations and a set of rather confused attempts to come to a resolution of what the Senate really intended, by undivided voice vote the Senate voted to establish an ad hoc Committee to review broadly a number of questions relating to the Adjunct Professoriate, the Academic Staff (Research), the Academic Staff (Teaching), and Principal Investigator Status, with a view to asking the Committee on Committees to draw up a charge to such a committee.<sup>35</sup>

Discussions were held throughout the year based on reports from committees: retirement, libraries, adjunct professorships, housing, affirmative action with particular reference to women faculty, budget issues, and the Western Culture tracks. It was not a particularly dramatic year. It was the eighth and final year Eric Hutchinson served as academic secretary. Honoring his English love of words, he was given as a parting gift the *Complete Oxford Dictionary*.

### *Senate XV, 1982–1983*

Alexander (Sandy) L. Fetter of Physics was chair of the Fifteenth Senate. Clara Bush of Linguistics was the new academic secretary. It was a full but routine year with reports, suggestions, discussion and approval of educational aspects of the university, and the presentations by the president and provost of financial matters. At the meeting of January 6 President Kennedy did mention two somewhat unusual forthcoming events that would take place on campus: the visit of Queen Elizabeth II in March and the Super Bowl in 1985. At the Senate meeting of March 3 the president reported on the royal visit.

“Lunch was served and eaten. It was chicken. It was very good. It didn’t rain. I think that our royal visitors had a good time. They had some stimulating exchanges with Stanford students and with your colleagues on Stanford’s faculty. I thought everybody did themselves proud. I actually found myself enjoying the occasion after perhaps 20 minutes had gone by. For the first 20 minutes, I think I was scared out of my mind.” Asked then about the cost of the event and what was the motive in giving the lunch, he responded that there were several motives. Events—“with a capital E,” he said, “even when they are only social events, often stimulate useful reflections on the culture we share, the culture we don’t share, our intermingled futures, our own history. It was an unusual experience for a number of the young people who were able to participate. Even though, unfortunately, the number



Stanford president Donald Kennedy introduces Queen Elizabeth II of England to students Garin Veris (far right) and Raga Elim. March 3, 1983

couldn't be larger, there is a ripple effect. It was an experience, he said, that he would have been reluctant to decline on behalf of Stanford.<sup>36</sup>

On February 3 the Senate revisited the perennial question of whether to move to a semester system. As usual, no change was ultimately made, though there was a rather weak recommendation that the deans and departments consider "experimenting with the calendar." As the minutes recorded,

The view was expressed that the problem is an old one with a long history of debate, that the committee had worked long and hard and seriously to come up with a recommendation that some don't like, that people tend to vote this question mostly on their established values and are not very susceptible to persuasion by debate, and that it would be unjust to send the matter back to the committee.<sup>37</sup>

On March 31 a resolution was passed of some political import: "Resolved: That the Committee on Research study the volume and character of weapons-related research at Stanford."<sup>38</sup> The main item of business on May 28 was that a review committee be established to consider the relationship of the Hoover Institution to the rest of the university. The committee was proposed by Ron Rebholz, and it is hard not to think

that it was largely driven by the proposal in January 1981 by the director of the Hoover, Glenn Campbell, that the Reagan Presidential Library be located at Stanford. Campbell had initiated the idea with the president on his own without consultation with the rest of the university. The original motion mandated the appointment of a review committee. It was weakened as finally passed, when it merely urged the Board of Trustees to consider setting up such a committee. A vigorous discussion ensued in which the obvious subtext for some was the disagreement between those who found the Hoover Institution politically objectionable and not sufficiently under academic control, and those who did not. There was no question that ambiguities existed in the relationship, the Hoover defined paradoxically as an independent institution within Stanford. The Hoover and the possibility of the Reagan Library coming to Stanford were issues that would become increasingly important over the next several years.

*Senate XVI, 1983–1984*

H. Craig Heller of Biology was chair of the Sixteenth Senate. At its first meeting, on September 29, the president reported that the Board of Trustees would establish a standing committee on Hoover-Stanford relations and that there would be a faculty committee, chaired by Jim Rosse of Economics, to consider the question of the Reagan Library coming to Stanford. Not surprisingly, Ron Rebholz, among others, asked the president a series of questions about Hoover issues. The meeting of October 13 had a very lively discussion of the plans to renovate the Inner Quad, which was very effective in improving the aesthetics of what had been proposed. On October 27 the Senate decided to hold three open meetings for members of the faculty to express their views on the possibility of the Reagan Library. (These were in fact very poorly attended.) The president expressed enthusiasm for the idea that the Reagan Library might come to Stanford but that the proposed associated Center for Public Affairs “must be a part of our normal academic and administrative structure—part of the University as a whole—rather than an extension of the Hoover Institution. . . . No decisions about the academic program will be made without the full consideration of the faculty.”<sup>39</sup> There seemed to be a possibility that the policy center might be established apart from Stanford on non-Stanford land. There was an extensive series of comments, generally supportive of the president’s position. Two hundred and twenty-five faculty members provided written comments on the possibility of the library. Ed Meese, counselor to President Reagan with cabinet rank, on behalf of the Reagan project, maintained that the center would need to be under the direct control of the Hoover Institution.

On November 10 the Senate changed the policy of having a quarterly meeting of the Academic Council to holding only an annual one, although meetings could be called by the president if needed. Extra meetings could also be requested by a certain number of senators or other faculty members. There was extensive further discussion of the

Reagan situation on December 1 and 8. At the latter Donald Kennedy reported that he, the president of the Board of Trustees, William Kimball, and a member of the board, Frank Tatum, had had a meeting the previous day at the White House with Ed Meese who insisted again that the Hoover must control the policy center. Kennedy expressed the hope that a solution might be achieved even though at the moment there seemed to be an impasse. On February 9 it was announced that since the Academic Council was meeting less frequently, memorial resolutions for deceased faculty would now be presented at the Senate in an abbreviated form with the complete text published in *Campus Report*.

At this meeting as well there was a discussion of the Overseas Studies program. I reproduce here a paragraph, not for its content but for making clear, or unclear, how complicated and potentially bureaucratic these questions can be, reflecting the complexities of the relationship between the faculty and the administration. One should also remember that both the faculty and the administrators who sat in the Senate were all academics, intelligent and highly trained individuals who were accustomed to thinking in rather complicated and sophisticated ways. They also tended to incline to the opinion, I think it is fair to say, that their minds were well trained and that they were likely to have the correct view on an issue, even if not agreed with by colleagues who also believed equally strongly that they had an accurate take on the particular question. On the other hand, one should always remember that the heart of the matter was to find ways in which the faculty could provide the best possible education for Stanford undergraduates and graduate students.

[John] Merryman [of the Law School] said he interpreted the C-US [Committee on Undergraduate Studies] recommendation as depriving the Senate of jurisdiction over Overseas Studies by transferring its oversight to another body. H. C. Heller, Senate Chair, pointed out that it is not clear that the Senate now has that jurisdiction. Provost Hastorf confirmed that the oversight committee is currently appointed by the Provost. Associate Dean C. C. Lougee (History), former Chair of C-US, indicated that until 1979 there was an Academic Council Committee on Foreign Study Programs which exercised that oversight. When it was eliminated in 1979, general academic oversight of Overseas Studies was added to the charge of C-US. That charge now reads . . . “shall formulate. . . . Policies governing the structure and quality of the undergraduate curriculum, including Overseas Studies.” That Senate oversight through C-US is not being lost, she said. The current C-US recommendation is that the program committee be changed from a provostial to a decanal committee.<sup>40</sup>

The meeting of February 23 indicated that the role of the Senate is to reflect its total community first of all, with a rare mention of a staff member. The provost announced

the retirement of J. K. A. Thomas, the manager of Benefits and Records, and noted that Karen Bartholomew had written a fine article in *Campus Report* on Thomas's accomplishments. The first memorial resolution to come to the Senate (rather than the Academic Council), in honor of a deceased faculty colleague, was noted by the group briefly standing in silence. There was also a discussion of how the university might help emeriti who were in financial difficulty.

At its meeting of March 8 the Senate reaffirmed its attitude about the proposed Reagan policy center: that it must be under university control. A March 12 letter from Craig Heller, chair of the Senate, to William Kimball, chair of the Board of Trustees, stated:

I wish to communicate to you and the Trustee committee on Hoover-Stanford relations the sense of the Senate of the Academic Council with respect to the proposal for a Reagan Public Affairs Center as a lessee of Stanford University and independently organized. After extensive discussion of this issue, the Senate, with an overwhelmingly positive vote, reaffirmed its previous resolution which stated that any Reagan Public Affairs Center established at Stanford should be under our normal academic governance structure. We consider this resolution to apply to *any* Reagan Public Affairs Center affiliated with Stanford University even if the nature of the affiliation is simply a lease of Stanford land. This action was not intended to be confrontational. We consider it to be prudent and not pejorative to expect that any new institution identified with Stanford and engaged in academic endeavors should be integrated within the governance structure of the University.<sup>41</sup>

In May, Kennedy appointed another committee to consider more specifically the plans for the Reagan Library complex, its components, its architecture, and its location. Unfortunately, of its ten members only one was a faculty member, David Abernethy, but he would play a crucial role in the discussions to come.

### *Senate XVII, 1984–1985*

John Henry Merryman of the Law School was chair of the Seventeenth Senate. At its first meeting, on September 27, 1984, I seemed to have taken on a rather Ron Rebolzian role and asked President Kennedy a follow-up question regarding his remarks that a vote was to be taken on whether or not Stanford workers would unionize, which the administration opposed.

In the question period following the President's report, P. D. L. Stansky asked if the President would care to expand on his remarks regarding the union election, which seemed to Stansky to be quite paternalistic. Kennedy responded that he did not intend the statement to sound paternalistic. On the labor relations front, he said, the University runs on a record that is good. The University is prepared to let that

record speak for itself, and let the workers have the choice that they would not have had without this election.<sup>42</sup>

At several meetings of the Senate, I participated in discussions, prospective and retrospective, about Stanford's hosting of the Super Bowl.

S. M. Lipset [of Political Science and Sociology] returned to the subject of the Super Bowl to disagree with Stansky's comment about not hosting the Super Bowl again. He found the spectacle of great sociological interest, he said, and noted that all the activity was concentrated in the locale of the stadium, leaving the rest of the campus relatively deserted. Stansky responded that however fascinating it is for the sociological "field" to come to the University, he feels that the Super Bowl is an inappropriate exercise for a university of national and international standing. H. S. Lindenberger [of English] agreed that the carnival was fascinating, but insisted that there is a difference in kind between a first experience and repeated experiences. The first occurrence probably didn't hurt Stanford's image unduly, but repeat performances may well change Stanford's image. Also, the first-time fascination many of us experienced can't be expected to recur.<sup>43</sup>

On February 7 a report on the relations between the Hoover Institution and the university concentrated on how Hoover fellows were appointed. As David Abernethy of Political Science remarked: "The issue is whether the University stands to gain or lose—to fulfill or to call into question the mandate in its own Founding Statement to be 'a private Institution, free from religious or political influences'—if it develops closer ties to a policy think tank associated with *any* distinctive political/economic persuasion." Two further comments are worth preserving, one from John McCarthy, the distinguished computer scientist who tended to be a gadfly from the right, and the other from the wise historian James Sheehan. (McCarthy's interests were broad. At a later meeting he complained legitimately that the noise on campus from leaf blowers and trucks interfered with teaching.)

J. McCarthy suggested that the discussion was really a political battle between liberals and conservatives, disguised as a discussion concerning procedures and issues of governance. J. J. Sheehan, one of the two full-time University members of the Resource Group [the earlier committee to consider the situation], stated that he had consented to serve on that Group on the assumption that Stanford already has an association with Hoover. We ought not to lose sight of that fact, he said. The relationship is complicated, and has not always been a productive one, but it is a relationship that entwines us in any number of ways. The Hoover is here; it is not going to go away. The real question is the one the Resource Group tried to respond to: how we can live together to our mutual benefit.<sup>44</sup>

## CHAPTER I

On February 21 the president announced that the trustees had divested the university's stock in Motorola over the South African issue, reiterating the intention to consider such questions on a case-by-case basis. That continued to be an active issue on campus with a high level of student involvement, including demonstrations and an encampment on the Inner Quad in front of the president's office. Later there was a connected student occupation of the bursar's office, and seven arrests. Apparently the plans for the Reagan Library were going forward, for at the February 21 meeting I asked the president whether the question of its location near the Center for Advanced Study in the Behavioral Sciences would have an impact upon the center. On April 18 the provost reported the significant move of the Computer Science Department from the School of Humanities and Sciences to the School of Engineering. At the April 30 meeting there was a further long discussion of the Senate committee's report on relations between the Hoover and the rest of the university. The topic continued to preoccupy the Senate at its meeting of May 30. An extra meeting was scheduled for June 6, which was mostly devoted to the Hoover issue, based on an extensive report by the Senate's own committee. The heart of the matter was the endorsement of the idea that senior fellow appointments at the Hoover be made in a parallel way to faculty appointments. Eventually there would be a closer approximation between the ways Hoover senior fellows were appointed and regular faculty appointments. Glen Campbell, as director, had made the Hoover a much more significant and richer organization and had involved it much more than in the past with questions of public policy. Its very name gave it a conservative aura but also deeply entwined it with Stanford history, as Herbert Hoover was a member of Stanford's first class, closely involved with the university and the builder of what had become, after his residency, the president's home. And there was no question that with its archives the Hoover was a magnificent research center. At this time it was also riding high through its close association with Ronald Reagan. His connection with Stanford was slight: he had been made an honorary fellow of the Hoover in 1975, the year he donated his gubernatorial papers to the institution. Subsequently, he also gave his presidential campaign papers. The story was far from over.

### *Senate XVIII, 1985-1986*

Elie Abel of Communication was chair of the Eighteenth Senate. At this point the Senate had fifty-five elected members from the faculty and twelve ex officio members. Half of those elected were selected each year. Now members of the faculty could serve in the Senate for two consecutive terms of two years, if reelected, rather than just one. After two terms they were eligible to be elected again to the Senate by their constituency after being absent one year. Media coverage of the Senate would now expand, particularly appropriate this year as Abel was a very prominent figure in journalism. Hans Weiler (Education), chair of the Committee on Committees, reported that twenty-three vacancies

had been filled on committees of the Academic Council. The committee had also nominated seventy-five Academic Council members to serve on committees that reported to the president, the provost, or the Board of Trustees. The Senate did not meet again until October 24. There was a question to the provost about the access road to the Reagan Library. At the previous meeting the president had rejected Rebholz's assertion that the Hoover was a politically committed entity. At this meeting Rebholz and John Manley (Political Science) requested that the Senate discuss this question further. The Steering Committee reported on November 7 that it felt such a discussion would be premature at a time when the Senate committee's report recommending improvements in the appointment procedures at the Hoover was under consideration.

On February 9 the Senate, in the wake of the annual report of the Committee on Libraries, bemoaned the failure of faculty to return requested library books, and after a long discussion on May 29 took strong measures to deal with this problem. On February 26 the Senate approved the introduction of an undergraduate major in computer science, the wave of the future, which would become one of Stanford's most popular majors. At the present moment (2018) it is the Stanford major with the most students. On April 3 the elimination of the mandatory annual meeting of the Academic Council was proposed. It had been largely unattended as it no longer had any power other than requesting a referendum on a Senate decision or asking the Senate to consider a particular issue, although in theory it could override a Senate decision. Ultimately, the annual meeting was preserved and it is now devoted to a report on the prior year's Senate activities and perhaps a talk by the president on an issue of current interest. In order to encourage attendance at the next meeting of the council, on May 1, it would follow directly on from a regular meeting of the Senate in the same room. The president planned to report at that meeting on faculty benefits, which it was felt might lure some faculty to attend out of self-interest. On April 3 the president and provost reported on new academic arrangements with the Hoover, making its appointment procedures closer to those of the rest of the university. There was also much talk about university health insurance plans for the faculty. I asked if there were any provision for unmarried couples, presumably including same-sex couples, an issue that would come up in the future, though not yet.

### *Senate XIX, 1986–1987*

Kenneth J. Arrow, Nobel laureate, of Economics, was chair of the Nineteenth Senate. The first order of business at its inaugural meeting on October 2 was to consider restoring some power to the Academic Council. It was a nice coincidence that Ken Arrow had been so closely involved, through the Executive Committee, in creating the Senate. It was almost as if it had succeeded too well in its mission. No action was to be taken at this point, but there seemed to be little support for the idea of making it easier for the

Academic Council to initiate issues. Senators also discussed the ongoing plans for the Reagan Library. "Neighbors of the Library," a group presumably of campus residents living close to its proposed site near the Behavioral Sciences Center, were dismayed by its size and its potential impact on traffic. As a proposed two-story building on a hill, it and the Hoover tower might be the most visually prominent buildings at Stanford, which might be politically disconcerting. At the next meeting, on October 16, Arrow reported that the Steering Committee decided not to make any changes in the role of the Academic Council. It would meet just once a year, but an attempt would be made to discuss substantial issues at the meeting. Indeed the council was scheduled to meet November 20 with the Western Culture requirement as an agenda item. It must not be forgotten that the routine business of the Senate was academic policy, hearing reports and commenting on various aspects of the university, mostly teaching and research but also extending to such issues as new buildings and architectural master plans. The role of the faculty was made clear in a statement by President Kennedy on October 30.

Recent events prompted him [Kennedy] to comment on the role of the faculty in the initiation of curricular change. Many on campus appear to expect, he said, that curricular change may be administratively decreed and imposed upon faculty and students. On the contrary, innovative programs of all sorts must arise from the faculty, not from the administration. If programs have been suggested which have not been instituted, it is because they lack the necessary support of the faculty. Faculty initiative at Stanford, he said, has been remarkably vigorous in instituting curricular change. All of the interdisciplinary major programs arose from such initiative.<sup>45</sup>

But it was the political issues that were the more dramatic. Arrow announced on October 30 that in the future there would be discussions of the issue of divestment in South Africa and on the facilities at the Reagan Library. So far there seemed to be no question that the Reagan Library was coming to Stanford. The plans were far advanced. On November 13 the president reaffirmed that the Board of Trustees would consider disinvestment in South Africa on a case-by-case basis. The special short meeting of the Senate on November 20 before the Academic Council meeting was devoted to the Reagan Library. The controversial idea of a policy center had apparently been abandoned, but as the president said: "Concept approval for the project was given by the Board of Trustees on December 13, 1983 and was in agreement with the wishes of the faculty. Intense negotiations led to a decision to proceed with the library and a small museum and without a Public Affairs Center. That decision, it is fair to say, is immutable if anything in the world is immutable." At the end of the discussion the Senate passed the following motion: "Concerning the proposed Ronald Reagan Library of Stanford University, it is the sense of the faculty Senate that (1) the major uses of the facilities of this library should be limited to scholarly activities primarily related to the archival function of the library, and (2) there should be substantial Academic Council

representation in the processes by which decisions about the use of these facilities are made.<sup>46</sup> Yet a policy center at the Reagan Library still seemed to be mentioned in the fundraising for the library. The provost said that this was not new and that the presidential library could establish a policy center that was separate from Stanford. The situation was still far from clear.

I had totally forgotten that I was present at a discussion in the Senate on January 15 regarding the Norman Davies case, in which he had sued Stanford for not appointing him to a professorship of East European history. I had been involved as a member of my department. The provost and then acting president, Jim Rosse, reported the satisfactory finding of the courts that the confidential discussions of the History Department need not be disclosed. At the meeting of February 5 there was further discussion of the Reagan Library and faculty disquiet about Stanford being perceived, because of that library and the Hoover, as a university committed to the political right. As paraphrased from Jim Rosse:



Vice President and Provost James Rosse.  
December 1984

He believes that in the future Stanford will be happy to have the archival asset on this campus. He knew then, he said, that many would regard the Library's presence as evidence of partisanship; many now regard the trouble regarding the Library's location here as evidence of a counter-partisanship, he pointed out. Both are absolutely immaterial so far as he is concerned. The reason for its presence and its location, in his view, is that it is a scholarly asset and it should be located so that it can be used as such.<sup>47</sup>

The debate continued on February 19 with the Senate approving a motion that the faculty be involved in the decisions about the use of the Reagan Library and that the building plans of the library, a subject of continuing concern, be presented to the Senate. Senate members were particularly upset about the triumphalist statement Glenn Campbell, the director of the Hoover, had made in his annual report that the university was honoring Ronald Reagan. The Senate passed a resolution condemning his statement.

On April 2 a three-hour meeting of the Senate was largely devoted to the issue of the Reagan Library. Most unusually, Warren Christopher, at that point president of the Board of Trustees, was present. Also present were seven of the thirteen former chairs of the Senate who were still at Stanford. Twelve of the former chairs (myself included) had

drafted a statement about the library; the *Campus Report* called this “unprecedented” as such an action had never before taken place. David Abernethy and Craig Heller were the crucial figures in this initiative. We argued that the plan for the library should either be scaled down or moved further from campus. We also complained about the lack of faculty participation in the planning for the library. We urged that Stanford homeowners be consulted as well because they would be impacted by the vast increase in traffic if a Reagan complex of the size contemplated were built near the Behavioral Sciences Center. Although I was one of the twelve, for some reason I couldn’t be present at this meeting. The focus of the discussion was the proposed architectural plan for the library, but of course the subtext for some of its opponents was the political implications of having the library as part of Stanford. How would the library function? There was an invited presentation by Robert Warner, former archivist of the United States and closely involved with the Ford Presidential Library at the University of Michigan. He described how enriching for the university was its presence. Following his talk, David Abernethy pointed out how different the procedures had been at Michigan and Stanford, how much more the faculty had been involved there. Gerald Ford was a graduate of Michigan. Warren Christopher also addressed the Senate, reminding those present that in December 1983 the trustees had welcomed the idea of having the library on campus. (At an earlier point five former chairs, including me, had met with Christopher. He told us that there was no way the trustees would withdraw their agreement to have the library on campus, which he repeated at the April 2 Senate meeting.) The motion on this matter based on a draft by the twelve former chairs passed with a vote of 26 in favor, 4 against, and 5 abstentions. It read:

The Senate by a divided voice vote, followed by a show of hands, adopted the following resolution on a strong majority vote. The Senate proposes that the Board of Trustees solicit and carefully examine an alternative architectural plan for the Junipero Serra site. This alternative would be for a significantly smaller and less visible structure whose primary functions clearly would be scholarly research and seminar instruction. A Presidential suite would be included, as well as a modest amount of space for exhibits that “supplement and complement the main functional uses of the archival material in the library.” . . . The alternative plan would be developed by the Ronald Reagan Presidential Foundation, as expeditiously as possible, in close and continuous consultation with representatives of the faculty and of campus homeowner groups. Once the alternative plan has been developed, the Trustees could choose between the existing multifunctional and the alternative “core functions” design. *The Senate strongly favors a “core functions” design if the Junipero Serra site is to be retained, and removal of the Library to a site farther from the center of the campus if the multiple functions embodied in the current design are to be retained.*<sup>48</sup>



Chair Ken Arrow calls for a vote by show of hands at the Faculty Senate. Circa 1987

Dramatically, on April 23 the Reagan Presidential Foundation announced that it would build the library in Simi Valley in southern California, where it opened in 1991. So ended the highly controversial possibility that had consumed faculty attention for six years. Hugh Stubbins, who had designed the building that had caused so much concern because of its size, was the architect for the library as built. Presumably the foundation concluded that the lack of faculty support, indeed the degree of faculty antagonism, the concern of the Stanford homeowners near the site, and the criticisms of the proposed building design itself were reasons for the library to go elsewhere. Apparently the Senate discussion of April 2 was the most crucial element leading to the Reagan Foundation deciding to withdraw from Stanford. Nancy Reagan was now playing a more active role. She had not, I am told, been consulted on the decision to build the library at Stanford. She had not objected to the idea but she may now have favored a location in southern California. Considering how much talk and time had been devoted to the topic, it's a bit surprising that no mention of the decision was made at the Senate on May 7. It was a traditional gathering devoted to the review and modification of programs. In these decisions on agendas, one can see how academic and administrative priorities are balanced.

At the final meeting of the Nineteenth Senate the president reported on the plan for a joint venture with a for-profit corporation to build and jointly run a hospital facility

for the Department of Psychiatry. The medical school would be in charge of the academic program, but presumably any profits would be split with the for-profit corporation. In an odd and minor way this situation echoed the saga of the Reagan Library, and as I was marginally involved I will take the liberty of telling something of the story. I was then chair of the University Committee on Land and Building Development, which was advisory to the president. We had not endorsed the planned building but rather very unusually had abstained. The committee's role was to react to the design of buildings and their locations. We thought the building was very dull, a sort of pseudo-Mt. Vernon, but we were also very concerned about the involvement of a for-profit entity constructing a building on campus. That was not the sort of question we were supposed to consider, but consider it we did. The proposal had been approved by all of the relevant medical school bodies. But Sidney Raffel, a member of the medical school's building committee, informed us that in fact there was a lot of unease in the school about the proposal. There was no question about the need for the building. Though not a member of the Senate myself at the time, I was allowed to participate in the discussion. Perhaps I might be indulged to quote a bit from the minutes.

P. D. L. Stansky, Chair of UCLBD, noted that the minutes of that committee are a matter of public record in the Office of the Academic Secretary to the University. He read aloud the relevant passage covering the committee's action on June 1 regarding this issue, offering to answer any questions: "Views expressed were that this is an acceptable academic use of the site, but it is not acceptable that the proposal is for a joint venture with a 'for-profit' corporation. Because this is a precedent at Stanford, the committee hesitated to vote until there has been a wider discussion within the Stanford community. David Hopkins pointed out that this item is on the June agenda for the Board of Trustees. After a lengthy discussion, Sidney Raffel moved that they abstain from voting because they disapprove of the land use for a profit corporation; Jane Woodward seconded the motion. Six members voted in favor of the motion, one member opposed, one member abstained, and David Hopkins [a medical school staff member] did not vote." President Kennedy asked Stansky if the information was available to UCLBD that the matter had been considered extensively by the Medical School. Stansky said the statement given the committee dealt very effectively with the need for the hospital, which the committee did not question.<sup>49</sup>

Ron Rebholz, not surprisingly, pointed out that this episode made it clear that we had not learned much from the experience of the Reagan Library. In extensive discussion most speakers felt that because of the protection for the academic program this plan could go forward, although the Senate had no power to stop it. But concern was expressed that involving outside entities, perhaps particularly for-profit ones, had to be

approached with caution. Ironically, as with the Reagan Library, at some later point, for whatever reason, Charter Hospitals withdrew from the plan and then some years later went bankrupt. In reading Senate minutes I was quite pleased to discover, which I had forgotten or never knew, that in the future the Senate was supposed to be informed about such possible joint ventures in a timely fashion and have an opportunity to express its views.

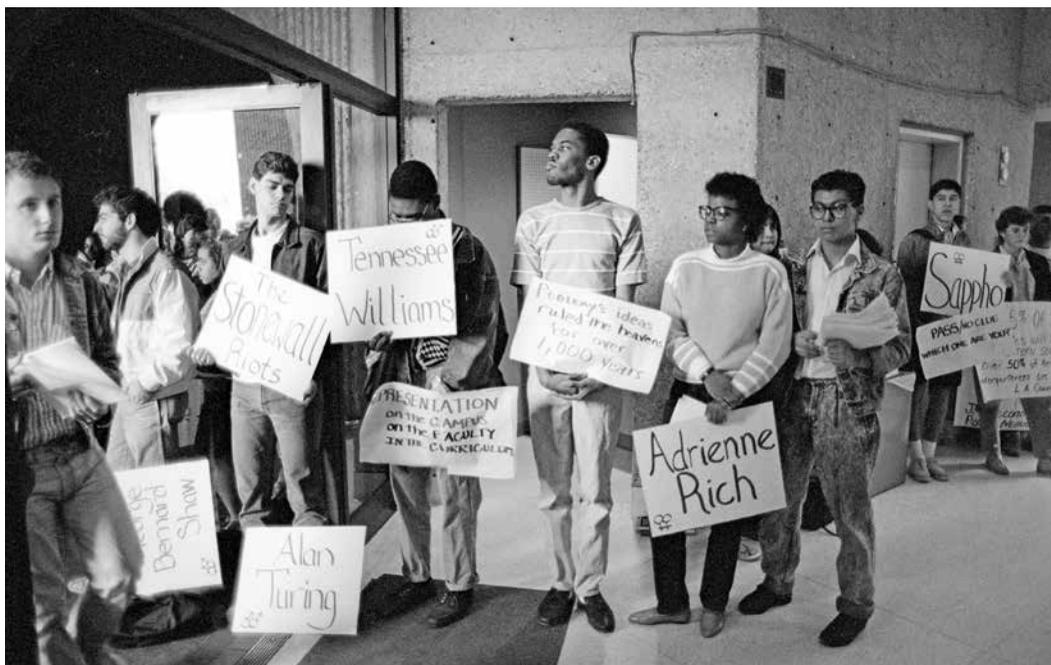
*Senate XX, 1987–1988*

Gerald J. Lieberman of Statistics chaired the Twentieth Senate. The meetings in the autumn were routine: the conferring of degrees, the reports on programs and the University Library, and on the establishment of the “Stanford in Washington” program. As usual Rebholz pressed the administration on various matters, as for instance on November 12, asking whether the university had any sort of special relationship with the Bohemian Club of San Francisco. He expressed the feeling that the president should be discouraged from joining a club that did not admit women. Indeed the discussion was rather interesting, as apparently the university might subsidize membership in the Bohemian Club if it were seen as helpful for development or public affairs. (The Bohemian Grove was famous as a place where the powerful gathered in the summer.) At a meeting with the Steering Committee in December, the president pledged to look into this policy. Rebholz also asked about the state of relations with the Hoover Institution and its method of making appointments. At the end of the meeting he commented that the meetings of the Twentieth Senate seemed to be characterized by low attendance and a high degree of boredom. (Of course Ron tried to alleviate the boredom problem!) Jerry Lieberman expressed the hope that the next meeting would consider a continuing studies program and that new budget processes might interest members. It didn’t sound too exciting. But the remark might have had some effect, as there were forty-one senators present rather than the thirty-two two weeks previously. The provost made a presentation on budget issues. When I was an associate dean of Humanities and Sciences, my fellow dean, the economist Wally Falcon, said to me quite accurately that I didn’t understand budgets. I admit that weakness. (My simple-minded theory as an associate dean and as chair of the History Department was that somehow the money would be found for what one felt should be done; and it generally was.) And how fine it is that budget presentations, complex as they may be, give senators an opportunity to question the provost and express their views. I know that the money needs to be there to make the university function. I apologize if in this account I have failed to provide any detail on the budget reports and how their presentation and subsequent discussion may have influenced what happened at the university.

As indicated, the Senate was responsible for discussing and approving new educational programs. At the meeting on December 3 William Chace, at that point vice

provost for Academic Planning and Development, presented a report on a proposed continuing studies program, that is, adult education. No action was planned at this time as this was an exploratory discussion based on a rich report; the program did shortly thereafter come into existence.

The major issue in the new year was the so-called Area One Requirement, in a sense part of what came to be known as the “culture wars” of that period. What was to be the content of the course or courses required to be taken by all Stanford undergraduates, or as the president put it, “What ought to be the common intellectual property of every educated person?” What should the so-called Western Culture requirement be? The question was whether the Eurocentric focus should be modified. Some national attention had already been focused on this discussion by William Bennett, the secretary of education in Reagan’s cabinet, who singled out Stanford for attack. The new proposal was to make the courses that would satisfy the requirement more diversified in their required readings, and to pay more attention to gender, minority, and similar issues. But it was also felt that merely adding some texts to the core list of readings, common to all the tracks that met the requirement, would not resolve the issue. Discussion continued at the next meeting, on February 4. Interest was intense, with student protests and good senatorial attendance as well as other faculty and students who wished to be present, and including press representatives from the *Washington Post* and the *Times Literary Supplement* in the person of C. Hitchens—presumably the very well known journalist



Student protest outside Faculty Senate concerning Western Culture courses. Spring 1988

Christopher Hitchens who was now spending some time in the Bay Area. The discussion continued on February 18. The counterproposal was to retain the core list as it was, presumably with less attention to texts of diversity. The continued presence of media representation from *Time* magazine and the *Christian Science Monitor* testified to the outside interest. Finally, on March 31, the Senate concluded its debate and established the new courses. The entire motion is too long to quote here, but a few crucial sentences suggest, I believe, the issues that lay behind it and why the debate was so prolonged.

The objectives of the Area One Requirement are . . . to provide students with the common intellectual experience of broadening their understanding of ideas and values drawn from different strands of our own culture, and to increase their understanding of cultural diversity and the process of cultural interaction. . . . to further understanding of self, others, and society and therefore to confront issues relating to class, ethnicity, race, religion, gender, and sexual orientation, and to include the study of works by women, minorities, and persons of color. . . . Stanford minority faculty and faculty with expertise in the study of cultures outside the European cluster of cultures shall be actively recruited to teach in Program tracks. The appointment of lecturers/instructors with expertise in fields that would facilitate implementation of the objectives above shall also be encouraged.<sup>50</sup>

The courses in the program that fulfilled this requirement now had a new name: “Cultures, Ideas and Values,” known as “CIV” (a reminder of the pre-1970 required course in Western Civilization, known as “Civ”).

### *Senate XXI, 1988–1989*

John Kaplan of the Law School was the chair of the Twenty-First Senate. Arthur Coladarci of the School of Education was the new academic secretary. Both Kaplan and Coladarci were well known for their wit. They attempted to make the minutes more amusing, including this quotation: “‘A faculty,’ someone once wrote, ‘is a body that keeps minutes and wastes hours.’” Nevertheless, the academic year 1988–89 was a typical one in which the Senate considered innumerable reports from its committees. As usual Rebholz asked questions with political implications, yet again about appointment procedures at the Hoover Institution and how workers were treated at Webb Ranch, a leased property owned by Stanford. He was also concerned about the low salaries paid to instructors in the CIV program. He was not always critical of the administration, however, and at the meeting of June 1 he warmly thanked the administration for its support of the efforts of the English Department, his department, to hire a minority scholar. And he was scrupulous in giving the president and provost advance notice of the questions he would be asking. The Senate heard reports on the good progress made in the Centennial Campaign and gave extensive consideration to the university’s

budget. Attention was also paid to faculty housing issues, examination schedules, grading policies, the use of experimental animals, and professorial appointments, particularly in the medical school. Reports were given on affirmative action at all levels of the university. Perhaps the most interesting discussion of the year was over free speech and its relation to racist speech, sparked by an incident at Ujamaa, a black-themed student residence, concerning offensive posters depicting Beethoven in blackface. The Senate was obligated to take up an issue brought to its attention by a petition signed by more than five hundred students, and so the Senate discussed the incident at its meetings of April 20 and May 4. The final meeting of this Senate, on June 15, included a nice touch: an accredited student representative, David Porter, who through the year had been a guest of the Senate with the right to speak, pointed out that at the beginning of this meeting, as it did four times a year, the Senate in voting the degrees to be awarded, had in effect ended his connection with the university. Donald Kennedy requested a round of applause for Porter. Sadly, Kaplan had developed cancer during the year and Vice Chair Patricia P. Jones filled in when necessary. Kaplan died five months later.

*Senate XXII, 1989–1990*

Carolyn C. Lougee of History was chair of the Twenty-Second Senate. At its first meeting, on September 28, Lougee provided a good sense of what the Senate does through a preview of the quarter.

On October 12, the annual reports of the 1988–89 Committee on Research and the Committee on Undergraduate Studies. On October 26, the annual reports of the 1988–89 Committee on Academic Computing and Information Systems and the Committee on Undergraduate Admission and Financial Aid. On October 26, the latter committee also will submit two proposals for Senate consideration: a statement of principle on the targeting status of Native Hawaiians, and a policy statement on affirmative action in undergraduate admissions. On November 9, the annual report of the 1988–89 Committee on Academic Appraisal and Achievement, and a proposal from the Committee on Graduate Studies for a graduate degree program in the new Department of Developmental Biology in the School of Medicine.<sup>51</sup>

Reports required no action but generally a vote was taken to “accept” them. If criticisms were raised during the discussion, the Senate could then vote just to “receive” the report. If action was to be taken, that was to be presented to the Senate separately. I was back in the Senate and spoke briefly in support of the eternal question of having a committee on the Hoover Institution and its governance. Glenn Campbell had retired and a search was on for a new director. The motion was defeated by a vote of 18 to 15. Perhaps the Senate was tired of worrying about the Hoover.

The Senate met on October 26, nine days after the October 17, 1989, Loma Prieta earthquake that caused \$160 million of damage to the university. The chair noted the event, mentioning that as David Starr Jordan had pointed out in 1906, the university would survive and flourish. The president and provost as well as others reported on the effects of the earthquake. I expressed the fear that in recovering from the earthquake, government red tape might replace yellow tape, but Provost Jim Rosse responded that my comments had been based on few facts! Undeterred by the provost I ventured into the discussion of the next item on the agenda, the report of the Committee on Academic Computing and Information Systems. I hope the reader will indulge me in quoting from this discussion:



Falling concrete from the Old Chemistry Building crushed this Ford Granada just seconds after its driver, a chemistry graduate student, had gotten out. October 18, 1989



Memorial Church was strewn with chunks of masonry, fragments of gold and blue Venetian tile, and splintered wooden pews. October 18, 1989

Stansky welcomed the suggestion that those in the humanities be offered support and resources that might facilitate the uses of technology in that area of scholarship and research. On the other hand, as a humanist, he was “quite distressed” by the possible implication that he may be a disenfranchised “old fossil” because his use of the computer largely is restricted to word-processing. His own “self-protecting” view is that those outside the humanities have a misunderstanding of what the humanities fundamentally are about. He sees his research as a relationship between his mind and texts—not computer texts, but manuscripts and books. . . . [John] Brauman [of Chemistry] suggested that Stansky would find enormous help in the computer’s ability to arrange communication with people anywhere, including those in other countries. “Including those who are dead?” Stansky asked impishly. Brauman recouped a bit by inquiring whether the reference was literal or metaphorical. Albert Gelpi [of English] sided with Stansky in suspecting a general misunderstanding of the humanist’s work. “Basically,” he pointed out, “what we do is write”; in the humanities the computer’s central value lies in its word-processing function.<sup>52</sup>

Writing almost thirty years on, I tend to disagree with myself. I am writing this on a computer and thanks to modern technology I have the document I’ve just quoted from next to me on the screen. I’m deeply grateful for not only how much easier the computer revolution has made communicating with people all over the world but how it is so helpful in accessing material relevant to my research and writing.

The last item on the year’s agenda was the establishment of a task force for restructuring the university for its second one hundred years, with particular attention to a need to overcome a sense of division between faculty and administration—Don Kennedy pointing out that the chief administrators were also faculty. I received a wonderful compliment from Denis Phillips (Education) which I had totally forgotten, suggesting that I be a member of the task force as I had “administrative experience but [did] not think like an administrator.”<sup>53</sup> I’m told that the task force did come into existence, but I wasn’t a member of it. Something of the same spirit was reflected in my exchange with the president on February 22 on the “Action Plans for Change,” presumably what the task force had produced. I reflected a concern about the possible growing “corporatization” of the university, which may be even more present today.

Peter Stansky observed that the iteration that teaching and research constitute the mission of the University is very reassuring. The overall terminology of this process is not reassuring to him, however. It suggests a “business” rather than an academic culture—where terms like “action team” and “executive decision maker” reflect a different form of thinking. Stansky acknowledged that an administrative world that reflects the academic world in its processes might have its disadvantages. If this leads to an academic world that reflects the “ideal” administrative world, however, that also would have great dangers. President Kennedy commented that when the

“business” part of University that serves various faculty and student interests acts in an academic decision-making style, faculty may admire it in principle but they don’t admire it when it delays the desired response. The terminology problem may be another example of our need to sort out the differences in the cultural values of the two parts of the institution, Kennedy noted.<sup>54</sup>

At its meeting of March 8 the Senate considered the situation of the workers at Webb Ranch, passing the following resolution: “The Senate of the Academic Council expresses its sense that it is in the best interests of Stanford, the workers at Webb Ranch, and the Webbs that a fair and equitable settlement, including provisions acceptable to the workers for the improvement and maintenance of housing, be reached between the workers and the Webbs as soon as practicable.”<sup>55</sup> It could be said that this was not a question that touched on the academic side of the university, the Senate’s main charge. Yet the Senate was a fine venue for the faculty to let the administration know what it thought on a variety of issues. At the meeting of April 8 the president reported that through collective bargaining the issues at Webb Ranch, in part involving the housing situation for its workers, had been resolved to everyone’s satisfaction. On May 10 the Senate considered the question of appointments that were not the traditional ones in departments. This was an issue at both the senior level of appointments to the ever-increasing number of institutes and centers at Stanford, and at the junior level in the



Student protest outside Faculty Senate meeting, concerning working conditions at Webb Ranch. March 8, 1990



Soviet president Mikhail Gorbachev visits campus; George Shultz on right. June 4, 1990

number of lecturers who were teaching such programs as CIV and Freshman English. Most of the regular and extra meetings of the Senate in the spring quarter were devoted to working out procedures involving the appointment of non-tenure line individuals to centers and institutes and also the mechanics and questions arising out of the appointment of regular members of the faculty to such bodies. It would be too complicated and time-consuming to go into any detail here. Suffice it to say that these were the sorts of questions the Senate considered and on which it went carefully into ramifications, determined to come to academically sound conclusions. At this meeting the president also reported on the plans for the visit of Mikhail Gorbachev to campus, a nice pendant to the earlier visit of Queen Elizabeth.

#### *Senate XXIII, 1990–1991*

Charles H. Kruger of Mechanical Engineering chaired the Twenty-Third Senate. In its early meetings discussion continued on the position of lecturers and senior lecturers, distribution requirements, as well as the traditional reports from various committees. On November 29 the president reported that the federal government's General Accounting Office and the inspector general of the Office of Naval Research were conducting an audit into Stanford's indirect cost reimbursements. This was the beginning

of the crisis that would engulf the university in the very near future. On February 7 the president reported

that the document expected from the Inspector General of the Office of Naval Research (ONR) concerning allegations about Stanford's indirect costs had just been released. He summarized its three main findings as follows: (1) The Inspector General found no evidence to support charges by ONR's resident representative that Stanford received \$200 million in indirect cost overpayment. (2) The review found no apparent partiality by ONR staff in their dealings with Stanford. (3) The potential for overpayment does exist, however, due to a number of factors, including a lack of audit and legal reviews. Appropriate adjustments await the completion of the audits and reviews now under way. Kennedy welcomed the report and noted that much work is yet to be done on negotiating the final rate and on the audits and reviews.<sup>56</sup>

At the same meeting, the Senate adopted a proposal to institute a master of liberal arts degree to be offered by the Continuing Studies Program.

On March 7 the provost reported that there were twenty-two auditors on campus investigating aspects of the indirect costs question. On April 6 the president said a video was available of the two-hour hearing on indirect costs in which he had participated in Washington. He had also given a talk in Los Angeles on the matter. The investigation had turned ugly as it was alleged that Stanford had improperly charged the government for items that had been purchased to refurbish the president's residence, and that

as president of Stanford, he has lived extravagantly, partly at public expense. This charge is not correct and has been the most hurtful personally. . . . President Kennedy commented candidly about his own intentions. The personal nature of the attacks has not made him unwilling to continue as president, he said, and he does not believe that the attention given to these problems has damaged his capacity to lead. He would never prolong his stay in the presidency against Stanford's best interest, he said, but he expressed his belief that he has good support from the Board of Trustees, from most of the University's friends, and from most of his faculty colleagues.<sup>57</sup>

The president did admit that a percentage of the refurbishing of the president's house should not have been part of the indirect costs charged to the government, but he did not believe that the refurbishing itself was out of line considering that the house was so frequently used for official events and entertaining. In any case the items in the house had now been removed from the indirect cost pool. The situation clearly had become quite tense and John Manley, a senator, called for the president's resignation. There was no further support for this and two members of the Senate explicitly affirmed their support for the president.

Very sadly, at the meeting of May 16 a memorial resolution was presented for Arthur Coladarci, who had died while in office as academic secretary. During Coladarci's illness the former academic secretary, Clara Bush, had served in his stead. On that date there was a further discussion of faculty and staff benefits for same-sex partners (the topic having been introduced at the Senate meeting on April 18). Alain Enthoven of the Graduate School of Business, the chair of the University Committee on Faculty and Staff Benefits, raised various problems with the proposal, primarily that it would overextend the university financially. It was recognized that the Senate did not have the expertise or authority to design or implement the policy, but many wished to support it as a commitment by the university. I was pleased to read in the minutes that I strongly supported the idea.

“The ideal situation would be that every employee could designate another person to receive benefits. That obviously is not possible,” [Stansky] conceded; “we must accept economic reality, but we are given differing interpretations of economic reality.” He went on to say that the issue is not so much what the proposal would cost, but what is right to do. “Those benefits with trivial costs could and should be extended quickly and should have been long since. The health benefit coverage should be approved in principle and then worked out. If Stanford can't afford such an extension, then the amount available for coverage should be divided among all eligible groups including both hetero- and homosexual domestic partners. The commitment is the important thing and the total expense should be shared. . . . The Senate can't implement the policy. If the administration says it cannot be done, then that's the way it is. The Senate is criticized for not discussing issues and principles. When it tries to do so, members complain that we can't until we have the facts. Our experience in recent months . . . has demonstrated that nobody knows the facts—about anything!”<sup>58</sup>

It was a fairly impassioned discussion, but ultimately, on a divided vote, the Senate approved a motion to postpone further consideration until a report was received from the Faculty and Staff Benefits Committee. The usual solution.

On May 30 the Senate considered how to make its meetings more interesting and less boring. This was slightly odd as the last meeting, on the question of same-sex benefits, had been quite lively. There also was concern that the faculty, as compared to the administration, did not have the power it should. It turned out that I made the final remark in this particular discussion. “Peter Stansky . . . added that what went wrong in the Senate was that it became a forum in which Senate members were talked to. The Senate was talked to by the president and by the provost and by the numerous vice presidents and by the people who came to give reports.”<sup>59</sup> At the meeting of June 6, I was the agent of something that happened very rarely in the Senate. It was seldom that a senator's constituents, in my case the social science faculty in the School of Humanities and Sciences, asked the senator to pose a question. I did, about the COIN program, the scheme by

which faculty received aid for housing, in which I had no personal interest. The request was that the Board of Trustees turn its attention to improving the program. The provost kindly noted that the Senate question tradition had never served the faculty better. It wasn't that I fully understood the answer, which was that the COIN escalation had been capped at 8 percent. This had been a dramatic and contrasting year: a crisis about indirect costs and the conclusion of the very successful centennial fundraising drive. And indeed, on July 28 Don Kennedy announced that he would step down from the presidency at the end of the next academic year.

*Senate XXIV, 1991–1992*

James J. Sheehan of History was chair of the Twenty-Fourth Senate. Marion Lewenstein of Communication was the new academic secretary. As usual much of the Senate's time was devoted to the provost's reports on the university's budget, hinging on the relationship between what the university wished to do in terms of teaching and research and how that might be paid for. On February 2 there was much talk about undergraduate teaching and its relation to limited resources. Budget issues were also on the agenda for a special meeting of the Senate the following week as the budget needed to be cut. At the meeting of April 2 Sheehan announced that Gerhard Casper of the University of Chicago would be the next Stanford president. On April 9 Jim Rosse made his last



President Gerhard Casper and Chair Gail Mahood (right) share a light moment at the Faculty Senate; real-time reporter Laura Brewer in background. May 9, 1996

budget presentation, as he was leaving Stanford, followed by humorous remarks in his honor thanking him for all the fine work he had done for the university. At the same meeting the Senate discussed banning skateboards on campus! At the final meeting that year, on June 11, there was a fulsome tribute to Don Kennedy, the outgoing president. Appropriate to this account, he remarked as part of his reply that

he wanted to exclaim the specialness of the Stanford Faculty Senate's governance. He thought there was no other school in the United States that was like this. Kennedy reported that former Stanford president Dick Lyman had told him that as far as he was aware, there was no other faculty legislative body to which the president and provost were publicly accountable to all comers, to all questions, every couple of weeks in the academic year.<sup>60</sup>

He also added a tribute to Ron Rebholz for his contributions to Senate discussion. (At the meeting of May 28 he had saluted Ron on the occasion of his sixtieth birthday.)

#### *Senate XXV, 1992–1993*

William H. Northway of the Pediatrics and Radiology departments of the School of Medicine was chair of the Twenty-Fifth Senate. President Casper was welcomed both as president and as a member of the Law School faculty. On October 29 the Senate forwarded its recommendation to the president that all benefits available to spouses and children of faculty and staff be extended to domestic partners of faculty and staff in either same-sex or opposite-sex relationships. The policy would be submitted to the trustees at their December meeting. At subsequent meetings Senate members discussed such issues as faculty salaries, various degree programs, graduate student housing, graduate student oral examination chairs, budget issues, conflict of interest that arose when faculty spent time away from campus, sexual harassment, and intellectual property.

#### *Senate XXVI, 1993–1994*

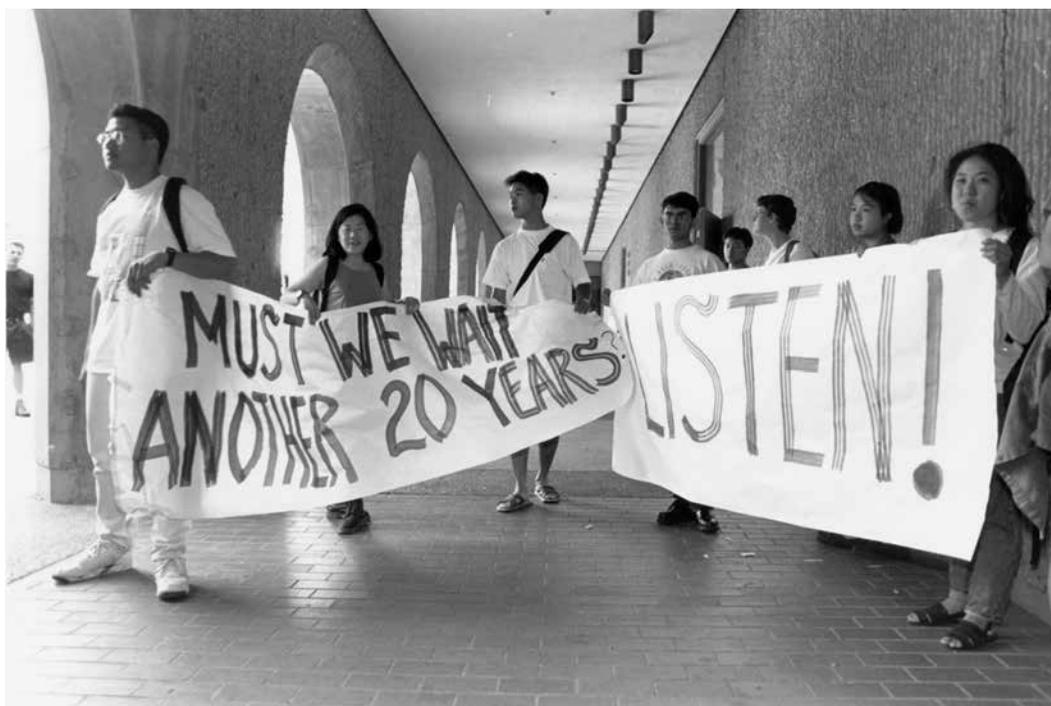
Patricia P. Jones of Biology was chair of the Twenty-Sixth Senate. Its first meeting, on September 30, was devoted to the problem of sexual harassment and confidentiality and to what degree resolution should or could be achieved through informal procedures. At this meeting it was also announced that Condoleezza Rice was the new provost. As usual the year was devoted to hearing reports from the committees concerned with various aspects of the university, this year including academic computing and information services, undergraduate admissions, grading policy, the School of Medicine, conflict of interest, intellectual property, retirement, the library, undergraduate and graduate education, and on various educational programs and degree-awarding entities for which Senate approval was required on a recurring basis. And as usual there was consideration at all levels of the university of affirmative action issues, particularly regarding women



Provost Condoleezza Rice at the Faculty Senate; to her right is Professor James Sheehan. January 20, 1994

faculty. There were also further reports on the need to continue to cope with the damage caused by the earthquake. All of these questions brought forth discussions and questions to the presenters. Not surprisingly, faculty members were not shy in sharing their views and opinions. As usual, Ron Rebholz pressed the administration, particularly on the apparently still unresolved problem of the housing of workers on Webb Ranch. And also as usual, his colleagues held him in high esteem for doing so. The president chided him for going on sabbatical the next academic year and hence not being able to participate in Senate discussions.

At the Senate meeting of May 12 uninvited students entered the room on behalf of ethnic studies programs, spearheaded by Asian American students. They had been chanting at the entrance door, and there had been some pushing and shoving as senators entered the room. One student, not one of those authorized to speak, interrupted the proceedings, requesting that a resolution on the issue be guaranteed to be on the agenda at the next Senate meeting, based on a petition signed by seven hundred students. The student would not stop speaking despite gaveling by the chair. In order to terminate the disruption, the Senate meeting adjourned prematurely. It was an upsetting incident. At the next meeting, on May 19, two students were invited to make a ten-minute presentation on behalf of the Concerned Students for Asian American Studies, authorized by the ASSU Senate, an established procedure.



Asian American students disrupt Faculty Senate meeting, demanding an Asian American studies program. May 12, 1994

Despite action to place the student presentation on today's agenda, Jones said that the Steering Committee would like to express the opinion that this should be viewed as a very special and privileged opportunity. The Senate floor is neither the appropriate nor the most effective forum for students to express their views, given the press of legitimate FACULTY Senate business and the limited time available for hearing the issues. Today's presentation should not be viewed by students as a license to air any matter of student concern at the Senate. The Steering Committee urges students to make better use of other, more appropriate, venues for informing the Stanford Community of their views, such as campus publications, the ASSU Senate, and town meetings.<sup>61</sup>

There seemed to some degree to be a spirit of unruliness on campus. The president reported at the same session on the vandalism of the George Segal sculpture that depicted two couples, one gay and the other lesbian.

### *Senate XXVII, 1994–1995*

Robert D. Simoni of Biology, one of the most active and longest-serving members of the Senate, was chair of the Twenty-Seventh Senate. (He would be a member of the Senate

for thirty-one of its fifty years.) Marlene Wine of the President's Office succeeded Marion Lewenstein as academic secretary. At the Senate's first meeting, on October 13, its way of doing business was streamlined by creating an administrative session charged to handle routine and noncontroversial business. The session would consist of the Steering Committee and senators interested in the issues to be considered, or who might wish to attend for whatever reason, as well as staff that were involved in the actions to be taken. It would meet when necessary, generally in the hour before a regular Senate meeting. This new method debuted on January 12.

Much of the year was devoted to undergraduate distribution requirements as recommended by the Commission on Undergraduate Education, chaired by Jim Sheehan. As the president remarked at the last meeting that academic year, on June 15, "I cannot believe that there is any faculty representative body anywhere that has worked with [more] dedication, seriousness and constructiveness on issues of undergraduate education than the 27th Senate has done."<sup>62</sup> A terse summary typical of many meetings of the Senate provided by academic secretaries was this: "At its meeting of February 9, 1995 the Senate heard reports but took no action." This was followed by the minutes recapping the reports and subsequent comments, this particular meeting being unusual in lasting one hour in contrast to the customary two. On February 23 the Senate heard a report on the establishment of an interdisciplinary program on comparative studies in race and ethnicity as well as a proposal for Chicano and Asian American Studies, clearly in part a reaction to the student agitation of the previous academic year. The new interdisciplinary program would include African and Afro-American Studies, which had existed at Stanford for twenty-five years. Jewish Studies might also be part of this new program. At the meeting of March 8, President Casper made an extensive statement in reaction to the court decision that Stanford's official policy was too restrictive on speech that might be offensive. He said that it was very difficult to find the right balance that would not inhibit free speech but yet might mitigate the harmfulness of offensive speech. As an expert on the Constitution, the president regretted that the courts were preventing what he felt would be a fair solution.

### *Senate XXVIII, 1995–1996*

Gail A. Mahood of Geological Sciences was chair of the Twenty-Eighth Senate. At its first meeting, on October 12, the president spoke about the importance of affirmative action at all levels of the university, and at the second a strong resolution was passed affirming that position. On October 26 the chair announced that on January 1 Susan Schofield, formerly an associate dean for Planning and Management in the School of Humanities and Sciences, would replace Marlene Wine as academic secretary. The Senate continually returned to considering ways to improve aspects of the university. For instance, on November 9 there was yet another extensive discussion of the advising system for undergraduates. At her last meeting before retirement, on November 30,

Marlene Wine remarked: “You, the faculty, are diverse and can be contentious, but great strength lies in your institutional diversity. It seems to me that fundamental issues concerning the University’s future should always be decided with the benefit of full and frank discussion by the elected representatives of the faculty represented by this body.”<sup>63</sup> There was also a full discussion of how to deal with sexual harassment, a reminder to us now that the current intense interest in the question is not new. On March 7 the topic was the number of years an individual in a tenure-line position should be in rank before coming up for tenure. The standard assumption was seven years, but it could be as many as ten if extended by leaves without salary or by time in an administrative appointment. The question was whether child care or just maternity could be the basis for an extension; the Senate at this point decided on just the latter. Or at least that is what is stated in the summary of the Senate actions taken at the meeting, although the actual minutes seem to suggest that the issue had not been settled. As maternity alone was the previous policy, no change was being made and no vote was needed. As was pointed out, department chairs might be able to make adjustments and arrangements accommodating particular situations of nontenured faculty. At the meeting of May 9 the president announced the inauguration of a program of freshman seminars taught by tenure-line faculty for every entering student who wished to partake. Subsequent meetings concerned themselves with various educational issues, but only about two-thirds of the senators at most turned up. It is crisis that galvanizes interest; perhaps low attendance is testimony that all was running smoothly.

On May 30 there was a unanimous vote in support of the Senate and the chair in particular, as she had been personally attacked in an editorial in the *Stanford Daily* on two issues: the reform of the grading system, and the question of whether students should be on the Planning and Policy Board. On the latter question the senators present at the vote had been evenly divided, and as chair Gail Mahood cast the deciding vote against. The *Daily* editorial (May 20, 1996) was unusually nasty. It inspired four senators to write to the *Daily* in her defense and students to write in on both sides. Even the president wrote to the *Daily* bemoaning the very low level of civil discourse in the editorial. Apparently as a result, the chair arranged a meeting with student leaders along with Michael Bratman (Philosophy). On June 13 Mahood generalized, perhaps in reaction to this unpleasant event.

Efficiency isn’t one of the goals of academic self-governance and self-analysis. Rather, I think our most important goal is to figure out how best to accomplish the difficult balancing act that is intrinsic to Stanford’s unique mission—that is, to combine the best features of a liberal arts undergraduate education with a university that is world-class in research and scholarship. We often disagree about the particulars, but our deliberations refine the debate and clarify what are our core values.<sup>64</sup>

*Senate XXIX, 1996–1997*

Michael Bratman of Philosophy chaired the Twenty-Ninth Senate. Perennial issues were to be considered this year: changes in the advising system, changes in the language requirement, new teacher evaluation forms, changes in the student judicial system, sexual harassment, faculty gains and losses, the number of women faculty (between 1968 and 1996 women faculty had gone from 49 [5% of the faculty] to 266 [17.9%] and tenured women from 8 [1.2%] to 126 [13.3%]), and a contentious report on the Cultures, Ideas and Values (CIV) courses. It is particularly striking that faculty not affiliated with the particular part of the university being discussed would ask questions and make comments. There is no doubt that a major value of the Senate is exposing the members of the faculty from the various schools to different ways of thinking and also enabling the presenters to benefit from contrasting perspectives. On November 21 the president discussed the planned merger of the Stanford and University of California, San Francisco (UCSF), hospitals, which would be a troubled issue over the next several years. The spring quarter would be busier. There were complicated discussions about the CIV program, a new judicial charter for student discipline, the academic implications of the merger of the hospitals, and the status of teaching assistants. At the final meeting of June 12, seven members of the Board of Trustees were present. I believe that this was a new tradition for the last meeting, presumably to provide trustees with a sense of what the Senate does.



Professors John Perry (Philosophy), left, and Rob Polhemus (English) discuss their differing views on the required freshman humanities course at a Faculty Senate meeting. March 1997

*Senate XXX, 1997–1998*

Frances K. Conley of Neurosurgery in the medical school was chair of the Thirtieth Senate. Most of the year was fairly routine, although at the meeting of February 19 there was for the first time a report from the Stanford Management Company, the organization responsible for the university's financial investments. On April 16 the assembly heard about revisions in grievance procedures for faculty and staff, and from the librarian, Michael Keller, about Academic Information Resources. There was some concern about the future of physical books, not only in light of the growing digital world but also due to the damage caused by a recent flood in the library. On April 30 the Senate Planning and Policy Board's report was devoted to increasing the ways to improve long-term planning. (It's been my observation based on many years in academe that there is continual and legitimate talk about the necessity of long-term planning, while in fact what happens more frequently than not is reacting and taking advantage of unexpected opportunities or coping with problems that have arisen comparatively suddenly.) The PPB report emphasized the need to give greater recognition to teaching and university service in salary setting. Again it was an idea frequently expressed, but one suspects that those two factors generally take a secondary place to scholarly achievement, except for those faculty who take up administrative positions.

At the May 14 meeting the Senate heard a report on the status of women on the Stanford faculty, which urged the Senate to monitor annually the attempt to move toward gender equity. The provost, Condoleezza Rice, added much material to the discussion in a second report. She supported the increase of women faculty although she opposed, controversially, the factoring in of affirmative action at the time of the tenure decision. The tenuring of faculty at Stanford, at about 50 percent, was the same for men and women. The general Stanford policy was that all junior faculty should have a chance to receive tenure even though approximately half did not. The percentages varied widely by department, ranging, Rice said, from 19 to 100 percent. She did favor affirmative action in the initial hiring of junior faculty.

"I myself am a beneficiary of a Stanford strategy that took affirmative action seriously, that took a risk on a young Ph.D. from the University of Denver, where Stanford doesn't normally get its faculty, who happened to be at the Center for International Security and Arms Control," she commented. And, she added, President Casper was certainly "thinking outside the box' when he appointed as Provost a 38-year old black female who had never chaired a department."<sup>65</sup>

At the final meeting, on June 11, George Parker, a Steering Committee member, thanked the chair and provided a nice summary of a typical year's work: "You have ably and affably presided over 14 Senate meetings this year. These have included 17 memorial resolutions, the renewal of 13 interdisciplinary programs, 11 actions on academic policy,

often after animated debate, and ten informational reports from schools and campus support functions.”<sup>66</sup> Perhaps appropriately for a final meeting, there was a report, almost a blessing, from Robert Gregg, the outgoing dean of Religious Life. It had been at about the time of the founding of the Senate that non-Protestant religious organizations had been permitted, contrary to previous policy, to have a presence on campus, although there had not been for many years, as far as one knows, religious discrimination in the selection of faculty, students, and staff. He estimated that 25 to 40 percent of the undergraduates were religiously active. There were at this point thirty officially recognized religious organizations on campus.

*Senate XXXI, 1998–1999*

Bradley Efron of Statistics was chair of the Thirty-First Senate. At the first meeting, on October 15, the report of the Committee on Undergraduate Studies concentrated on the honors programs in the departments. The Committee on Research reported on November 12, focusing on the issue of copyright. On January 21 the president informed the Senate of the appointment of a search committee for a new provost; the reopening of the Stanford Art Museum, now the Cantor Center for the Visual Arts; and a new contract with the Department of Energy for the management of the Stanford Linear Accelerator Center. (John Hennessy, dean of the School of Engineering, would be the new provost.) On February 4 there was an interesting and frank discussion about the Law School faculty’s discontent with the process by which its new dean had been selected, although it was happy with the result. The faculty felt it had not been sufficiently consulted, while the president and provost openly defended the process. The remainder of that meeting was devoted to faculty housing. At the next meeting questions arose about graduate student housing. This year saw an innovation in which a member of the Senate could bring up an issue; it was called “Individual Opinion.” Debra Satz of Philosophy was first, on “The Role of the University in a Public Culture”; Elizabeth Traugott of Linguistics and English was next on “The Role of Lecturers in Senate Mandated Undergraduate



President Hennessy at the Faculty Senate. May 2015

Courses”; this was followed by Kenneth Melmon of the medical school on “Issues Concerning Instruction in the Medical School.” This was a way of alerting the Senate to various questions that might not otherwise come to its attention and on which no particular decision was to be taken. It was a fine way for the faculty community to become aware of the multiplicity of questions that swirled about in a universe consisting of so many talented people. At the April 1 meeting the Senate voted to authorize the establishment of the newly split Anthropology Department into departments of Cultural and Social Anthropology and of Anthropological Sciences.

*Senate XXXII, 1999–2000*

Mark D. Zoback of Geophysics chaired the Thirty-Second Senate. At the first meeting, on September 30, President Casper referred to his announcement two weeks previously that he would step down from the presidency at the end of the academic year. He also announced that the decision to merge the UCSF and Stanford hospitals was being reconsidered. On October 28 he told the Senate that the merger would be terminated—after three years of working on the possibility—due largely it would seem to the lack of faculty support. As he remarked: “There is no decision I have taken in my eight years as President I have anguished more about than this one. I knew at the beginning of the merger that it was bold and therefore risky. I knew it would face many obstacles. I am still not sure that asking for dissolution was the right thing. I only know that I had no alternative but to do so.”<sup>67</sup> The president also reported a gift of \$150 million from Jim Clark to establish a Center of Biomedical Engineering and Sciences. At this meeting there was an extensive discussion of housing issues, ranging from the question of emeriti who continued to live in on-campus housing to the great difficulty for junior faculty of entering the housing market. As usual, the problem was how to do the best for the general health of the university while treating all participants fairly, particularly when their interests might be in conflict. The Senate served the purpose of bringing these questions out into the open, while solving them of course was a much more difficult proposition. On January 20 the chair announced that on February 3 the agenda would include appropriate topics for the new century, such as digital curriculum, distance learning, and online education. As usual, those discussions were extensive, informative, inconclusive, and suggestive of future rich developments. On February 17, for the first and perhaps the only time, the Senate passed a resolution honoring a faculty member, Matthew Kahn, professor of design in the Art and Art History Department, for fifty years of teaching at Stanford.

Much of the rest of the year was devoted to reports on various aspects of the university and approval of interdisciplinary programs after careful presentations and discussions. Also there were the usual reports from the component schools of the university. To go into any detail would task the patience of the reader, or indeed the writer as well

(as perhaps has already happened as each senatorial year is considered in turn!). At the final meeting, on June 8, the chair thanked the chairs of the seven Academic Council committees and two further Senate committees. It might be useful to list for the reader those committee names and honor those who chaired them at that time: Rex Jamison, Committee on Academic Appraisal and Achievement; Brad Osgood, Committee on Academic Computing and Information Systems; George Dekker, Committee on Graduate Studies; John Bender, Committee on Libraries; Umran Inan, Committee on Research; Matthew Snipp, Committee on Undergraduate Admission and Financial Aid; Russell Femald, Committee on Undergraduate Studies; David Kennedy, Planning and Policy Board; Ewart Thomas, Committee on Committees. “‘University governance is, in the end, self-governance,’ [President Caspar] said. ‘And the Thirty-second Senate, as well as its predecessors in the eight years I have been here, have been the most important vehicle of that self-governance. I thank all the present and prior Senators for the tremendous spirit of professionalism and cooperation they have brought to the work of the University.’”<sup>68</sup>

*Senate XXXIII, 2000–2001*

Brad G. Osgood of Electrical Engineering was chair of the Thirty-Third Senate. (Academic secretary Susan Schofield tried often to slow down the notoriously fast-talking Osgood.) There was a new president, John Hennessy, a new provost, John Etchemendy, still fifty-five elected senators and fourteen ex officio members, and now four student guests. The number of faculty now stood at 1,672, making the need for a representative body even more clear. At the meeting of October 12 a traditional tension was aired in a question to the president about the huge sum being spent, four to five million dollars, in coping with maintenance problems around “the Dish,” a recreational area open to the public.

The President reminded everyone of the difference between one-time expenditures such as plant improvements and base budget commitments such as hiring a faculty member. He also explained that campus infrastructure projects are funded through a tax on each Stanford construction [project]. But because



Academic secretary Schofield tries to slow down fast-talking Senate chair Osgood. September 2000



Faculty Senate applauds John Etchemendy at his last meeting as provost. January 2017



The Faculty Senate meets at SLAC and tours the facility. January 2001

of dramatic increases in construction costs, more funds were being collected than seemed appropriate for campus beautification and infrastructure projects, and he said that the tax was being reduced. Professors Satz (Philosophy) and Markus (Psychology) asked why the monies collected in this way couldn't be earmarked instead for important academic projects. Hennessy indicated that under a new General Use Permit, the University anticipates the need to redesign the taxing system to ensure that ancillary costs of development, e.g., traffic mitigation, are associated with each capital project and do not come from the core academic budget.<sup>69</sup>

On October 26 the launch of the one-billion-dollar campaign for undergraduate education was announced.

On November 30 the Senate discussed the provision of child care for faculty, staff, and students, which was not satisfactory as there were three hundred spaces available in the system and five hundred who were on a waiting list. And it was expensive. Other, more traditional issues came up at this meeting as well: grading, admissions, and approval of the Cancer Biology Interdisciplinary Program. On January 11 a report was heard on the Stanford Linear Accelerator Center (SLAC), the first such report in almost twenty years; here the Senate met at SLAC followed by a tour of the facility. On April 19 the creation of the Division of Literatures, Cultures and Languages was on the agenda, in effect an amalgamation of six language departments. This proposal had arisen out of concerns expressed by visiting committees to the six departments. Marisol Negrón, a graduate student in Spanish and Portuguese, spoke against the proposal as did some members of the Senate. Seven hundred students had signed a petition against the plan. On May 3 the provost announced that a committee would be appointed to consider what to do next.

#### *Senate XXXIV, 2001–2002*

John R. Rickford of Linguistics was chair of the Thirty-Fourth Senate. Convening just after the horrific attacks of 9/11, President Hennessy noted that he had provided reassurance to incoming freshmen and their families and that the university would enhance security for campus events. On October 25 the Senate returned to the question considered in 1996 of whether there should be tenure clock extensions not only for mothers but for fathers and adoptive parents as well. This change passed unanimously. Most of the meetings were routine, full discussion of reports from Senate committees and from some schools of the university, approval of various interdisciplinary programs and undergraduate majors, reports on the state of the faculty—gains and losses, and particular attention to the status of women faculty—a revised policy on sexual harassment, reports on faculty housing, updates on the *Think Again* campaign to raise one billion dollars, and short versions of memorial resolutions in honor of deceased members of the faculty. Unusually, suggesting a nice community aspect to the university, John Rickford

and the president noted the passing of Marvin Moore, born in East Palo Alto, who had been the Stanford chief of police. The thousands of Stanford staff employees rarely appeared in the Senate's records. Rickford bemoaned that only 30 percent of the faculty bothered to vote in the Senate elections. (In the 2017 election 28 percent of the eligible voters participated.) His complaint may have had some immediate effect, as in the next election 42 percent voted. On April 18 a revised proposal was presented for the Division of Literatures, Cultures, and Languages so that the language departments would have some autonomy but within an overall governance structure of the division.

*Senate XXXV, 2002–2003*

Henry (Hank) Greely of the Law School was chair of the Thirty-Fifth Senate. There was also a new academic secretary, Edward (Ted) Harris, from the medical school. At its first meeting, on October 10, the chair gave an introductory talk. I will take the liberty of quoting it at some length.

The Senate, I submit to you, has four very important functions: First, the Senate is a reminder that the faculty have an important and legitimate role in the governance of the University. The University is not a democracy, but neither is it an autocracy or a corporation. It's an extremely complicated organization with a vast set of different interests and different groupings. The faculty legitimately have a voice, not just a voice to be heard, but a voice with the power to make decisions crucial to the University. The Academic Council, all the faculty, exercise that voice through the Faculty Senate. We exist in part as a reminder that faculty are not just employees, but are important players in decision-making at the University. Second, the Senate, having been given these mandatory duties, must discharge them. Most of the work in fulfilling our mandatory jurisdiction gets done by the various committees or by the registrar's office. But we do other important tasks. Although most of the work takes place at the committee level, the Senate must give its final approval, and appropriately asks questions and thinks hard before giving it. The Senate must approve any new degree-granting authority. . . . Once those degree-granting authorities are conferred, we never need to review them again. With interdepartmental programs (IDPs), however, terms are limited. And every few years, three, five, or eight, the Senate must renew or not renew the authority of those IDPs to confer degrees. . . . The Senate also must approve any changes in degree requirements at the University level. . . . Third, I think that one of the most important things we do is start a discussion of issues outside the Senate's jurisdiction. We may have no power to effect changes on these topics, but we can get people talking about them, thinking about them, considering them, and perhaps sometimes reconsidering them. . . . We will examine issues of diversity: the status of women faculty at the University, through a report from the Provost's Committee on the Status

of Women Faculty, and the status of minority faculty through a report from the Diversity Action Council. We'll look at the Introduction to Humanities program, which is undergoing a review this year. We'll scrutinize the judicial affairs program. Also, we will consider issues that do not affect us so directly in our academic mission but which affect components of the remainders of our lives. An example is today's agenda item on health insurance. . . . Finally, we'll look at factors that influence higher education beyond Stanford. . . . The fourth thing the Senate does is to facilitate interaction of faculty with others in different schools. . . . We are 1600 faculty.<sup>70</sup>

At the next meeting Greely noted the death, at the age of seventy-one, of Bob Beyers, who had served as the Senate information officer for the first twenty-one years of the Senate. Most importantly, he had established the tradition that the Senate's deliberations should be as open as possible and would be disseminated in the *Campus Report* and its successor, the *Stanford Report*. Beyers was an excellent newsman and it is particularly appropriate that this book should be dedicated to him and be supported by the fund in his name at the Stanford Historical Society. At the same meeting the chair announced the creation of a new standing guest at the Senate with the right to speak: a representative of the emeriti faculty, a parallel position to the student guests of the Senate. Al Hastorf (Psychology) was the first such representative, with Jim Mark (Cardiothoracic Surgery) an alternate who could attend meetings as well.

On November 21 and January 9 the Senate considered possible restrictions imposed by the measures the government was taking through the so-called USA PATRIOT Act to cope with possible terrorism. This was against the background of the ongoing war in Iraq and 9/11. The Senate passed the following resolution:

In the aftermath of the attacks of September 11, 2001 the United States government has acted to limit the threat of further terrorism in the United States. The need for an effective response to terrorism is clear. Some of the actions taken, or contemplated, by the federal government, however, may harm the fundamental educational and research missions of colleges and universities. These include some aspects of restrictions on who may use certain biological materials, some limitations on visas for foreign students, the discussed possibility of going beyond the existing security classifications to restrict a broad set of vaguely defined "sensitive" information, and the broadened range of monitoring of public and private communications. Therefore, the Senate of the Academic Council of Stanford University calls on the Administration of the University, on leaders of other colleges and universities throughout the United States, and on executive and legislative leaders of the government of the United States to work together to ensure that governmental actions against terrorism do not compromise research and education.<sup>71</sup>

At the meeting of January 23 the Senate endorsed President Hennessy's statement reiterating the university's commitment to affirmative action in the shaping of its student body. Hennessy also announced his intention to work with colleagues from peer institutions to submit an amicus brief to the Supreme Court in support of affirmative action. It would appear that the Senate was commenting more now than in its earlier days on national events that might impact the university. On February 6 the Stanford police chief, Laura Wilson, and the director of Athletics, Ted Leland, were on the docket. On March 6 the new director of the Hoover Institution, John Raisian, spoke in a much less turbulent atmosphere than when the Hoover and the Reagan Library had figured largely in the Senate's concerns. The Hoover Institution was now better integrated with the rest of the university in terms of its procedures of appointment. Debra Satz did ask about the diversity of Hoover fellow appointments, the director admitting that a Marxist was unlikely to be appointed.

*Senate XXXVI, 2003–2004*

Thomas Wasow of Linguistics was chair of the Thirty-Sixth Senate. Following Hank Greely's example, he made a useful introductory statement at the first meeting, on October 9.

We vote to grant degrees; we authorize new degree-granting programs; we renew interdisciplinary programs; we hear reports from various administrators; and every few years, we change the general education requirements or the grading system. But, until recently, I had never looked at the Charter of the Senate to determine, if I can borrow a phrase from President Hennessy, what its rights, responsibilities, and privileges are. In fact, the Faculty Senate acts for the Academic Council. So the question is really about the Academic Council's authority. I found the following passage in the articles of organization of the Academic Council. "The Academic Council is vested with all the powers and duties usually vested in the faculties of similar institutions: to discuss and decide upon matters of internal policy, except as herein otherwise provided. It has the power and responsibility for the internal administration of the University." Well, that wasn't very specific, so I kept reading. A little lower down, I found a list of things we evidently are expected to act on: "No regulation, statute, or rule involving a change in educational policy of the university in respect to the requirements of admission, the course of study, or the conditions of graduation shall take effect until the same shall have been submitted to the trustees." So the good news is that we have some authority over admission, curriculum, and graduation requirements. On the other hand, the trustees can overrule us on anything we do, though they rarely do that. However, the matters over which we have clear jurisdiction are not really what make the

Senate important, in my view. True, we do have to put our stamp of approval on many substantive policy matters, hammered out in University committees. But the primary function of the Senate is to be the voice of the faculty. The President, the Provost, the Dean of Research, the Vice Provosts for Undergraduate Education and Student Affairs, and the school deans all sit with us in the Senate. This provides us with the valuable opportunity to influence the direction of the University through our discussions. The Senate is the one forum in which we, the faculty, can make our views known on a regular basis to the university's principal policymakers. Near the beginning of every meeting, senators have the chance to ask questions of the President and the Provost. We also have Open Forum, in which senators are encouraged to raise concerns that might not be related to one of the specific agenda items. I urge you to make use of those opportunities. I also encourage you to talk to your colleagues and find out what is on their minds and what might be appropriate to bring to the Senate.<sup>72</sup>

At the next meeting, on October 23, there was quite a bit of discussion about faculty housing and the quality of academic life for student athletes, even the suggestion from a student guest speaker who was a swimmer that faculty members adopt a team. At two meetings the Senate discussed the problems caused by the extraordinary, escalating costs of academic journals.

The statement of thanks to Tom Wasow at the concluding meeting of the Senate, on June 10, provided a summary of the year.

Among the more heated topics of the year, we looked at the reorganization of the general education requirements, the rollout of the new Oracle financial system, the predatory pricing policies of some large publishing houses which will remain unnamed, at least here, with a call for faculty not to cooperate, and new conflict of interest guidelines. We've had very significant reports as well, from the Advising Center, from Overseas Studies, from the Provost who has suggested changes in retirement benefits, from the Vice Provost for Student Affairs, from the survey of Faculty Quality of Life, from the dean of the Law School, and from the Provost's Advisory Committee on the Status of Women.<sup>73</sup>

In fact the last item on the agenda of this meeting was a report after two years of deliberation from the Planning and Policy Board, chaired by Mark Zoback. It was devoted to the problem of growth, most notably the increase of research activity on campus and the number of people involved. The tension in the report was the degree to which the medical school had grown. No action was taken at this point, but as always one virtue of such a report was bringing up problems and making representatives of the entire university aware of them.

*Senate XXXVII, 2004–2005*

Robert M. Polhemus of English was chair of the Thirty-Seventh Senate. (As a junior faculty member he had been a member of the very first Senate.) In his opening statement on October 14 he commented:

I am doing this because I believe in faculty being responsible to one's university, school and discipline and trying to work for the overall good of the institution. Institutions are, at the last, people. Of course, also, I accepted it because of vanity and ego gratification of being chosen! But I do believe in the university and the ideal of the university. I have had a good life at Stanford. I think that word "university," and its ideals, are anything but outmoded. Perhaps it's naive to put one's faith in institutions and to profess ideals and faith in them when a moment's thought can find in every institution inconsistencies, weaknesses, selfishness and professional horrors of all kinds. But I do believe in the university, with all its faults, and I believe in the university with all its problems, and its people, who are just as flawed as anyone is. I believe that the university is still one of the truly noble institutions in our culture, perhaps the most noble of institutions, more noble in its purposes and in its potential than the military, the government, the corporations, the trade unions, or the organized hierarchical institutions of religion. . . . I was going to try to figure out a way to promise you excitement. But the only sure way to do that is to have crisis and conflict, which is bad; right? Carlyle in his great book *The French Revolution* says, "Happy the nation whose annals are boring." To a certain extent, that's true of the Senate.<sup>74</sup>

At this first meeting the provost reported on the planned Munger dormitories for law and other graduate students. He made no mention that there had been protests about the buildings as being deeply undistinguished architecturally and also causing the destruction of one of the most charming parts of the campus. (To declare an interest, I was much involved in the unsuccessful protest so I hope the reader will forgive my mentioning it.) Carolyn Lougee did ask if other sites had been considered. The provost replied that Charles Munger, who had given \$43.5 million for the buildings, wanted them to be next to the Law School. (The implication was that if that didn't happen, he might well withdraw his gift.) The conclusion at the Senate, however, was in favor of the buildings. As the minutes stated, "Unsaid, but sensed strongly, was the awareness that careful, analytic planning had generated a record gift that had been worked into a plan that would benefit all constituents of Stanford University."<sup>75</sup> (I beg to differ!) In subsequent years the provost provided updates to the Senate on the project, perhaps because discontent about it had been evident, and he emphasized what he regarded as improvements in the design.

At the third meeting, on November 11, there was a discussion of transport issues: trains, buses, bicycles, cars. In later meetings religious life was on the docket as well as

the Oracle financial system, which was having problems. It was on the agenda on April 14 along with the state of stem cell research on campus. On April 28 the provost responded to a problem Denis Phillips had raised at a previous meeting: the mischiming of the clock tower near the School of Education, the mechanism having come from the pre-1906 Memorial Church clock. It was being dealt with, a competent repairperson having been found in Oakland. On May 23 there was a preview of the Arts Initiative, the beginning of an increased emphasis on the arts at Stanford and the development of an Arts District.

*Senate XXXVIII, 2005–2006*

Eric Roberts of Computer Science was chair of the Thirty-Eighth Senate. On December 1 an extensive discussion of a report on graduate studies took place. I've been told about tensions and issues in this area, but from the report and the lengthy discussion in the minutes I cannot tease them out. The theme seems to be that the graduate program was good but it should be made better. Reports can be short on specifics, and their main virtue seems to be that intelligent people are thinking about the issues. On January 26 a statement was heard on emergency preparedness for either a natural disaster—an earthquake—or a manmade one such as a terrorist attack.

At the annual meeting of the Academic Council, which followed the April 20 Senate meeting, Eric Roberts presented a summation of what the Senate had done so far that year.

Chairman Roberts noted that more than 4,000 degrees had been conferred by the combined actions of Senate 37 and 38, that many memorial resolutions had been heard, and 25 major reports given to the Senate. . . . Particularly important in the graduate education commission report is the commitment, a passionate one, to enhancing diversity in our community. . . . The Chair sensed that the general atmosphere in the Senate was one of smooth waters and no real controversies. He was pleased that the structure of governance at Stanford has enabled able and communicative administrators, John Hennessy and John Etchemendy in particular, to work easily with the faculty, providing useful exchanges of opinions and a collective, rather than polarized, response.<sup>76</sup>

*Senate XXXIX, 2006–2007*

Sheri D. Sheppard of Mechanical Engineering was chair of the Thirty-Ninth Senate. In her introductory remarks at the first meeting, on October 12, she said: "The 55 of us represent 36 of the 60 distinct departments or units in the University. . . . The Senate is vested with all the powers and duties usually vested in the faculties of similar institutions to discuss and decide upon [matters] of internal policy, except as herein otherwise

provided.”<sup>77</sup> The president announced a new fundraising campaign, the Stanford Challenge, with a goal of \$4.3 billion! At the meeting of November 30 the president made the striking announcement that every tenured and tenure-track member of the Humanities faculty would receive a five-thousand-dollar research fund. On February 8 there was a panel discussion of ethics and its academic pursuit at the university in the Ethics in Society Program, the Global Justice Program, and the Center for Biomedical Ethics. On February 22 a report announced that the previously split Anthropology Department would be reunited.

In the Senate’s Open Forum option, where a member of the Senate could bring up an issue, David Spiegel (Psychiatry) voiced his concern about Fidelity, the provider of one of the university’s retirement plans, because it was a major investor in PetroChina, a supporter of the deeply repressive government in the Sudan. The Stanford Board of Trustees had divested its stock in this firm as well as others that supported that regime. He made a motion that each faculty and staff person should consider divesting from Fidelity. The president pointed out that one could opt out of that part of Fidelity fairly easily. Without further discussion, the motion passed on a divided vote. The Senate moved on to a report on training for teaching assistants from Michele Marinovich, the director of the Center for Teaching and Learning. Perhaps similar to the Sudan issue, on April 19 the Committee on Research discussed research supported by tobacco firms, and there was a motion to prohibit it. The president and provost opposed taking any action. A vote was not taken at this meeting as there was no longer a quorum present. On May 17, after a very intense debate, the motion was defeated by a vote of 21 to 10. The main argument was that of the “slippery slope,” that however bad the tobacco companies might be, it would be a bad precedent to limit the faculty’s academic freedom to accept research money. The point was made that the grants could not contain restrictions on faculty.

### *Senate XL, 2007–2008*

Eamonn K. Callan of the School of Education was chair of the Fortieth Senate, and Rex Jamison of the medical school the new academic secretary. At its first meeting, on October 11, the Hoover Institution was back in the spotlight because of its controversial appointment of the former secretary of defense Donald Rumsfeld as a “Distinguished Visiting Fellow.” Debra Satz presented a petition requesting a discussion of Hoover appointments, signed by eighteen senators. The chair had suggested humorously at the beginning of the meeting that the football team’s epic victory over the University of Southern California had been designed to distract attention from that controversial appointment! The Rumsfeld appointment was opposed not because of the views that Rumsfeld held but because of his incompetence and his having inflicted grave harm. Russell Berman (German Studies) contended that this was a political statement hiding behind a procedural issue, calling it McCarthyism of the left. In reply David Spiegel

argued that the Rumsfeld appointment was political, not the objection to it. The provost pointed out that it was a visiting appointment and as such could not be construed as an endorsement of the appointee. The motion was amended to eliminate the specific mention of Rumsfeld. The Senate was evenly split and the chair voted against the amendment. By a large majority the Senate passed a motion that there should be an agenda item about Hoover Institution appointments and that its director, John Raisian, should attend to discuss the topic and the Rumsfeld issue in particular. Keith Baker (History) proposed that words should be added to the policy on research indicating that research work should be consistent with professional ethics. I suspect that this was a gesture to compensate for the failed motion to reject grants from tobacco companies. The motion was approved unanimously.

On November 8 John Raisian came to the Senate and talked at length, justifying Hoover's appointment of Rumsfeld as having been made in a totally correct way, although he did regret that as a courtesy he had not told the president and provost about it before it was announced. (As it was a one-year appointment, no official action was required from them.) He said that the appointment was not meant to be provocative. But clearly it had deeply bothered quite a few members of the Stanford community, particularly upset by the use of the word "Distinguished" in the title for someone who was accused of war crimes and whom the Supreme Court had held responsible for violating the Geneva Conventions. As David Spiegel put it:

Many people perceive his appointment with the honorific title of "distinguished" as an attempt to rehabilitate him at the cost of the full faith and credit of the Stanford name. It seems to me it is an unduly political appointment that conveys a Stanford endorsement of policies that have left 650,000 civilians dead, including close to 10,000 Americans dead. That is the thing that troubles me deeply—it has the taint of a political endorsement of a specific position of a specific administration that is, at the least, highly controversial.<sup>78</sup>

No action was or could be taken, but in the senators' comments certainly the Hoover Institution was made aware of the concerns the appointment had raised. And the issue wasn't dead. At the January 24 meeting a motion was defeated that called for the word "Distinguished" (crucial that it was capitalized) to be dropped from all Stanford appointments. At the February 7 meeting Spiegel and three other senators introduced a motion that a committee be constituted to look into appointment processes at affiliated institutes and the use of appointment titles. In the course of debate the resolution was less obviously directed at the Hoover Institution even though the Rumsfeld appointment had triggered the action. "By unanimous vote, the Senate voted that an ad hoc committee will be convened to examine non-academic council appointment processes, including the use of honorific titles, at Stanford, and will report results and recommendations to the Faculty Senate."<sup>79</sup>

*Senate XLI, 2008–2009*

Karen S. Cook of Sociology chaired the Forty-First Senate. There was of course concern about the effect of the economic downturn, and the provost commented on it at the first meeting, on October 16. As well, a report was heard on dual-career couples in the academic world. Not surprisingly, through the year increasing attention was paid to the implications of the economic situation for the university. For instance, possible expansion of undergraduate admission was put on hold. On February 19 President Hennessy said that Stanford would continue to support all members of its community, in reaction to the passing of California Proposition 8, banning same-sex marriage.

*Senate XLII, 2009–2010*

Andrea J. Goldsmith of the School of Engineering was chair of the Forty-Second Senate. In her introductory remarks on October 8 she said:

I find this body to be a unique place of substantive discussion about important issues facing the university, and a place where I have actually made many friends outside my school and department that I would not have come to know otherwise. I believe our Faculty Senate is truly unique among our peer institutions in its format for sharing information with the faculty, through the Senate, about the operations of the university, our ability to set academic policy, and the willingness of our President and Provost and other leaders within Stanford to respond to our questions and hear our ideas on how to make Stanford a better place.<sup>80</sup>

At this first meeting the Senate heard about the budget, undergraduate student concerns from the president of the ASSU, and how the university was coping with the threat of swine flu. At the same meeting the various buildings in process of construction were previewed. (One does have the impression that Stanford is in many ways a perpetual building site with ongoing expansion of facilities of varying architectural quality, some very distinguished, some less so. In 2010, \$859 million was being spent on buildings.) At the meeting of March 4 a contentious issue reared its head, the question of whether ROTC should come back to campus, presented by William Perry, the former secretary of defense and now a faculty member in Engineering, and the historian David Kennedy. ROTC had gone off campus forty years earlier. Stanford students could still be in military programs but not as part of their Stanford education. They had to commute to nearby colleges to have the requisite training and classes. About fifteen Stanford students did so at this point. The impetus behind its possible return was to support the idea of a civilian military force. As usual, a committee was established to look into the issue.

On May 27 Goldsmith reported that the Steering Committee was planning the revival of the Planning and Policy Board (PPB), consisting of the current and some former



Students protest against the proposal to bring the Reserve Officers' Training Corps program back to Stanford. April 2011

chairs of the Senate and others chosen by the Steering Committee and the Committee on Committees. The Steering Committee felt that although the relationship between faculty and administration seemed to be smooth and marked by a free and cordial exchange, it was not totally satisfactory.

As laid out in its charter, the PPB is a keeper of the faculty's vision for the university—guiding its implementation, analyzing broad issues that merit faculty attention, arranging means for addressing those issues, and setting priorities among them. A PPB committee is formed by the PPB Executive Committee in any year in which a topic within the PPB's charter is deemed appropriate for more in-depth study than could occur within the steering committee or the regular Academic Council committees. . . . In 2009, the [Steering] Committee of the Faculty Senate, following the procedures outlined in the Senate Handbook, convened the Planning & Policy Board (PPB), charging it with reviewing the university's response to the fiscal crisis triggered by the economic downturn that began in the final months of 2008. After several meetings extending into the current academic year, the members of the PPB reviewed the university's response to the crisis, and, in particular, the extent to which the faculty were appropriately included in the process. We felt

that the Stanford University administration responded to a very serious crisis in a timely and effective way. The letters from the provost during the fall of 2008 and his presentations to the Senate kept the community informed of the university's response to the crisis and were a model of transparency with respect to what took place at other institutions. Moreover, the decision to make significant cuts early has proven to be successful in retrospect, limiting the pain to a single year and allowing the university to rebuild as the economy improves. While several members of the PPB had some concerns about specific aspects of the university's response, we felt that little could be gained by analyzing those decisions at this point in time. We further believe that one of Stanford's great strengths is the mutually supportive relationship that exists between the faculty and the administration. In any crisis of this sort, it is essential for the administration to engage the faculty—and, in particular, the elected faculty representatives in the Senate—throughout the decision-making process. In the most recent crisis, faculty involvement in the decision-making process was minimal. While we recognize that the urgency of a crisis may limit the level of deliberation and, consequently, the size of the deliberative body, we believe it is essential to bring the Senate chair into the deliberations as early and as centrally as possible. By doing so, Stanford is in a much better position to act as a united community in the face of a common crisis. Establishing that channel, moreover, helps to ensure that the university can profit from the significant expertise in the relevant economic issues that we have on the faculty.<sup>81</sup>

*Senate XLIII, 2010–2011*

David Spiegel of Psychiatry and Behavioral Sciences in the medical school was chair of the Forty-Third Senate. At its first meeting, on October 7, he announced that John Raisian, the director of the Hoover Institution, had now become an ex officio member of the Senate, an interesting development perhaps indicating that tensions between the Hoover and the rest of the university had abated. One of the themes in the discussions during this year was concern with declining student interest in the humanities. On February 3 the president cited various efforts that were being made to attract students to the humanities. On March 31 Daphne Koller of Computer Science talked about innovative methods of online teaching. Edith Sheffer of the History Department provided a description of her very imaginative class in German history in which the students constructed an autobiography of a German born in 1900, based on nothing other than name, gender, birthplace, religion, and parents' occupation. Shilajeet Banerjee of Earth Sciences told of innovative teaching in the "D School" as well as the invention of a cheap incubator for newborns in danger; a baby warmer had been created and in fact was being released in India on the day of the Senate report. On February 17 the president announced the decision to pursue the (ultimately unsuccessful) effort to establish a research and graduate center in New York City.

Following up on concern over the state of the humanities, a star-studded faculty panel spoke about the humanities on March 3. Eleven departments of that faculty were nationally ranked, yet only 18 percent of undergraduates were humanities majors. Debra Satz began the discussion pointing out the need to modify the Stanford culture to make it more supportive of the humanities. That same day, for the first time, three members of the Board of Trustees, including its chair, Leslie Hume (a Stanford Ph.D. in British history), came to talk to the Senate about the board. Its primary task was to make sure that the university was well managed so that it had the assets to fulfill its mission, to approve of new buildings and the annual budget, and to provide advice. At the meeting of April 29 the ad hoc committee on ROTC proposed that the program be re-established at Stanford. There was great interest in the issue, and the proceedings were being transmitted to Cubberley Auditorium from the Law School classroom where the Senate met. Ewart Thomas (Psychology) chaired the committee. In a town meeting on the issue, most students seemed to favor the return, but there was a minority against it. A student referendum recorded 40 percent for, 20 percent against, and 40 percent abstention. There was notable opposition from the supporters of transgender students who, despite the repeal of “Don’t Ask, Don’t Tell,” would still be discriminated against. A nine-part motion created various restrictions on the readmission of the ROTC program: a review after two years, close supervision by the Undergraduate Studies Committee of its courses, and an opposition to the military’s attitude toward transgender students. The motion to reinstate the program passed with 29 in favor, 9 against, and 3 abstentions. It was an important symbolic change that reversed the decision taken many years before. Stanford students would now get credit for courses they would take in the program. Yet ironically the reinstatement had little practical effect, as no military courses or faculty came to campus because of lack of demand. At present about ten to fifteen undergraduates are enrolled in military programs, and as before the repeal, they take courses at the University of California, Berkeley, San José State University, and the University of Santa Clara.

*Senate XLIV, 2011–2012*

Rosemary J. Knight of Geophysics was chair of the Forty-Fourth Senate. On October 27 the Senate heard a report on residential education in the literal sense: the variety of residences in which undergraduates lived. Deborah Golder, director of Residential Education, was the speaker; she also talked about the expansion of the arts in the residences. At the following meeting on November 10 the perennial issue of undergraduate advising was discussed. It was an “undergraduate year” in the sense that much attention was devoted to the revision of the general distribution requirements and a recasting of the courses the students would take in their freshman year. These changes were among the results of the “Study of Undergraduate Education at Stanford” (SUES), a major review of Stanford’s undergraduate curriculum. The discussion of these recommendations

consumed a lot of time at several Senate meetings. The Senate's final approval was far from an automatic endorsement, as most notably it rejected the requirement that students must take a freshman seminar. The discussion had been intense, but the detail of the minutes makes it quite difficult to sense what the issues were other than the purpose shared by all to devise the best education for Stanford undergraduates. Readers who wish to pursue this in greater depth are invited to read the SUES report as well as the Senate minutes, available on the Stanford Archives website, as are accounts in *Campus Report*, *Stanford Report*, and the *Stanford Daily*.

*Senate XLV, 2012–2013*

Raymond E. Levitt of the School of Engineering chaired the Forty-Fifth Senate. The calmness of the year was perhaps reflected at the meeting of January 24, where the main agenda item was the problem, complicated as it was, of managing classroom scheduling. The senators had multiple questions and comments. At the same meeting the annual report on faculty gains and losses and the status of women faculty was presented. On February 7 the director of Athletics, Bernard Muir, reported on Stanford's thirty-six varsity teams and 850 scholar-athletes, 550 of whom had scholarships. One example was a cross-country runner, Miles Unterreiner, a Rhodes finalist, a member of Phi Beta Kappa, and a winner of a David Kennedy prize for his senior honors essay. A Stanford alum had provided a charter plane so that Unterreiner could interview for his Rhodes in Seattle and compete in Louisville the same day.

*Senate XLVI, 2013–2014*

David J. Palumbo-Liu of Comparative Literature was chair of the Forty-Sixth Senate. At his first meeting, on October 10, he made various suggestions that might facilitate discussion and lessen the sense that too much time was devoted to being talked to. But he also felt that the Senate worked much better than comparable groups at other universities, particularly in having the power of approving academic programs and representing the whole range of the university. The Senate did get into the details of academic life as there was continuing consideration of the problems of scheduling classrooms for teaching. The sleep habits of undergraduates and their reluctance to take early morning classes were of particular interest! The Senate needed to vote to approve the recommended changes in the classroom schedule calendar and did so unanimously.

Increased attention was paid too to the juxtaposition of technology and the humanities. As Gavin Jones, the chair of the English Department, remarked:

There's a vibrant interest in the digital humanities; we have a literary lab in the English department that is bringing computational analysis to literary study. More importantly, it's happening at the undergraduate level as well. I'm excited when a



Incoming ASSU president John-Lancaster Finley speaks at the Faculty Senate. June 11, 2015

group of English and computer science undergraduates travel to the international Virginia Woolf conference in Vancouver and overturn a century of scholarship on Virginia Woolf by statistically disproving one of its central assumptions by means of a fusion of computing and literary studies.<sup>82</sup>

The quality of the discussion was high as the academic secretary noted in the last lines of the minutes for this meeting. “Thus ended one of the more impressive Senate sessions the undersigned has been privileged to record.”<sup>83</sup> At the last meeting of the year, June 12, the incoming ASSU president and vice president were introduced. Dealing with sexual assault was on the agenda, while an orderly demonstration in support of stronger sanctions was going on outside the building where the Senate was meeting. This was also the last session that Rex Jamison, the academic secretary, would be recording after seven years of service.

#### *Senate XLVII, 2014–2015*

Russell A. Berman of German Studies was chair of the Forty-Seventh Senate. Hans Weiler of the Graduate School of Education and Political Science was the new academic secretary. At the first meeting, on October 9, there was a report on student

## CHAPTER I

mental health issues, again reflecting the Senate's concern with all aspects of Stanford life, as would discussions later in the year on the judicial processes for students who were charged with infractions. The outside world was also present as on October 29 the provost commented on Stanford and the Ebola crisis. This Senate also followed the time-honored process of placing at the senators' seats yellow sheets, where they could list topics that they would like to be considered. Athletics and teaching marked the meeting of December 4, the latter considered more on the basis of a survey of faculty rather than the more usual survey of students. The next meeting, on January 22, was splendidly varied with a report from the university architect, David Lenox, who gave an overview of campus buildings emphasizing the newer structures; while the provost also announced that in a few days the destruction of Meyer Library would begin, with the site to become an attractively landscaped open space. Lenox also talked about buildings going up, most notably the McMurtry Art Building and the restoration of Old Chemistry, not to mention new dormitories, new faculty housing, parking structures, and the huge project to house staff in Redwood City. The Senate also heard a report from a surgeon, William Maloney, on athletes' head traumas.

Unusually, on February 5 the Senate met at the newly opened Anderson Collection of American Art to hear a report on the humanities at Stanford and the problem of the persistent idea that Stanford was so committed to the technical world. This, in a sense,



Faculty Senate meets at the Anderson Collection. February 5, 2016

had been true throughout Stanford's history but had become even more prominent in its identification with Silicon Valley. One evolving approach to address this situation was the development of joint majors in computer science and specific programs in the humanities as well as the new field of digital humanities. Meeting at the Anderson Collection emphasized the growth of the Arts District with the further notable additions of the McMurtry Building and the Bing Concert Hall. On February 19 the president commented on the request by the ASSU Senate that Stanford disinvest from businesses seen as supporting Israel on the vexed issue of the West Bank. Following its well-established procedures, the Board of Trustees would consider such questions on a case-by-case basis. There was no comment from senators on the question. Immediately following, the Senate reverted to a more traditional concern: policies on the coterminal bachelor's and master's degree program. Of course there were the usual reports, on the library, though the first in five years, and on graduate education diversity issues. On March 5 the Senate considered a petition that Stanford become a nonsmoking campus, pointing out that this was true at 1,500 colleges and universities in the United States. All campus buildings were already smoke-free. The provost argued that it wasn't really a serious problem at Stanford; obesity was a greater one. In any case, he would be the maker of the final decision on the question. A decision was deferred in the classic way: by a vote the question was referred to a committee to be established. At the same meeting Bob Simoni proposed a motion in favor of "civil discourse," but Paula Moya (English) and Rush Rehm (Drama) pointed out that one person's civil discourse might be someone else's oppression. Who, in theory, could be against "civil discourse," but one needed also to be careful not to stifle passion and commitment. The motion was defeated on a divided vote. Perhaps in reaction, at the next meeting, on April 16, the provost bemoaned what he saw as the deterioration of discourse on campus on the Israel issue and other controversial questions, such as fossil fuels, sexual assault, and "Black Lives Matter." Then on June 11 Bob Simoni reintroduced a version of the motion that mutual respect and civility be observed in the debate of controversial issues. Rush Rehm was absent and Paula Moya wasn't in the Senate that spring quarter. There was little spoken opposition and it passed on a divided voice vote.

On May 14 there was a long debate on the Medical Center policy of requiring so-called late-career practitioners, that is those over the age of seventy-four and a half, to be subjected to a special examination in order to continue to practice at the hospital; the charge being that such a requirement was discriminatory on the basis of age. The issue apparently was very controversial, and it was unclear to what degree the Senate could decide such issues. Very unusually, there was a secret ballot to reverse the policy, which carried by a vote of 20 in favor, 9 against, and 2 abstentions. It turned out indeed that the Senate did not have the authority to reverse the policy, and the Medical Center declined to change it. At the last meeting of this Senate, on June 11, there was a nice touch with the oldest and youngest parts of the university represented. In the annual report



Before Commencement, Stanford students paint and distribute signs against sexual violence. June 2016

from the chair of the Emeriti Council, David Abernethy spoke of the council's activities during the year, including V. J. Periyakoil's talk on how to cope with end-of-life care. Next, the youngest people present, the student representatives, made their annual presentation, concentrating on the problem of sexual assault and mental health. The meeting ended dramatically with President Hennessy announcing that the next academic year would be his last as president.

#### *Senate XLVIII, 2015–2016*

Kathryn Ann Moler of Applied Physics was chair of the Forty-Eighth Senate. It first met on September 24, and its second meeting of October 8 was in executive session, which only senators and ex officio members could attend. These happened twice or so a year and were not open to the media or any guests in order to facilitate a more open discussion of issues. This particular session was to meet with the Presidential Search Committee to get a sense of how it proceeded and to share concerns with it. The meeting on December 3 took place in an extraordinary building, the Stanford Energy Systems Innovation Plant. The president was asked about divestment from fossil fuel companies. The university had divested its holdings in coal and would look at possible further



The Faculty Senate meets at Stanford's new Central Energy Facility and is led on a tour. December 3, 2015

fossil fuel divestment. Russell Berman, the chair of the reactivated Planning and Policy Board, enunciated its aim

to express the faculty's vision on important issues. He emphasized Stanford's strong arrangements for faculty governance, of which many of Stanford's peers are jealous, and pointed out that the university is facing a moment in its history where it will see some transition in leadership, which he sees as all the more reason for this faculty to express itself on important issues. The two issues that the PPB will be reviewing are the distribution of undergraduate majors in the university and the housing crisis that the university faces.<sup>84</sup>

There was much discussion of faculty housing, an issue not surprisingly of intense interest to the members of the Senate and their constituents. The meeting concluded with a report on the Central Energy Facility and how it provided energy for the campus; this was followed by a tour of the building. On February 4 the Senate greeted Stanford's eleventh president, Marc Tessier-Lavigne, who would take office the next academic year. He spoke to the Senate and even answered questions. On March 3 the provost reported on further consideration of the question of smoking on campus, with the result that the



New president Marc Tessier-Lavigne receives flowers from the Faculty Senate. February 4, 2016

distance from buildings at which people could smoke was increased from thirty to fifty feet and no-smoking signage would be improved. He also reported that he was appointing a committee to consider the possible renaming of buildings and streets at Stanford, brought to the fore by issues concerning Father Junipero Serra, the controversial converter of Indians, who was just being made a saint by the Catholic Church; his name was used at several points on campus, including the official address of the university. (The disputes at Yale over John Calhoun and at Princeton over Woodrow Wilson must also have been factors.) At the same meeting, as part of this concern and, unusually, under the almost never used category of “new business,” the ASSU Undergraduate Senate and the Graduate Student Council introduced a resolution to reaffirm Stanford’s commitment to the “Indigenous and Native American Community.” The Senate endorsed the student resolution. On April 28, again under new business, the ASSU introduced resolutions on the social climate at Stanford and on the degree to which the university’s culture did not sufficiently prevent sexual violence. In response the Steering Committee introduced a long, six-part motion supporting the students’ concerns. This was in reaction to a survey that many disputed as it concluded that sexual violence was far less prevalent than most people thought. After extensive comments, including a dramatic personal story by one senator, the motion passed unanimously.

*Senate XLIX, 2016–2017*

Debra Satz of Philosophy was chair of the Forty-Ninth Senate. After reapportionment this year the Senate expanded from fifty-five to fifty-six members. I think the best way to end this brief history is to draw from the account of the year she gave to the Academic Council of the university, the Senate's parent body, providing a fine sense of what the Senate did and what the Senate is. At the beginning of this story in 1968 the faculty numbered 1,029. Now, in 2017, there are 2,180 tenured and tenure-track faculty consisting of 1,562 men and 618 women. There are 542 minority faculty. Satz emphasized the importance of faculty governance and encouraged more faculty members to become involved in Senate affairs. The Senate deals with such vital issues as the general education curriculum, academic freedom, the composition of the undergraduate class, the well-being of students, gender equity and inclusion, and supporting the research environment. It is the main place for faculty from across the university to have the opportunity to deliberate together. At its first and second meetings, in October, considerable time was devoted to questions concerning affirmative action at all levels of the university. The Senate has a long history of deliberating about university policies, but also of providing counsel during tumultuous times. She cited the Vietnam War era, the return of ROTC



Dean Persis Drell reporting to the Faculty Senate on the state of the School of Engineering, October 5, 2015

to campus, and various divestment issues. Stanford has been lucky to have and have had excellent leadership, and this year a new president and a new provost, Persis Drell, were welcomed to the Senate. But Satz felt that even long-functioning democracies cannot rely only on leaders, who come and go; when their members are asleep at the wheel, institutions often drift and sometimes crash. She expressed the hope that more members of the Academic Council would consider participating in the Senate and serving on one of its committees.

Satz highlighted three areas that earned Senate attention in the past year, including the university's commitment to diversity and inclusion, student well-being, and curriculum and teaching. There was concern with the implications of the growth of undergraduate enrollment in the School of Engineering and with improving the quality of life in the student residences. Reports were heard on undergraduate and graduate education; in 1891 there were 37 graduate students and in 2017, 9,300. As it considered diversity issues, the Senate passed resolutions supporting toleration and inclusiveness, especially in the wake of the 2016 national elections, and affirming Stanford's commitment to all community members, regardless of country of origin or legal status. The Senate discussed the findings of the Task Force on Women in Leadership on Campus and heard a report on the issues faced by Stanford students who were the first in their families to go to college. Satz warned that inclusion requires constant reaffirmation and commitment. Long-range planning presents an opportunity for Stanford to consider how it can attract more low-income students. Like many peer institutions, more of Stanford's students come from the top 1 percent of the income distribution than from the bottom 60 percent. The good news is that low-income students do well at Stanford once they get here, and later in their careers. The bad news is that there are not enough of them here. Sexual assault is a particularly egregious challenge to student well-being. Officers from the ASSU discussed with the Senate mental health services on campus. The Senate also focused on strengthening the presence of general education in the first years of a student's time at Stanford and considered the role of the major in an undergraduate education. It also considered the status of adjunct faculty and appointed a task force to gather information about non-tenure-line faculty and report back next year with recommendations. Other issues were on the docket, such as the "Incomparable" Leland Stanford Jr. Marching Band. As these topics make clear, many of the aspects of Stanford education have remained the same over the past fifty years, while at the same time there has been much, much change.

### *Senate L, 2017–2018*

Elizabeth Hadly of Biology is the chair of the Fiftieth Senate, and Tom Wasow of Linguistics is the new academic secretary. This story concludes then as the Senate embarks on its fiftieth year.



The Fiftieth Senate meets. October 26, 2017

## Conclusion

James Sheehan, in his remarks about the Senate he chaired, has eloquently suggested the essence of the Senate so well that I will take the liberty of repeating his words here.

Often heated and sometimes marked by sharp debate, these discussions were carried on with remarkable civility and good will. That the university was able to manage its financial problems without serious institutional damage was in part due to the senators' willingness to listen to, learn about, and participate in the complicated process of budgetary analysis and revision. Although senators are elected to represent various constituencies, the Senate itself represents the university as a whole. This function is best expressed by the way the members' seats are arranged: senators sit in alphabetical order not according to school or rank; administrators, who are members of the Senate *ex officio*, sit among their faculty colleagues, subject to the same rules and procedures. At its best, therefore, the Faculty Senate embodies the model of representation that Edmund Burke so eloquently described to his electors in 1774: A parliament, Burke said, "is not a *congress* of ambassadors from different and hostile interests, which interests each must maintain, as an agent and advocate, against other agents and advocates; but parliament is a *deliberative*

assembly of *one* nation, with *one* interest, that of the whole, where, not local purposes, not local prejudices, ought to guide, but the general good, resulting from the general reason of the whole.”

I believe it is fair to say that the Senate has worked well and has been a model of faculty governance. Thanks to Herb Packer and the others who brought it into existence, this institution has served Stanford for fifty years. Long may it continue to do so. The Senate’s most important concern is the heart of the university: teaching and research. By having representatives from all parts of the university, there can be a considerable degree of shared experience and insight, particularly valuable as it comes from different perspectives. That a fair number of the faculty are not interested in participating in the governance structures of the university is not a surprising problem. But quite a few are and the quality of those that do so is very high. The Senate has worked out, I believe, a nice balance between the roles of the faculty and the administration with a good degree of openness and transparency. It is a faculty body with the administration as its guests, although clearly very important ones, particularly the president and provost, who play central roles at the meetings of the Senate. The Senate makes Stanford more of a shared university between its various faculties and the administration than other universities might be. Its routine academic business is at the heart of the university. Issues with national political import are nevertheless the more dramatic part of the Senate’s history. They are significant and inform us of the faculty’s concerns, as well as the students’, and they are an important part of the history of our times. But ultimately the Senate’s academic policy role is the more important. For the past fifty years it has been a central and crucial part of the history of Stanford University. I am grateful for the opportunity to depict as best I can, and from my own point of view, the Faculty Senate’s story and, I hope, to suggest its significance over the past fifty years at Stanford University.

## Notes

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14. Minutes (#769).
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17. Minutes (#1045).
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32. Minutes (#2167).
33. Minutes (#2184).
34. Minutes (#2256).
35. Minutes (#2330).
36. Minutes (#2481).
37. Minutes (#2470).
38. Minutes (#2488).
39. Minutes (#2574).
40. Minutes (#2607).
41. Minutes (#2629).
42. Minutes (#2706).
43. Minutes (#2758).
44. Minutes (#2764).
45. Minutes (#3049).
46. Minutes (#3053).
47. Minutes (#3099).
48. Minutes (#3140), emphasis in original.
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60. Minutes (#4031).
61. Minutes (#4350).
62. Minutes (#4472).
63. Minutes (#4513).
64. Minutes (#5499).
65. Minutes (#4839).
66. Minutes (#4843).
67. Minutes (#5001).
68. Minutes (#5108).
69. Minutes (#5134).
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73. Minutes (#5617).
75. Ibid.
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# Chapter 2

## *Academic Senates in Comparative Perspective*

### MODELS OF FACULTY GOVERNANCE IN AMERICAN HIGHER EDUCATION

*Ethan W. Ris*

This chapter is not the definitive analysis on faculty senates. I cannot possibly offer a comprehensive survey of these bodies here—by one count, they exist in one form or another at 90 percent of four-year colleges and universities in the United States, including all but 6 of the 151 research universities in the “R1” and “R2” categories of the Carnegie Classification system.<sup>1</sup> Furthermore, their ubiquity is only matched by their complexity, with dramatically different models from campus to campus. This is not the place to fully survey this vast landscape.

That is not to say we have no need for a broad analysis of faculty senates. Indeed, the body of literature on the subject is thin. This is surprising given the academy’s predilection for navel-gazing and the fact that the topic lends itself to issues—autonomy and academic freedom not least among them—that get the pulse pounding in the veins of most professors.

In this chapter I will thus forgo both breadth and depth and offer instead a sample of some of the key issues in the creation, operations, and deliberations of faculty senates, rooted in a set of case studies of faculty governance structures at institutions that can be counted as Stanford’s peers in one way or another. I will not directly compare Stanford’s senate to any other, nor will I make claims about which models and arrangements are superior to others. Those are calls for the reader to make.

I will open with a discussion of the underlying rationale for having a deliberative body of professors at a college or university, before offering a review of prior analyses and critiques of faculty senates. Next, I will turn to comparison, in six case studies that form the core of this chapter. These will need to be far less detailed than Peter Stansky’s

examination of Stanford's senate offered in Chapter 1 of this volume, but will hopefully give the reader enough perspective to understand what is standard and what is nonstandard in faculty governance, as well as some preliminary ideas about the future of these bodies. Three of the cases feature elite, privately endowed universities in Stanford's model—Harvard, Columbia, and the University of Chicago. Another, the University of California, is a public-sector peer, though it may be more familiar to Stanford as a rival. Two other cases feature more divergent institutions: the University of Utah and Pomona College. Along with other flagship public universities and prestigious liberal arts colleges, their faculties increasingly resemble those of an elite research university, even if their endowments and grant activities trail. Finally, I will offer some brief summative thoughts and of course some ideas about future research.

## How Do We Understand Faculty Senates?

We don't need to ponder too hard to find metaphors for higher education governance. An obvious one is the three-branched federal government of the United States. Both the university and the nation have an executive—conveniently, in both, this person is named “president.” Both institutions also have a panel of long-tenured appointees who exist largely as a check on the president's power: Supreme Court justices for the nation, and trustees or regents for the university. With these two branches in place, we can look for a third—and lo and behold, both nation and university have deliberative bodies called “senates.”<sup>2</sup> Surely, this should help us understand the role of the institution under study here.

The problem is that the metaphor breaks down almost immediately. In the United States the president names the life-tenured Supreme Court, with the concurrence of the Senate; in the university the self-perpetuating board names the president. Those regents and trustees are also not judicial officers; they do plenty of legislating—more, as we will see in many cases, than the senate. A quick glance at historical trajectories betrays the metaphor even more. Political scientists will tell us that the story of the federal government has been defined by the increasing power of the executive branch, at the expense of a once-almighty Congress. Once again, in the university the inverse is true. Despite ahistorical notions about the unprecedented power of today's administrations, in most ways the faculty only increased its autonomy and influence over the twentieth century, which began with presidents wielding almost unchecked authority. And finally, there is a glaringly missing piece: in the United States both the legislature and the executive are chosen by constituent voters, the “trunk” from which the branches spring. There is no such trunk in the university, no citizens with electoral rights. Certainly no one ever asked the students who their professors should be, let alone their president.

Since that metaphor leaves us with no good parallel for the faculty senate, perhaps another one is in order. In many important ways the structure of the university looks

more like a business corporation than like the US government.<sup>3</sup> This time, both institutions once again have presidents, but now they also both have boards of trustees who hire (and fire) that executive. Furthermore, while the trustees serve as a check on the administrative branch, in both cases they largely stay out of day-to-day affairs. But when we look for a parallel to the faculty senate, yet another metaphor comes up short. Faculty members are employees of the university, and while corporations certainly have employees, it is very hard to find a corporation (outside of a co-op with no executive) with anything resembling a deliberative body of staffers.

What some corporations do have, giving the metaphor one more gasp of life, is a union. And yet we have a problem: some universities also have unions, in which faculty members can elect to become part of a collective bargaining organization. These stand entirely apart from senates and have their own distinctions and their own (more robust) body of literature.

Senates are not faculty unions by any means, but both types of organization exist to solve a specific problem. While professors have significant autonomy and authority within the university, their power is inherently diffuse when compared to the institution's president or board members. Those individuals' powers are inscribed in a legal document—the university charter—while the professors' powers are based largely on tradition and professional norms. Therefore, some degree of organization is an absolute prerequisite for faculties to have any say in the governance of a college or university. For questions of pay and working conditions, unions are a logical organizational form, but for most other questions that are important to professional academics—curriculum, tenure, promotion, student conduct, academic freedom—a faculty senate makes the most sense.

Some colleges and universities have both faculty senates and faculty unions, of course, and they plainly address different sets of issues. Some policymakers fail to see this distinction, however. In 2002 the Washington state legislature passed a law (HB 2403-S2) formally allowing unions at the state's public higher education institutions—but only if the schools concurrently disbanded their faculty senates. The law was vetoed by the governor, who argued for the importance of both types of organization.<sup>4</sup> But the legislature's conflation of faculty governance bodies with collective bargaining indicates that the business metaphor may be an increasingly appropriate one. That is exactly the outcome claimed by critics of university "corporatization" like Larry Gerber, who argues that "advocates of a more businesslike approach to college and university governance are attempting to roll back the influence that faculty in the United States gradually gained over the course of more than a century."<sup>5</sup> Universities will always need professors, but if the corporatization thesis is correct, they will increasingly look like workers and not senators.

With that said, in 2018 universities still have senators, and senates. As we will see in this chapter, these entities are interstitial: neither all-powerful nor irrelevant, neither

unions nor administrative bodies, happily serving God and Mammon at the same time. They are also formal but generally impermanent, governed not by charters but by by-laws. All of these conditions make sense. Almost all faculty senates were founded after their respective colleges and universities were up and running, and in-betweenness is part of their essential character.

Finally, it is not surprising, and not problematic, that most people within a university have only a passing understanding of the faculty senate, if any. Part of being interstitial is being low profile, and furthermore, the pressing needs of formal organization require a level of bureaucracy that alienates many would-be observers. That said, what faculty senates lack in glamour and glory, they make up for in usefulness. Sometimes the most important cogs in the machine are buried deep within it.

## The Power of Faculty Senates

All power held by a faculty senate is devolved power. Boards—trustees or regents—are the *de jure* governors of all American colleges and universities. But these people generally have other jobs, and the enormity of higher education administration means that their first order of business is to delegate. Much of that delegated authority goes to professional administrators in the president's suite and elsewhere on campus. But in most institutions a lot flows to faculty members.

That assertion may contradict a common notion that “shared governance” is slipping away, in favor of outright administrator control. But this notion turns out to be a generalization rather than a direct observation. In a 2004 survey of both administrators and faculty (which included a deliberate effort to include chapter heads of the American Association of University Professors), Gabriel Kaplan found that when asked about *their own institutions*, vast majorities of respondents reported that faculty governance bodies held the same or more power versus twenty years prior.<sup>6</sup> Only single-digit percentages reported that their power had diminished—a low rate that was constant across public and private universities as well as liberal arts colleges. Even more reassuringly, only single-digit percentages described relations between faculty governance bodies and administrators as “adversarial” as opposed to “collegial” or “cooperative.”

Power exists, then, but what does it look like? Certainly, senates have little purview over many of the most visible aspects of higher education governance: budgets, institutional strategy, naming rights to the football stadium. Kaplan reports that “the data indicate that faculty have significant authority in the decision areas where they claim the greatest expertise and tend to demand that their voice be preeminent: the curriculum, degree requirements, appointments and promotions, and determining the arrangements of shared governance.”

None of these topics could be handled by individual professors, certainly not as part of the 20 percent of their workload traditionally allocated to “service.” Here is where the

faculty senate comes to the rescue as a body of individual scholars elected to do more than their share of service, in representation of their colleagues.

That key point—elected—betrays my earlier statement that all the power of faculty senates is devolved. Some of it also comes up from the grass roots of the faculty itself.<sup>7</sup> This is different from the formal power sprinkled down from the board. It hews closer to a democratic version of Max Weber's notion of traditional authority, rooted in the long-standing professional autonomy of the professor, as opposed to the rational-legal authority of trustees, presidents, and charters.<sup>8</sup> Yes, faculty senates generate tremendous bureaucracy and paperwork (hallmarks of rational-legal authority), but those are the result, not the source, of their power.

All of this leaves us once again with an interstitial body. Some of the senate's power is passed down from the board and some of it is passed up from the faculty at large. Some of it is codified in by-laws and some emanates from conferred moral standing. Its influence is also dominant in some areas integral to scholarly careers (tenure and promotion, curriculum development), but absent in others (hiring, salaries, budgeting). A beast can be strong and lame at the same time.

## Typologies of Faculty Senates

So far I have described faculty senates as a monolithic organizational type, which is far from the truth. Inevitably, across hundreds of colleges and universities, we will see tremendous variance.

In a 2004 article James Minor declares that “the development of theory explaining the role faculty senates play in governance is primitive.”<sup>9</sup> By way of remedy, he offers a novel conceptual framework to understand the panoply of senates across the United States. From interviews with the leaders and constituents of these bodies at fifty-four colleges and universities, he claims that there are four prevailing models of faculty senates: functional, influential, ceremonial, and subverted.

The moniker of *functional* feels like damnation by faint praise. Indeed, Minor describes these senates as “somewhat perfunctory, given their limited authority.” The purview is limited to strictly academic issues like curriculum and standards, but even there, he reports, their power is frequently overridden by presidents or boards. They act like governing bodies, to be sure, but Minor indicates that much of that is just acting after all; one of his informants describes the faculty senate as “the place where faculty go to at least feel like they have some control over the university, when in actuality that control is very limited.”

Even more damning is his assessment that functional senates are inherently passive. They “are not particularly assertive and usually do not set their own agenda. Instead, they respond to the initiatives and actions of the administration or issues that arise from the environment.” Another interviewee reports that her institution's senate “deals with

the winds as they blow.” Most significantly, functional senates exist to react against perceived threats from the administration. This is an important thing to do, of course, but self-preservation is not the same thing as governance.

By contrast, *influential* senates play an integral role in running a college or university. Minor describes their authority as stretching well beyond faculty affairs into fundraising, budget allocation, and even the hiring and retention of senior administrators. They are not passive bodies. While they deliberate policy items that come down from the president’s office, they also advance their own agendas. Minor notes athletics policy and human resources policy (specifically, same-sex partnership benefits) as topics proactively advanced by the influential senates he identified.

Notably, Minor argues that the enhanced role of influential senates stems not from their officially sanctioned role in governance but from “institutional cultural aspects which legitimate their power.” This is a variation of the Weberian traditional authority I mentioned earlier: at some colleges and universities, the faculty has long held an unwritten but powerful role as an institutional player, and the senate is the embodiment of that role. They maintain that role, Minor argues, by acting as caretaker of the institution’s greater welfare. One interviewee explained, “I think the faculty are well respected because the senate has proven to be responsible, fair, and not only committed to issues that will improve the conditions of faculty.”

At the opposite end of the spectrum are *ceremonial* senates. In this case, the body’s authority is indeed written down—and it goes no further than that. These senates exist on the books as the official faculty governance entity and they may meet from time to time, but their agenda is limited to electing officers and perhaps discussing decisions after they have already been made elsewhere. Minor quotes informants describing their institutions’ senates as dead or, more generously, dormant. One, who had left his post as a senator, explained: “It didn’t take me long to figure out that the senate was like a sad bird with no feathers; who wants to be a part of that?”

Finally, Minor offers *subverted* senates as his fourth type. These bodies resemble functional senates in that they have clearly stated, if limited, powers. The problem is that those powers are not respected by the institution, even when they pertain to purely academic matters. Instead, they are frequently ignored by the administration—not because the administration sees no role for faculty participation in governance, but because it chooses to work with faculty in more informal ways than through the senate.

Minor reports that many subverted senates were once influential but had fallen out of favor after acquiring a reputation for “being narrow in focus, confrontational, and, in some cases, marred by a history of irresponsible decision making.” In some institutions, these senates primarily act to air grievances and challenge the administration, leading presidents and provosts to seek alternative means of working with faculty. Some of these administrators employ “kitchen cabinets,” as described by one of Minor’s informants: “The president has a special committee that he appoints members to. Whenever

he wants faculty perspectives, he consults that committee, not the senate.” Thus, professors are not cut off from power, but they are compelled to exercise it informally. As I discussed above, in a disparate and distracted group like a university faculty, formal organization is the best chance for influence. In this sense, a subverted senate sounds like a failed senate.

Minor is an honorable qualitative researcher in that he jealously guards the identities of his informants and the colleges and universities where they work. This is a bit disappointing to the observer, however, who wants a better image in his mind of, say, a subverted senate. For that, we have to keep looking.

Historians, fortunately, rarely go through the Institutional Review Board process. They typically study dead people, who do not fall under human subjects protections (although they presumably once did). Furthermore, they need to name names. The past is inherently contested territory, and anonymity does not help the historians’ quest for legitimacy.

Christian Anderson, a historian of higher education, offers some competing typologies in a doctoral dissertation on faculty senates.<sup>10</sup> The first of these presents a critically important difference, between senates that include administrators and those that don’t. A “pure” senate, according to Anderson, is one that comprises only faculty members. If an administrator’s name appears on the membership list, it can only be in an *ex officio* capacity. A “mixed” senate, by contrast, includes both faculty and administration—and even, sometimes, students—all of whom are full members with voting rights. While this second model may seem emblematic of “shared governance,” Anderson hints that it largely represents a dissolution of faculty power. As discussed above, the administration holds its own *de jure* authority, and occupying seats on the faculty’s one organizational vehicle for voice is a clear affront to the spirit of “the separation of powers.”

He goes on to offer another typology based on historical origin stories. While this categorization tells us more about form than function, we can layer it on to Minor’s analysis to see clear links between the past and present. Anderson describes the first category in this typology as senates “created as part of the modernization of a college or university.” His archetype here is Pennsylvania State University. Today, it is a top-tier research university, but its origins are extraordinarily humble. From its mid-nineteenth-century founding as a rural high school through its many decades as a land-grant college teaching agriculture and engineering in the hinterlands, “Penn State” was an afterthought in the landscape of American higher education. In 1921, however, it gained an ambitious new president, John Thomas, who immediately declared his intention to make the institution a university. In addition to creating a graduate school and reorganizing the administration, Thomas lobbied the college’s trustees to authorize a faculty senate. This devolution of power may seem surprising, but Anderson argues that Thomas saw democratic governance as a hallmark of a true university, setting it apart from the autocratic small college.

Next Anderson offers “faculty-initiated senates,” with the University of Virginia as a prime example. The designation is not surprising; “UVA” was famously established by Thomas Jefferson with no president. Instead of an executive, for its first eight decades faculty members rotated through a chairman’s position. Finally, in 1904, it gained a president, who had to contend with a faculty accustomed to overwhelming autonomy. As Anderson explains, this president slowly accrued power over the next twenty years, and in 1925 the faculty felt compelled to organize a senate to counterbalance him. His other examples of faculty-initiated senates include other institutions with strong legacies of faculty power, including the universities of North Carolina and Washington.

The third type of senate described by Anderson is “born out of crisis.” His key case is the University of Utah, which I will describe at greater length later in this chapter. In the early twentieth century, the Utah faculty was the opposite of Virginia’s—miserably impotent in the face of a powerful president and board of regents. Their lot worsened temporarily in 1915 when the president fired four professors and demoted two others for insubordination and political transgressions. The ensuing outrage in the press (and among alumni) gave the faculty a measure of solid ground, which they used to negotiate the creation of an Administrative Council—a mixed senate in which administrators and elected faculty members would exercise joint oversight of “all matters pertaining to the educational policy and educational administration of the University.” This was not the acme of faculty governance, but it was a major improvement over their previous status.

Anderson offers another category as senates “created due to organizational modernization.” Here he dwells on the University of Pittsburgh. Like Utah, the Pittsburgh senate came about in response to an autocratic executive who dismissed professors at will, but it did not happen in the heat of crisis. In 1940 that executive, Chancellor John Bowman, had already had much of his powers stripped away by the institution’s trustees. As an alternative to firing him (he had strong ties to wealthy business leaders that the university needed for donations), they redistributed his authority to the institution’s provost and a newly created faculty senate. In a sense, this resembles Anderson’s first category, but it differs in that Pittsburgh had already styled itself as a research university, and in that the senate came about despite, not because of, the president.

Finally comes the fifth category, Anderson’s most nuanced: senates originating in “faculty activism.” His archetype is the University of Pennsylvania, where a small group of organizers pitched the senate idea out of dissatisfaction with the institution’s governance. They were not responding to an acute crisis of autocracy; if anything, their concern was that the institution’s president, Harold Stassen, was not involved enough in university affairs. Indeed, Stassen (a former governor of Minnesota) spent much of his time at Penn running for president of the United States. In 1950 several professors proposed to fill the leadership void by organizing an unofficial senate. They lobbied the institution’s trustees for formal status, which they gained two years later. Stassen did not

oppose this, and in fact immediately invited the senate to assist him on many university matters, including unusual ones like finances.

What do we make of these typologies and distinctions? Obviously, heterogeneity is in full force when it comes to university governance. By itself that makes it difficult to make generalizations about faculty senates, and to offer policy prescriptions across more than one campus. One constant, however, is that the key variable distinguishing senate types is almost always the administration's position. It isn't a simple matter of support or opposition; rather, the larger patterns of the college or university's *de jure* leaders' exercise of authority—especially the president's—seems to dictate the origins, operations, and efficacy of its faculty senate. We will see this pattern continue when I turn to case studies later in this chapter.

## Criticism of Faculty Senates

The typologies presented above show the wide range of models in the academic senate universe, but they ignore one persistent fact of faculty governance: discontent. For every academic who believes in the senate and, often, labors to make it as potent as possible, there is at least another who can't imagine why anyone would waste his or her time on such an enterprise.

One of those is the late sociologist and higher education expert Martin Trow. Despite ample involvement in the University of California Academic Senate, he defined the bodies as primarily reactive, or even passive: "Senates, on the whole, are much better at saying 'no' than 'yes,' better at maintaining quality than taking initiatives, better at advising than at leading."<sup>11</sup>

Trow points to the strength of the board and president—a stark contrast to European institutions where faculties have greater power<sup>12</sup>—as the roots of the senate's weakness. He argues that the historically strong office of the president (in many eighteenth- and nineteenth-century American colleges, the only full professor was the president himself), coupled with a strong market orientation (which requires quick, authoritative responses to challenges and opportunities), has created an almost impossible situation for faculty governance.

Furthermore, Trow describes presidents as jealous of their power and management expertise and reluctant to share it with the "part-time amateurs" serving on the faculty senate. "Administrators provide [managerial] information to senate committees rather selectively, often on what they define as a 'need-to-know' basis. As a result, these committees often do not have enough information to ask the right questions of administrators at the right time, and they are 'consulted' after the basic decisions already have been made." Trow acknowledges that some (not all) senates help affirm and defend "academic values," but that on the many nonacademic issues that steer the course of the modern university, "the advice of academic senates is often tardy or incompetent."

Trow concludes that the academic senate is a good vehicle for neither leadership nor developing leaders in university governance. On the contrary, he argues that many professors are “increasingly reluctant to give up significant amounts of time and energy to senate activities, especially when such service appears to be not only irrelevant, but also of little value (or even of negative value) in advancing their academic careers.”

Robert Birnbaum offers more pointed criticism in an article subtitled “Why Senates Do Not Work but Will Not Go Away.”<sup>13</sup> In a brief literature review, he cites other authors’ assessment of the faculty senate as “weak, ineffective, an empty forum, vestigial, unrepresentative, and inept . . . ‘slowly collapsing and becoming dormant’ . . . ‘committees-for-the-sifting-of-the-sawdust.’”

Harsh words. Birnbaum adds his own, but his major objective is to assess the persistence and ubiquity of faculty senates despite their perceived impotence. He does so by parsing “manifest” functions from “latent” ones. The first category covers things that the senate purports to do, but does not. This is a long list, broken into three categories: bureaucratic tasks, like clarifying institutional purpose, setting degree requirements, and overseeing academic behavior and program evaluation; political functions, especially facilitating negotiations and compromise with the administration; and collegial purposes, like formulating goals and fostering faculty consensus. Senates fail, Birnbaum argues, at all of these. “From the bureaucratic perspective they are slow and inefficient, from a political perspective they are oligarchical and not representative, and from a collegial viewpoint faculty interactions may be as likely to expose latent conflict as to increase feelings of community.”

The senate’s latent functions bring more hope. The first of these is symbolism. This is not necessarily a pejorative description, like Minor’s “ceremonial” category. Instead, Birnbaum describes the faculty senate as a useful signifier. In one respect, it codifies institutions as true members of academe—an especially important function for low-status institutions where the faculty may be burdened with teaching loads and feeling marginalized by strong administrations. In a related manner, the existence of an active senate indicates the professional values of the faculty. This is distinct from the symbolism of a union, which can make professors seem like any other workers. And at a basic but important level, the senate simply symbolizes that the faculty has a formal role in governance. This is true whether or not the administration deals with the senate in good faith; its existence means that it at least has a seat at the table.

While the senate may have little actual power, Birnbaum argues that it can still serve as a means to draw attention to issues. True power lies with the administration, but the administration cannot address every concern and question within the institution. Among other heuristics, the persistence of an issue on faculty senate agendas and in debates indicates a problem that is unlikely to go away on its own, thus drawing administrative attention. This is not bothersome, but useful: “It relieves the administration of responsibility for dealing with every problem, establishes a rationale for a system of

priorities, provides a justification for inattention to some items, and maintains the symbolic relationship of administration responsiveness to faculty concerns.”

Birnbaum adds in an array of other functions, many of them with negative face value but positive institutional outcomes. Drawing on James March and his colleagues,<sup>14</sup> he describes the senate as a “garbage can.” March’s model of “organized anarchies” like universities requires places to deposit “choices looking for problems.” Hence, the senate. Sometimes those choices ripen in the garbage can and emerge, perhaps worse for the wear but still usable. Other times they are meant to remain there, as in another latent function, “a deep freeze.” This has its virtues as well: “An administrator who wishes to make a decision but finds it difficult to do so because irrelevant problems have become associated with it, can refer those irrelevant problems to the senate. The decision can then be made by flight while the attention of participants is directed elsewhere.” In a similarly useful but even more negative vein, Birnbaum argues that the senate functions as a very effective “scapegoat.” This works in both top-down and bottom-up ways: “Boards can understand a president’s assertion that a specific act was made difficult or impossible because of opposition by the senate. . . . In the same way, faculty members at the department or school level can argue against considering a new policy on the grounds that the senate would not approve it.”

In sum, as Birnbaum sees it, the senate is both inane and indispensable. It is useful to keep Sisyphus around.

## Why Cross-Case Analysis?

The generalizations, typologies, and criticisms discussed above are all helpful signposts to understanding faculty senates. But they are attempts at sweeping descriptions of something in excess of 1,500 individual bodies.

For the purpose of contextualizing Stanford’s academic senate, we need a smaller sample size. Many faculty senates are interesting in their own worlds but of marginal interest here. These include ones at broad-access regional universities, institutions governed by religious denominations, low-status baccalaureate institutions, and even community colleges, where senates are rare but not unheard of. Senates at those institutions offer a broad array of models, but as it turns out, we do not need to look nearly as far to find dramatic variation.

In the section that follows, I offer profiles of faculty governance at six institutions that are close to Stanford in important ways. All of them compete with Stanford for faculty hires and research grants; five of them compete with Stanford for undergraduate students; and four are fellow contenders for the most elite category of research universities.

While there is a strong tradition of faculty governance at each institution, only four of them—the University of Chicago; Columbia University; the University of

California, Berkeley; and the University of Utah—have bodies called senates. Harvard University, an outlier in many ways in American higher education, has no senate. Pomona College, like many other liberal arts institutions, has a faculty small enough to participate in governance without a representative body. Each, however, offers unique lessons that help us parse the generalizations I shared above, and help us better understand Stanford's academic senate.

We will see both variation and patterns of similarity in the form and function of faculty governance at each institution. One key point of difference, as we may have anticipated from the analysis above, is the position of the institution's administration vis-à-vis its senate or equivalent. This varies from a level of distance that can be debilitating to a level of presence that can be smothering. A constant, which we have already seen demonstrated in Peter Stansky's chapter, is that history matters. Origins, specifically, matter as well, although these are clearly not cases of path dependence, in which little is left to chance following a contingent moment. Rather, the trajectories of faculty governance often take unexpected turns that cause bodies to diverge from their peers, and sometimes to come back together again. These pathways shape the institutional memory and norms that dictate the present-day status of faculty governance much more than anything written down on paper.

## University of California, Berkeley

Starting with Berkeley offers the best of comparison and contrast. It is certainly the closest research university to Stanford in terms of distance, regional reputation, intercollegiate athletics, and good-natured ribbing. Yet when it comes to organizational matters, it may as well be thousands of miles from Palo Alto.

Yes, part of the difference is simply that Berkeley is a public institution and Stanford is a private one. Dealing with politicians, the regents they appoint, voters, and taxpayers, is a special set of circumstances of which private universities are blissfully unaware. Another part is size and resources—Berkeley has much larger enrollments, especially at the undergraduate level, but much fewer resources to spend on a per-student basis. This divergence leads to a surprising convergence: despite their vastly different student body sizes, Berkeley and Stanford have almost the same number of tenure-line faculty (1,606 and 1,659, respectively).<sup>15</sup>

The biggest difference of all, however, is that while Stanford is Stanford, Berkeley is not the University of California. It is but one of its ten campuses. It has a chancellor, not a president—the University of California (UC) president works down the road in Oakland, but her responsibilities lie just as much in San Diego as they do in her own backyard. In the eyes of both the scholarly community and the world at large, Berkeley is a stand-alone university, but when it comes to the intricacies of governance, it is not.

The relevant corollary here is that the school's faculty governance body is not the Berkeley Senate, but rather the Berkeley Division of the Academic Senate of the University of California. This ties it into a very large and very high visibility governance entity, but at the same time it fundamentally dilutes its power.

We can understand this through an examination of the history of the UC and its senate(s). Importantly, in its first five decades Berkeley indeed *was* the University of California. That status changed slightly in 1919, when after a prolonged debate over expansion, the UC Regents approved the takeover of the state Normal School in Los Angeles, creating the "Southern Branch" of the university. This quickly became UCLA, which could issue degrees in its own name, but that institution did not become the equal of Berkeley in terms of funding and official recognition until 1951. The university went on a campus-building spree in the midcentury, adding familiar names like UC Davis, UC San Diego, and UC Santa Cruz before reaching its current total of ten campuses with the addition of UC Merced in 2005.

The UC's Academic Senate is officially as old as the institution itself. The celebrated 1868 Organic Act,<sup>16</sup> which established the University of California and set it up for enshrinement in the state constitution, ordained the creation of a body comprising "All the Faculties and instructors of the University . . . which is created for the purpose of conducting the general administration of the University and memorializing the Board of Regents; regulating, in the first instance, the general and special courses of instruction, and to receive and determine all appeals couched in respectful terms from acts of discipline enforced by the Faculty of any college."

Perplexingly, despite this codification, for fifty years the Academic Senate barely met and certainly did not exercise its authority. According to Angus Taylor (from whom much of the following is drawn), this was largely due to the superseding powers constitutionally granted to the regents over almost all aspects of the university.<sup>17</sup> Historians of education have often described these powers as protecting the institution from the whims of the state legislature, but in effect they also protected it from the will of the faculty. Furthermore, several towering figures occupied the UC president's office, blotting out professorial authority. The most important of these was Benjamin Ide Wheeler, who reigned decisively for twenty years beginning in 1899.

In a twist, the true origins of Berkeley's faculty senate came not in opposition to this administrative supremacy but in response to its absence. Wheeler, who had fought the university's expansion to Los Angeles, quickly stepped down after losing his battle. He vacated the presidency in July 1919, and it remained vacant for six months. Taylor reports that the faculty quickly mobilized in this interregnum and in the years that followed. Wheeler's successor, the anthropologist David Barrows, ascended to the presidency from his post as Berkeley's dean of the faculties, and he continued to defer to his peers until resigning less than four years later.

Faced with a power vacuum of their own making, the regents handed over significant authority to the Academic Senate, only just emerged from its cocoon. Their Standing Order required the university president to consult the senate before making any academic hiring or dismissal recommendations to the regents, or any “changes in the educational policy of the university.” This involvement in governance was not quite *de jure* power, but it was a seat at the table that was highly unusual for an American university. The event was momentous enough for Clark Kerr, the university’s legendary mid-century president, to declare eighty years later, “The two greatest gifts to the University of California have been the institutional autonomy given to its Board of Regents in the Constitution of 1878 and the unprecedented grant of authority the board assigned to the Academic Senate in 1920.”<sup>18</sup>

Throughout the 1920s, Taylor reports, the UC senate had not shared, but *sole* authority over both undergraduate and graduate admissions, degree conferral, and student discipline. In these matters the president was the advisory body and the faculty had the final say. In fact, since the regents retained tremendous control over budgetary matters, the president was in the unusual position of occupying the lowest of the three tiers of university governance—again, a highly unusual circumstance in the United States. But it was to be a short-lived arrangement.

For the UC Academic Senate, expansion meant declension. As the UCLA campus grew, its faculty members came to resent having to make the long trip to Berkeley to participate in governance. In 1933 the body split into two. The Northern Section was dominated by Berkeley professors, joined by a handful of faculty from the University Farm (now UC Davis) and its medical school across the bay (now UC San Francisco). The Southern Section, meanwhile, was led by UCLA faculty, alongside peers from the Scripps Institute in La Jolla (now UC San Diego) and the Citrus Experimentation Center (now UC Riverside). In those early years, both sections had to approve all legislation, coming close to a bicameral model; but this too proved unworkable. Soon each had the right to make sole determinations on policy for its own jurisdiction.

To smooth things out, at this time the regents authorized the creation of a standing committee called the Academic Council, which officially served to coordinate the proceedings of both sections on system-wide issues. While modest at first, this committee would eventually come to overshadow the senate itself.

As the UC system continued to grow, the senate continued to splinter. In 1951 the two sections became four, as the now full-fledged campuses at Davis and San Francisco gained their own legislative subdivisions. Every new campus added from that point on gained its own senate branch. But mitosis was not the only cause of the faculty’s decline in authority. As the system grew, the UC president and regents had to delegate more and more powers to the local level. Unlike in 1920, this time that delegation went to the campus chancellors, who thus finally clawed back supremacy for the administration. Thus, the trajectory of the faculty senate reads something like a bell curve. When the

presidency was strong, the senate was dormant. As the university expanded, power became diffuse and the faculty stepped in to fill the void. But eventually that expansion went far enough that power was redistributed and the faculty became overshadowed once more.

The modern UC senate formed in this context, with a reorganization in 1963. For the first time, it became a representative body; until then, every tenure-line professor had been a voting senator (although the franchise, of course, was not universally exercised). While the “Academic Senate” lived on in theory, the actual governance body became the “Assembly of the Academic Senate.” Instead of a flurry of sections with co-equal power over system-wide legislation, the assembly would take over that responsibility. The new body comprised *ex officio* administrators, chairs from each senate division (i.e., from each campus), and delegates elected by each division. Delegate slots were awarded proportionately, based on the student body size of each campus—in the first year Berkeley got thirteen seats out of a total of thirty-three, and the new campus at San Diego only one.

In some ways the assembly represented a resurgence of faculty power. This came under the presidency of Kerr, whose long-tenured predecessor, Robert Sproul, had led the university’s expansion with no hard feelings for the diminution of the role of the senate. According to Taylor, Sproul largely tried to transcend the senate and its divisions, and instead tried to “establish bonds with individual faculty members from all parts of the university and, at the same time, to enhance a sense of common purpose and fellowship in the university faculty as a whole.” Kerr was under no such illusions. A strong advocate of academic freedom, he felt no qualms about treating the faculty as a political counterpart—ideally, of course, as an ally, but as a partner in governance nevertheless. Still, however, democracy and legislative order were not part of this equation. Even more potent than the assembly was the revamped Academic Council, comprising the chair and vice chair of the assembly, the chair of each division (campus) of the senate, and the heads of three important senate committees. This group served as a semirepresentative kitchen cabinet for Kerr, who met with them on a regular basis throughout his presidency. This perhaps represented the acme of *de facto* power for the faculty, but it also represented a dramatic loss of visible authority.

Three incidents reveal the weakening position of the UC Academic Senate during this period. The first came in the midst of a classic test of academic freedom: McCarthyism. Amid a nationwide anti-Communist fervor, in 1949 the Board of Regents amended the university’s standard faculty loyalty oath to include the words, “I do not believe in, and I am not a member of, nor do I support any party or organization that believes in, advocates, or teaches the overthrow of the United States Government, by force or by any illegal or unconstitutional methods.” Under the banner of academic freedom, the senate quickly voted for a resolution calling on the regents to delete or modify the addition. As a compromise, they made it more specific: “I am not a member of the Communist

Party, or under any oath, or a party to any agreement, or under any commitment that is in conflict with my obligation under this oath.”

This was of course also an infringement on the rights of free speech and free assembly, but the senate accepted the offer and stood down. In its place rose AAUP chapter leaders at Berkeley and UCLA, who rallied the faculty to refuse to sign the pledge; over 50 percent did so. The next year thirty-seven professors, mostly from Berkeley, who refused to sign the oath were fired by the regents. (One was David Saxon, who went on to become the UC president in 1975.) The firings were immediately contested in court and ended up at the California Supreme Court, which ruled in 1952 that the oath was unconstitutional and ordered the professors to be reinstated (*Tolman v. Underhill*).

The loyalty oath controversy shed light on two flaws with the Academic Senate. One was that it lacked the ability to decisively stand up to the regents, even when the most fundamental questions of academic freedom were at stake. The other was that the UC lacked a formal tenure policy and that the senate certainly could not protect tenure rights. To its credit, after the reinstatements the senate led a push to have the regents formally recognize tenure protections at the associate professor level and above. They finally succeeded in 1958, securing a new Standing Order formalizing this and granting an advisory committee of the senate the right to hold a hearing on all professors threatened with dismissal.

Notably, 1958 was also the year the regents made Kerr the UC president, elevating him from chancellor of the Berkeley campus. His term in many ways represented a second golden age for the faculty senate—especially because that age came crashing down upon his firing a decade later. In 1966 Ronald Reagan campaigned for governor of California on a promise to “clean up the mess at Berkeley,” by which he meant the increasingly radical agitation of students associated with the Free Speech movement and opposition to the Vietnam War. Implicit in this was a determination that Kerr had to go. Although Reagan had no formal say over the UC presidency, within weeks after his 1967 inauguration the Board of Regents fired their celebrated president. The Academic Senate’s divisions quickly passed resolutions condemning the action, but, predictably, nothing came of it and the decision stood.<sup>19</sup> Here was a clear sign that the faculty was by far the least powerful tier of authority within the UC governance structure.

The third incident, seemingly more minor than the others, was perhaps the most profound insult to the senate’s authority. The issue at hand directly involved the Free Speech movement, which had its origins on the Berkeley campus, as well as the basic question of academic freedom and professorial authority. An early blow on this front came in December 1963, when the Berkeley Division of the Academic Senate voted overwhelmingly (824 to 115) to affirm the free speech rights of enrolled students. Days later the regents had their own vote, to declare their ultimate authority over questions of student discipline—in direct conflict with their Standing Order of 1920. In the same

vote, they vowed to uphold the First Amendment rights of students, but the operative point was their reclaiming of ground that had long been ceded to the faculty.

Yet things got worse. In the fall of 1968, an interdisciplinary committee of professors arranged to create an “experimental course” taught by Eldridge Cleaver, the radical Black Panther Party leader. The instructor of choice was highly controversial, but this was hardly the first course taught by a part-time adjunct. In fact, the university had offered sixty such experimental courses in recent years. The regents, fresh off of firing Kerr, tackled the issue by voting to restrict lecturers without official appointments to teaching only a single class session out of any given course. Student discipline was perhaps a grey area, but this was a clear and present violation of the faculty’s generally unquestioned authority over curriculum and instruction. The Berkeley senate division quickly passed a series of angry resolutions denouncing this affront to academic freedom. And yet they also acquiesced by passing another resolution creating the category of “guest lecturer” with the same restrictions demanded by the regents. The senate also weakly encouraged Cleaver “to carry on the process of instruction, on campus . . . or off-campus.”<sup>20</sup> The golden age of the UC faculty senate was most decidedly over.

Taylor reports that in the following decades the senate reverted to and maintained a secondary role in university governance. This certainly included oversight of the curriculum—not necessarily due to the senate’s inalienable rights over it but also to the fact that the *de jure* authorities had neither the time nor the ongoing interest to govern it. Taylor argues that the correct role of the modern senate is that of “a watchman,” a reactive and defensive role that “works best if the senate respects the administration and believes that it is sincerely motivated by principles and academic aspirations that are consistent with those of the faculty. When that is the state of affairs the faculty need not, and generally should not, be overassertive in attempting to play a detailed role in shared micromanagement.”

Today the UC senate continues its divisional structure, meaning that there are a dozen different groups that we can think of as “senates.” The first is the official Academic Senate, which is so large as to be completely meaningless. It comprises every full-time UC employee with anything resembling an academic appointment, from the system president down to the “full-time Lecturer with Potential for Security of Employment,” and including chancellors, all professors, librarians, and even certain admissions officers.<sup>21</sup> Needless to say, this body does not hold regular meetings.

Ten more-relevant bodies are the campus divisions. Most are similar in form. The Berkeley division, for example, comprises all university-wide senators affiliated with the Berkeley campus (members who straddle campuses must choose one). But while this version of the senate does meet, it only does so twice a year. The expectations for attendance are low; just fifty senators are required to form a voting quorum. These meetings are held primarily to hear reports from the real locus of faculty power on campus,

the Divisional Council. This group is partially representative, including six at-large members elected by the entire Berkeley faculty. Their terms are two years, and they cannot serve consecutive terms. The other twelve seats on the Divisional Council are self-perpetuating, with a chair, vice chair, and ten committee heads—all appointed by a powerful internal Committee on Committees. The council is the source of almost everything that an outside observer would call action by the Berkeley senate. Its bylaws state simply that it “acts on behalf of the Division on matters other than legislative matters retained by the Division.”<sup>22</sup> Those matters are few.

Similarly, the real power at the system levels lies not in the official senate but in the Assembly of the Academic Senate, still thriving after more than five decades. This body meets four times a year by teleconference, and its agenda concerns matters spanning the entire university. The bulk of its membership is representative, comprising forty members chosen by the divisions, each of which is awarded seats proportionately, based on its official number of senators. Berkeley no longer dominates; it holds five seats, the same number as Davis or San Diego, and three less than UCLA. The UC president is a voting member of the assembly, although she is often absent at its meetings.

The legislative actions of the assembly are few—just a handful per year—but they tend to concern important questions like admissions policy, hiring procedures and non-discrimination initiatives, honors designations, and the approval of new degree programs.<sup>23</sup> A good number, of course, also concern tenure and promotion policy, dictating the procedures governing those processes, which are in turn overseen by the campus divisions of the senate. Taylor argues that the single most important function of today’s senate is to “advise the campus administrations on appointments and advancements in salary and rank of faculty members. This work includes making recommendations that lead to decisions *not* to promote an individual to a tenure rank.”

Kerr, thinking more broadly, assigns great value to the senate’s various functions behind the scenes. Alluding gently to the golden age, he writes: “In its public life, the senate has made significant contributions to solving major problems before the university. In its private life, the senate has made equally great contributions in shaping effective ongoing policies and in making critically important individual judgments, particularly on faculty appointments and promotions that have been crucial to the university’s steady rise in academic distinction.”<sup>24</sup> Presumably, even if all powers over students, curriculum, and policy were stripped away, there is still this for the UC faculty: self-governance. And that, perhaps, is enough to justify all aspects of the senate’s existence.

## University of Chicago

Berkeley is the closest elite research university to Stanford by geography. But in terms of history, mission, and identity, its closest peer is likely the University of Chicago.

The frosty neo-Gothic spires of Hyde Park may seem very remote from the sunny Spanish tiles of Palo Alto, but in the dawn of the research university movement in the United States, Stanford and Chicago were the two institutions on everyone's minds. Each had been endowed by a fabulously wealthy benefactor—the railroad baron Leland Stanford Sr., and the oil baron John D. Rockefeller Sr. Stanford opened its doors in 1891; Chicago did so in 1892.<sup>25</sup> Each was led by a young, dynamic scholar-president: the forty-year-old David Starr Jordan and the thirty-six-year-old William Rainey Harper, respectively. The combination of wealth and youth added up to tremendous promise. Jordan's iconic quip at the first convocation could speak for both institutions: "It is hallowed by no traditions; it is hampered by none. Its finger posts all point forward."

Chicago's Harper, like Jordan, prioritized research at his young university and saw himself as an active researcher. But his real efforts went toward organization. He instituted an exquisitely hierarchical system of instructors, ranging from "head professors" down to "tutors" and "docents." He had personally recruited many of these individuals himself and had faith in their qualifications for governance—furthermore, Rockefeller had hired him directly from a professorship at Yale.<sup>26</sup> And so, in divergence from Stanford, Chicago had a senate almost from its birth. Within a year of the university's founding, Christian Anderson reports, Harper created the University Senate and gave it "purview over all matters educational, subject to review by the trustees." It comprised a limited, nondemocratic group: all "head professors" (who ran the departments), the university librarian, and Harper himself—making it a "mixed" senate with a distinct administrative presence.<sup>27</sup>

As it turned out, Harper's presence not only dominated the senate but subverted it as well. Daniel Meyer recounts that the early Chicago faculty was "immediately concerned that the tentative structure of faculty authority would be undercut by an extra-statutory chain of command based on personal relationships with the President." Furthermore, Harper kept adding layers of organization, including four separate faculty boards with governance over various graduate and undergraduate sectors—themselves additions to the general faculty, which also regularly met en masse at this time. The end result was that Chicago was "without a means for clear, consensual expression of educational policy."<sup>28</sup>

Harper died suddenly in 1905 and his successors had lighter hands than his when it came to governance. The senate continued to function in an organizational morass, however. Ernest Boyer describes its functions in the subsequent decades as primarily reactive and especially focused on protecting research and graduate education as the premier mission of the university. In 1924, for example, in the midst of an ambitious fundraising campaign to finance much-needed undergraduate dormitories, the body passed a resolution whereby "the Senate believes that in the advertisement of the needs of the University the emphasis should be put on the intensive development of graduate work."<sup>29</sup>

Soon, however, the morass became more coherent. A new president, Harper's equal in youth, ambition, and "iconic" status, had taken the reins: Robert Maynard Hutchins. Under a plan of reorganization approved by the senate and trustees in 1930, faculty governance devolved to five divisions—four disciplinary ones with purview over advanced and graduate instruction, and one (the College) that oversaw Hutchins's signature "general education" program for first- and second-year undergraduates. These divisions had considerable autonomy over academic policies and degrees, exercised through their respective deans, but were officially subject to senate oversight. Still, in Boyer's estimation, this organizational complexity meant that faculty power remained diffuse, giving the administration the upper hand even in matters long prized by the professors: "The ironic result was that the 1930s and early 1940s became as much a 'presidential regime' as a confederate decanal regime, especially in the selection of senior appointments and approval of promotions to tenure. . . . [The] reorganization was a powerful exercise in presidential authority."<sup>30</sup>

The College, an unusual feature of university organization, became the flashpoint of a governance controversy in 1942. Boyer reports that in that year Hutchins proposed granting the division sole rights over the bachelor's degree, which had previously been overseen by the respective disciplinary divisions. This meant that "The College would exercise the rights of a ruling body of the university on par with the divisions and professional schools and have its own faculty." The senate approved the change, but it soon became clear that additional parliamentary moves by Hutchins would disenfranchise professors who had thought they would remain voting members of the College; according to Boyer, Hutchins's "opponents view[ed] it as tantamount to vote rigging (which it was)." The senate quickly scheduled a vote to rescind its approval, but the body deadlocked in a tie vote. The tie-breaking power fell to the university president—Hutchins himself—who of course voted to maintain the changes. The issue simmered until 1946, when more proposals led to a "constitutional crisis" at the university. This time Hutchins and his allies attempted to kill off the traditional bachelor's degree, replacing it with a prescriptive general education course that encouraged early college entrance starting at age sixteen. The senate cobbled together a face-saving compromise, staving off emergency action by the Board of Trustees. While the reformers got some of what they wanted, they lost their momentum in the process. Hutchins's chief ally, Clarence Faust, who was the dean of the College, resigned immediately after the 1946 controversy. Hutchins himself had stepped down as president in 1945, but stayed on as university chancellor until 1951. The senate remained primarily reactive—but effective.

In the midst of these controversies, however, the modern system of faculty governance at Chicago was taking shape. The trustees, well aware of the tension between the university's president and faculty, in 1944 appointed one of their own members, Laird Bell, to chair a "committee on instruction and research" with broad advisory powers. In Bell's initial report, he expressed a desire (shared by senators) "that the senate be required

to take affirmative action on proposals emanating from the ruling bodies, in distinction to the negative authority now vested in the senate.” Furthermore, he reported, 143 professors had recently signed a petition “urging that the senate request the board of trustees to proceed to reorganize the senate to make it more representative of the faculty and elected by it.” After weighing various viewpoints, he concluded with a remarkable statement on shared governance, worth quoting at length:

The strength and distinction of the university have been achieved not alone by the eminence of its scholars. The university has been characterized chiefly by its willingness to pioneer. To leave ultimate decisions on educational policy solely to a faculty body is not, in our judgement, consonant with pioneering. The faculties have become too large and too specialized to warrant us in expecting aggressive progress from them, however much individual scholars may wish to act. They need leadership and stimulus and unified direction. For that we should look to a president. On the other hand, we believe that to give such control solely to a president, for even a brief period and regardless of safeguards, is to lose a large measure of what the scholars themselves can and should contribute. We accept the thesis of President Hutchins that a university is a community of scholars; and we believe that the university as a whole should have the benefit of the scholars’ views. We believe, too, that their views will be valuable in proportion to the extent to which they are made to take part in decisions. But we are unwilling to come to the conclusion that final decisions in these fields must be left to the scholars alone or to a president alone. We believe an organization should be developed which shall obtain the best contribution that both the scholars and a president can make.<sup>31</sup>

The resulting plan, approved by the trustees, paved the way for a new tiered governance structure that balanced both democracy and efficiency, as well as preserved the rights of faculty and administration. Once again, an extended quotation is in order—this time descriptive, from the Chicago sociologist Edward Shils:

The solution propounded is a simple one: through the system of a representative “committee of the council” consisting of seven elected council members, which meets weekly with the president of the university, and a council of the senate, consisting of 51 members, which meets with the president at least once a month, a pattern of consultation has been developed. The senate meets annually, but its main function is the election of 17 members of the teaching staff each year for a three-year term. The records of the deliberations and decisions are circulated to all members of the teaching staff. A combination of university self-government and presidential authority has in this manner become so firmly established that the cleavage between “administration” and “faculty” so common throughout the American university system, has been largely avoided. In my view, it is mainly thanks to

the structure adumbrated in Laird Bell's memorandum that the University of Chicago, almost alone among the major American universities, has passed unscathed through the disruptions of student radicalism during the past few years.<sup>32</sup>

Remarkably, more than seventy years later, Bell's fundamental structure remains in place. It has a mixed record: while Shils may be right that it kept Chicago steady during the tumult of the 1960s, that period was the heart of what Boyer calls "The Age of Survival." During these years (1951–77), the university saw much of its prestige and reputation for top scholarship ebb away, and suffered major losses in enrollment and financial resources. Still, however, in recent years all of those factors have rebounded—and in the case of reputation, dramatically so.

Today Chicago retains its organizational complexity but in an undeniably functional system. The official University Senate is the largest tier—like the University of California's senate, it is broadly inclusive rather than representative, although unlike it, Chicago's comprises only tenure-line professors (and not lecturers, even full-time ones).<sup>33</sup> This body meets rarely, however—typically once a year, "to hear a report from the President and to discuss matters of University interest." Much greater power lies with the Council of the University Senate. As designed by Bell, it still has fifty-one members, elected in cohorts of seventeen for three-year terms. These individuals are elected by the broader senate, and they are joined on the council by the university's president and provost (who are *ex officio* members without votes). Members may not serve consecutive terms, but they may run for office again after one year. The university's statutes identify the council as "the supreme academic body of the University," with final say over most issues concerning the curriculum, faculty issues, and student conduct. Furthermore, the statutes provide for adjudication in the event of a conflict with the administration: the president may "disapprove" any legislation enacted by the council, at which point the body must reconsider it. If they once again vote for it, the matter is decided by the Board of Trustees. In other words, the president has no true veto over the faculty.

But the layers of governance don't end there. The council typically meets just seven times a year, to consider formal legislation. More regular business falls to the cumbersome named Committee of the Council of the University Senate. This comprises just seven members, elected by the council—a representation of a representation. The committee meets biweekly, and the president and provost once again serve as *ex officio* members. This is the source of all the legislation considered by the larger body, and it serves as the faculty's most direct line of communication to the administration.

These three bodies—senate, council, and committee—cover the whole university faculty. But they are augmented by two narrower bodies focused on the College, which lives on as a distinct academic unit. Forty professors constitute the College Council. In an echo of Hutchins's close watch over the College, only half of them are elected (by the senators whose primary faculty appointment is in that division). The other twenty

are “appointed by the President upon recommendation of the Dean of the College”—an indication that while the administration long ago ceded significant autonomy to the faculty in the areas of research and graduate education, when it comes to the undergraduates, it is still “hands-on.” The university constitution grants the College Council power “over all matters pertaining to the admission requirements, curricula, instruction, examinations, grading, and degrees in the College.” And yes, there is a “Committee of the College Council,” again with seven elected members serving two-year terms and meeting biweekly with the dean of the College. As with its sister body, it is the source of legislation to be voted on by the larger council, with the mandate to “give high priority to questions of curriculum and academic programs.”

Finally, there are no less than eleven other “Ruling Bodies” of faculty with their own powers and jurisdictions. These include the oversight bodies of the university’s graduate and professional schools as well as the old disciplinary divisions—humanities, physical sciences, social sciences, and biological sciences. They are further supplemented by five “University Boards” with jurisdiction over areas like the library and continuing studies.

In some ways the University of Chicago’s layered governance structure is a Kafkaesque nightmare. May God help the junior faculty member with a grievance and no clue as to which of countless bodies to take it to. But at the same time, Chicago’s seemingly Balkanized faculty governance system seems to allow a sprawling academic enterprise to maintain both autonomy and excellence. This is especially true given the unusual stand-alone status of the undergraduate division—in Boyer’s words, “an outstanding, midsize liberal arts college set in the midst of a distinguished research university with rigorous scholarly traditions.”<sup>34</sup> Furthermore, those scholarly traditions are not just important to Chicago’s internal dynamics; the institution relishes its role as an originator and conservator of them. Thus, the fact that Chicago’s faculty senate is in many ways overshadowed by competing legislative bodies is exactly appropriate for the modern incarnation of this singular university. Boyer explains that the institution’s self-image, best articulated in 1967 by a celebrated faculty committee chaired by the First Amendment scholar Harry Kalven, is not as a unified body of scholars whose legitimacy comes from their shared corporate identity, but as “a community of individuals whose strength comes from the a priori authority and intellectual freedom of each of its individual members.”<sup>35</sup> Such a community could not sustain a centralized faculty senate any more than it could sustain an autocratic president or board of trustees. In the case of Chicago, governance is not shared as much as it is scattered. And here, at least, scattered governance works.

## Columbia University

On September 12, 1968, Stanford’s faculty senate convened for the first time. On the very same day, across the North American continent, the Joint Faculties of Columbia University voted to propose a “policy-making and legislative body with full jurisdiction

and power to deal with all matters of University-wide concern.”<sup>36</sup> Within months, Columbia had its first academic senate.

Why 1968—this particular date, no less? It was of course a tumultuous year nationally. The Vietnam War was arguably at its nadir, marked by the Tet Offensive and the My Lai Massacre. The world had been rocked by the assassinations of Martin Luther King Jr. and Robert F. Kennedy. In late August, the disastrous Democratic National Convention in Chicago showed the nation’s political divides in stark relief, on prime-time TV. But what does this have to do with the creation of faculty senates?

Columbia, like Stanford, had been ripped out of two decades of postwar normalcy. In both cases, student unrest—spurred largely by opposition to the Vietnam War—was the driving factor for the upheaval. Columbia’s students were certainly not the only ones protesting, but by 1968 they had taken the place of Berkeley for leading the most publicized demonstrations in the United States. These peaked in April of that year with the takeover of five university buildings, a weeklong incident that ended in the students’ violent removal by New York City police.

Those police, approximately one thousand in total, had been authorized by Columbia’s president to enter its buildings. A faculty-commissioned investigative report issued shortly after the events placed blame on an administration that “too often conveyed an attitude of authoritarianism and invited mistrust.” (The report was authored by none other than Archibald Cox, who in a few years would become nationally famous for another investigation into presidential overreach.) By the time the report came out, however, Columbia’s longtime president, Grayson Kirk, had resigned. He left a void; his replacement, an interim president who was soon made permanent, lasted only two years.<sup>37</sup>

So not only do we see a leadership vacuum like at Berkeley in 1919, and student unrest like at Stanford concurrently, but the Cox report added an additional spur for the creation of a new governing body: “The hurricane of social unrest struck Columbia at a time when the university was deficient in the cement that binds an institution into a cohesive unit.” And thus we have a perfect contrast to the case of Chicago described above. Whereas that university, also in the late 1960s, completed the task of scattering its faculty governance structures, Columbia instead sought cohesion. Its new University Senate, which was formally established in April 1969 and began meeting the next month, sought to pour and set the cement that Cox had called for.

To that end, the Columbia senate was, and is not, a faculty governance body. Yes, it was first proposed by faculty and its impetus came from the fact that at the peak of crisis, the faculty was able to summon and exercise moral authority when the administration was not. But the interests of cohesion meant that the faculty would be just one constituent group represented in the senate. Only fifty-nine of the body’s one hundred founding members were faculty. The balance included seven administrators (including the president, all of them full voting senators), six staff members, six representatives

from affiliated institutions like Teachers College, two alumni, and—most unusually—twenty students. According to the faculty committee's initial proposal for a senate, this inclusion was a necessary alternative to a separate student government, given the "point of view which regards student government as distinct from University government as both useless and unreal."<sup>38</sup> "Every faculty and every school" was guaranteed the right to elect at least one tenured professor and one student from its own ranks.<sup>39</sup> In the interest of legitimacy, the trustees called for a university-wide vote of both faculty and students to approve the senate's creation and form (both groups overwhelmingly voted "yes"). In Robert McCaughey's words, "Columbia wasn't out of the woods just yet, but a clearing had been made for the pitching of a snug tent."<sup>40</sup>

In the following years the University Senate busied itself with matters both extraordinary (including ongoing questions of free speech and student conduct) and mundane. The latter category included revamped tenure and promotion rules—making Columbia an extremely rare case in which students got some say in matters so crucial to faculty careers. But its most important function in those early years was "peace-keeping," in the words of the senate's founding chair, William Theodore de Bary: "Often we were lucky just to complete a meeting of the University Senate without disruption. One who has not witnessed the fragility of academic institutions—the soft underbelly of democracy so dependent on the restraints of ordinary civility and rational discourse—would have difficulty understanding what it took to survive all this. But eventually, by the patient, unspectacular work of committed faculty, students, and staff, order was restored."<sup>41</sup>

Given its origins, it is not surprising that Columbia's senate found itself embroiled in global politics from time to time. One of these times came a decade into its work, with a controversy over the university's investments in South Africa. The senate had actually formed an "investment policy committee" in 1970 to survey and render advice regarding the institution's endowment (again, a somewhat unusual function for a senate). Throughout the late 1970s and early 1980s, the body became increasingly critical of Columbia's perceived support for the apartheid regime, culminating in a vote for total divestment from companies that did business in South Africa in 1984. The trustees, who still held ultimate power, rejected this, although they did agree to a freeze on new such investments. Continuing pressure, however, from the senate and from independent student groups kept up the drumbeat of dissent, and the following year the trustees voted unanimously to begin the divestment process.<sup>42</sup>

Today's University Senate has grown a bit (to 108 members) since 1969, but it otherwise looks much the same.<sup>43</sup> It includes nine administrators: the president, provost, and three deans, plus four presidential appointees. Seventeen academic divisions elect multiple faculty senators; for each of these, one seat is reserved for an untenured professor. Twenty-four seats are set aside for students, also allocated by academic division. These can be either undergraduates or graduate students. The senate also has six seats for "research officers," four for classified staff, and it retains two alumni seats. Several seats

are set aside for divisions under the Columbia University umbrella but outside of its academic core: Teachers College, Barnard College, and the Union Theological Seminary.

The university president sits on the senate but has no veto power over it; the by-laws state that “Action of the Senate shall become final on first passage unless Trustee concurrence is necessary,” according to the university’s governing statutes. According to those, the trustees can only disagree with (and thus overrule) the senate on “matters involving a change in budgetary appropriations, involving the acquisition or disposition of real property, affecting contractual obligations of the University, or as required by law.”<sup>44</sup> This is a remarkably limited set of limitations, leaving the senate unchecked jurisdiction over questions of curriculum, degree requirements and conferrals, the academic calendar, and university fellowships and scholarships—in addition to its traditional powers over student conduct, academic freedom questions, and tenure and promotion.

The Columbia senate is no slouch; it meets monthly, typically for four hours. But like most equivalent bodies at other institutions, it elects from its ranks a powerful subgroup—here, the Executive Committee—whose most obvious power is to set the agenda for full senate meetings. This committee, like its parent, is painstakingly distributed, comprising six faculty, two nontenured faculty, two administrators (always including the president), and two students. These individuals can act independently on matters that the full senate delegates to it, and they often do—but they have further powers beyond that. Enshrined in the university’s by-laws and statutes is the right of the Executive Committee to participate in the hiring of Columbia’s president, provost, and six (but only six) of its twenty-four trustees. This final provision is an indication that the trustees so value institution-wide cohesion as to allow some infiltration of their *de jure* executive autonomy.

Much of the day-to-day work of the University Senate is performed in its fourteen standing committees, with focuses ranging from campus planning to information technology. In keeping with its unusual purview, it also has a committee on alumni relations and one on external affairs—topics normally reserved to purely administrative offices. It also has three commissions. The most notable of these is anything but *ad hoc*: the Commission on the Status of Women, which is almost as old as the senate itself. Founded in 1971, the commission was tasked by the senate with answering why Columbia—once a leader in hiring female professors, with a nation-leading 18 percent in the mid-1960s—had abruptly fallen from its perch. The commission quickly identified disturbing trends, including an abysmal promotion rate for junior female professors and the complete absence of female faculty in many departments. It advanced an affirmative action plan, adopted by the full senate; but in Rosalind Rosenberg’s estimation, “progress was slow”—and continued to be for decades.<sup>45</sup> In fact, the commission still exists today; it continues to investigate questions of faculty gender diversity (including the important topic of pay), as well as sexual assault policy, childcare issues, and even the “dual-career problem” for marriages and partnerships that include two academics.

Thus, we have a legislative body quite unlike Stanford's, or most other universities. The Columbia University Senate can be readily criticized as too unwieldy or heterogeneous to effectively function, but there can be no denying that it is as pure a symbol of shared governance as we can imagine. That status is a direct result of its origins, a time when there was an open question whether "the university was worth saving."<sup>46</sup> The creators of the senate answered yes. William de Bary's assessment of its first years is perhaps the best possible summary of its full fifty:

The level of debate in the Senate has been, on the whole, high. Resounding rhetoric has won few votes. The cogency and earnestness of a single student has sometimes persuaded the whole body. Almost every group or constituency can claim victory on some issues; almost everyone has had the experience of defeat. There is no bloc or faction that has carried everything before it. Hardly a vote has been taken which did not split the several constituencies and find their members on both sides of an issue. There are few members who have not gained respect and affection for their colleagues transcending faculty-student-administration lines. And from this, indeed, has grown a new community, still small, still struggling, but something different from what we have ever known before, and something good for those who have experienced it.<sup>47</sup>

## University of Utah

The University of Utah, a public institution in Salt Lake City, is not an obvious peer of Stanford, Berkeley, Chicago, and Columbia. But it is a "R1" research university, the flagship institution of its state, and—most importantly for our purposes—a great example of the type of place where many Stanford professors start their career, and where many of its doctoral students work. Furthermore, faculty governance at Utah has a rich history and a current status with provocative lessons for comparison.

That history starts with a 1915 incident delightfully known in contemporary press reports as the "Great Debacle."<sup>48</sup> It was kicked off by a student speech at commencement, in which the class valedictorian sharply criticized political and church involvement in the affairs of the university; he climaxed with a call for "adopting a broad, definite and progressive policy, and then carrying that policy into effect—regardless of the outside criticism of Reverend A., Bishop B., or Taxpayer C." The state's conservative Mormon governor, who was in attendance at the commencement, took umbrage. Within days, the student was hauled into the university president's office and challenged to name the professors who had helped him write it. While the student insisted he had written it alone, the president, Joseph Kingsbury, decided otherwise and fired four professors.

The uproar came quickly, from local newspapers, students, and even the university's alumni association, which launched its own investigation of the matter. The university's regents, however, stood firmly behind Kingsbury—not surprisingly, given their

close ties to the governor. Seventeen professors (about 40 percent of the entire regular faculty) resigned in protest, including the leading archaeologist Byron Cummings, who recollected his dismay that “the regents were in control of the university legally, although the faculty did not look upon the institution as a business firm or factory. We had hoped the relationship between faculty and regents might continue amicably and above board, so there would be frank discussion on any question of difference. But that now seemed impossible.”<sup>49</sup>

The situation caught the eye of the American Association of University Professors, established just months earlier, and its founding leader Arthur Lovejoy, who promptly hopped on a train to Salt Lake City. His goal had been to investigate, but as Walter Metzger relates, the president and regents were quite open about what they had done and emphasized that it was their prerogative to do so. “Expecting to play the detective, Lovejoy found that he had to be as well a critic of academic management, a human relations counselor, and a judge of the involuted problem of internal academic discipline.”<sup>50</sup> His final judgment was a negative one. While he acknowledged that academic freedom had limits, Lovejoy also strongly criticized the power dynamics at Utah and its obsessive invocation of efficiency (a phenomenon not limited to that institution<sup>51</sup>):

The law of *lèse majesté* cannot with advantage be applied to university faculties in America. . . . The policy of disregarding considerations of equity and of heeding only considerations of efficiency does not in the long run tend to the efficient working of any organization of human beings. It is certain to engender far more “friction” than it allays; it is not permanently effective even in the management of workshops or business houses. Applied in the government of universities it is the sure beginning of disaster.<sup>52</sup>

A cynical reader may predict here that this call for the importance of equity over efficiency was the impetus behind the creation of a faculty senate at Utah. And indeed, that was the upshot. Kingsbury resigned, and his replacement sought to quickly reconcile with the faculty, including instituting a form of shared governance. First came an “Administrative Council,” approved by the regents at the height of the crisis, which joined administrators and five elected faculty members on a board with oversight of “all matters relating to the educational policy and administration of the University”—subject, of course, to regent veto. In practice, for its early decades the body concentrated its efforts on questions of faculty hiring, tenure, promotion, and retention, an understandable focus given its origins. Interestingly, while the regents maintained a long list of specific powers for the president, their resolution enabling the Administrative Council almost made it sound like that office was now an irrelevant middleman: the council was to be the “direct medium of communication between the University Faculty and the Board of Regents . . . to maintain a friendly understanding between the Faculty

and the Board of Regents and thereby to secure more completely the rights of Faculty members and of the Regents.”<sup>53</sup> The president, of course, had a permanent seat on the council, along with other administrators. But still, the new arrangement meant that his voice would be heard in conjunction with the voices of the faculty.

This structure lasted until 1947, when it was completely replaced by a new legislative body: the Faculty Council. The new council ended the tradition of a mixed governance body in favor of a pure faculty assembly. Instead of five, there were now forty elected professors, representing five disciplinary areas plus the medical school and the law school. Seats continued to be held for specific administrators (nineteen in total, including the president and the secretary of the Board of Regents), but in a change from the Administrative Council, this time they were pure *ex officio* members, with no voting rights. The new body marked an end of real-time shared governance, but at the same time it granted enumerated powers specifically to the faculty. These included determining “requirements for admission and for degrees, diplomas, and certificates” and “decid[ing] upon curricula and such new courses of study and changes in courses of study as involve considerations of educational policy or relations between schools or departments.” In both of these areas the actions of the Faculty Council were immediately “effective without approval” save for those that involved budget increases, which were subject to review by the Board of Regents.

In 1968—that pivotal year again—the council set out to reform itself. After a study of faculty governance across the country, it restructured itself. The most obvious change, made official in 1970, was a rebranding as the University Senate. The revamped body was also now more democratic: the number of seats increased to seventy-seven; non-tenure-line instructors could now serve as senators; and new seats were established for student representatives (albeit with no voting rights). At the same time, the senate modeled other institutions by creating a subgroup—the Executive Committee, comprising ten senators elected internally by secret ballot—with agenda-setting authority and the ability to act on its own in many matters. In many ways, this countervailed the overall democratic trend of the senate. And indeed, Mower and Mogren report, in 1974 an ad hoc restructuring panel recommended that the Executive Committee be abolished, on the grounds that it held “too much concentrated power.” The full senate rejected the motion but did expand the committee to include two students and ensured that it included no more than two senators from any academic division of the university.

The senate’s leadership became a key point of controversy. In a legacy from the Administrative Council days, the body’s chairperson was by tradition an administrator: the vice president for academic affairs. Even though this person could not vote, chairing meetings still gave him considerable power. By 1984 another ad hoc restructuring committee found that the senate, partially due to nonfaculty leadership, “suffers from erosion of its sense of self [and occupies] itself with trivial or ceremonial matters while major policies are decided elsewhere.” As a solution, it proposed “strengthening and

politicizing the chairperson position by having the chairperson elected by the Senate, with all tenured professors eligible to run.” After considerable debate, the motion was narrowly rejected. The issue was soon partially solved, however, when the university reestablished the dormant position of provost, creating a new administrative role and making the vice president for academic affairs a part-time office for a professor, who would “chair the Senate and generally serve as advocate for the faculty.” In 1994 the senate finally began electing its own chairs, now called “Senate President,” with no administrative oversight.

The current structure of Utah’s senate was solidified in the mid-1990s. Its ranks have grown to include one hundred faculty senators, apportioned among academic divisions according to a complex formula that incorporates both the number of full-time faculty in each division as well as the number of student credit-hours they teach each year. This results in some compositional quirks, including the fact that the largest division represented—with four more seats than the next largest—is the School of Medicine. But even that is eclipsed by a larger constituency: eighteen students, who now have voting rights. They are joined by one last vestige of administrative presence, in the form of two deans internally elected from among all of the university’s deans. They too have votes.

The University Senate continues to have broad oversight of admissions, curriculum, and degree requirements. This is in addition to a broad mandate “to consider matters of professional interest and faculty welfare and make recommendations to the University President and other administrative officers concerned.” Within this category of course is the question of promotion and tenure, which has its own committee—not to be confused with the Committee on Academic Freedom and Faculty Rights. This latter group, which has a special significance given the history of the Utah senate, fields grievances from faculty members and conducts its own investigations before making recommendations for action to the full senate. According to its publicly available annual reports, the committee typically deals with only one or two cases a year but takes them very seriously.<sup>54</sup>

The Utah senate, of course, has to deal with many overlapping layers of governance. These include individual councils for every college and school within the university, the President’s Cabinet (comprising vice presidents and special assistants—and the president of the senate), more than two dozen university-wide committees appointed by the administration, and (as is the case for some other public institutions) both a board of trustees and a board of regents. This diffusion of power means that the legislative actions of the senate can be contested by many parties, but it also affords it a special place as the most transparent and most democratic governance venue on campus. Mower and Mogren write that as a result, the senate is a place to “identify the unintended consequences of policies” and debate them; this is a reactive role, but an important one.

Oftentimes when the senate has acted in this capacity, it does so in response to action by the regents. In the early 1990s that board mandated a switch from the quarter system

to the semester system, a complicated undertaking (opposed in surveys of the faculty) that consumed the senate for years. In addition, the senate has stepped in during various budget crises to push for the university to develop its own exigency regulations, with more nuance and room for negotiation than the broad cuts proposed by the regents. But even greater challenges have come from a different source: the Utah state legislature. In 1998 the lawmakers attempted to codify workloads for faculty members—a fundamental threat to their professional autonomy. The University Senate held emergency meetings and promulgated a strongly worded “statement of values” in opposition to the proposed laws, which were subsequently voted down. However, a different result came a few years later when the senate vigorously debated and ultimately passed a ban on concealed guns on campus. The restriction was short-lived, because the deeply conservative Utah legislature quickly passed a law overturning it and allowing guns once more at a university that did not want them.

Regardless of its evolving power and its sometimes shaky authority, the University Senate is a product and a producer of a long history of faculty speaking up for their rights and ability to help steer the institution. Mower and Mogren write:

Utah’s Senate has teeth. The issues that come before it cannot proceed without approval. The Senate can seek out issues and debate and secure approval for them; these, too, will not go on without Senate action. . . . So, do we succeed? At a recent meeting of Pac-12 faculty leaders where all the schools were represented, as Utah gave its report on how things are done here (the Academic Senate’s role and responsibilities, and what the faculty does), the uniform response from the other Pac-12 faculty members was, “your Senate can do that?, you have that kind of authority?, and you’ve been doing it since when, 1915?”—that perhaps best answers the question.

## Pomona College

In each case above, the creation of an academic senate was not the first time that faculty had a formal voice in governance. Rather, as I argued in the first section, a new senate marked a step toward an organized attempt to exercise power that could stand up to the *de jure* authority of presidents and trustees.

Some institutions have never taken that step. Instead, they have retained the original form of professorial power: the faculty itself, *en masse*. The most prominent of these are private liberal arts colleges. An obvious difference between these and the institutions above is their size; they have much smaller student bodies, and therefore smaller faculties, than the typical American university. And yet size isn’t everything. After all, at the time of the first wave of academic senate foundings at universities, in the 1910s and 1920s, some liberal arts colleges (especially eastern ones like Amherst or Swarthmore) had faculties at least as large as the newer universities, public or private. Yes, a

small faculty makes it easier to deliberate and vote on legislation without resorting to a representative system, but we also must consider the question of mission. Research universities are fundamentally heterogeneous institutions with vastly different constituencies within the faculty. At a liberal arts college, professors are typically focused solely on undergraduate education, have more limited research agendas, and are concentrated within the traditional arts and sciences disciplines. This creates a cohesion that perhaps enables common understanding without a system of apportionment, elections, and executive committees.

The example of Pomona College sheds light on this phenomenon. At first glance, it looks like an archetypal liberal arts college, but its unusual features quickly emerge. Notably, it is in California, far from the Northeast and Midwest, where most of the country's liberal arts colleges are concentrated.<sup>55</sup> That is not to say that it has no company. In fact, it is directly adjacent to four other small private colleges: Scripps, Claremont McKenna, Harvey Mudd, and Pitzer. These five colleges share campus borders, clubs and sports teams, and one other important thing: a graduate school. Technically, Claremont Graduate University is a stand-alone institution, but it effectively functions as the collective graduate school for the five baccalaureate colleges, sharing faculty and resources with them and allowing their students opportunities to take advanced coursework and participate in research.

This model was designed at a pivotal moment in Pomona's history: the early 1920s, just when many universities were launching their senates. Some voices in the Pomona community wanted the institution to quickly grow its students and faculty and join the ranks of Stanford and Berkeley. But the college's president at the time, James Blaisdell, had a different vision: "My own very deep hope is that instead of one great, undifferentiated university, we might have a group of institutions divided into small colleges—somewhat on the Oxford type—around a library and other utilities which they would use in common. In this way I should hope to preserve the inestimable personal values of the small college while securing the facilities of the great university."<sup>56</sup> While the form the colleges took only loosely resembled Oxford, it certainly worked toward the goal of balancing intimacy and excellence.

That form also meant that Pomona faculty members could retain their positions as collective participants in the college's governance. Sometimes, of course, they exercised their authority through subgroups. This was particularly true in a moment of crisis for the college, the 1927–28 school year, when Blaisdell had effectively stepped down from the presidency but a successor had not been secured. The Board of Trustees took two steps. The first was appointing "an interim Executive Committee of the Faculty to have charge of the administrative affairs of the college until other arrangements can be made." This four-man committee had a professor of mathematics as its chair, given "authority to sign documents on behalf of the college as Acting Head." The second move was to elevate the position of "secretary of the faculty" from a meaningless title to a full

administrative role. This person, chosen from among the ranks of tenured professors, served for decades as the college's chief academic officer.<sup>57</sup>

The Pomona faculty's very strong role in governance only extended as far as the college's borders. At the important cross-institutional level comprising all the Claremont Colleges and the graduate school they had far less voice. The "Intercollegiate Council," established in 1942, included only one professor from each college (elected for two-year terms), along with each institution's president and the chairs of each Board of Trustees. As the consortium grew in numbers and prominence, this meant that the Pomona faculty's influence was continually diluted in "big picture" terms, even as it maintained its local authority.

Today that model persists. While its purview is limited, within the college itself the Pomona faculty wields considerable influence.<sup>58</sup> According to the institution's by-laws, the faculty has the authority to "determine, subject to revision and approval by the Board of Trustees, the courses of study, the times and modes of examination and the general method of instruction and discipline." This last category is supplemented by power delegated by the president "over the social and residential life of the students." The faculty meets monthly as a whole, plus at "special" and "emergency" meetings; at these any member can introduce legislation (although in practice most motions come from committees). Instructors as well as tenure-line professors have voting rights, the only stipulation being that they either hold an appointment lasting longer than one year, *or* have worked full-time at Pomona for longer than a year, regardless of the terms of their contract. (Visiting professors are specifically excepted.) There is a nominal quorum for conducting business, but it is not regularly enforced. However, there are provisions to ensure that small groups cannot dictate action. For example, the chair of the faculty can invalidate any vote that passes with "less than a majority of the voting faculty and a plurality of less than ten votes."

There are of course subgroups—especially committees, which at last count numbered thirty-two. These ranged from the two-person "Institutional Biosafety Committee" to the ten-person "Teaching and Learning Committee." The most important of these, however, is the Executive Committee, which oversees all other committee work and is charged with paying "special attention to the broader policies, especially institutional policies, that are of interest and concern to all of the faculty, bringing proposed changes (and new policies) to the full faculty for approval." In existence since 1984, this is an intimate group: just six professors at the assistant rank or higher. Two seats are apportioned to each academic division of the college (humanities, social sciences, and natural sciences), one elected internally and one nominated by the division and then elected by the whole faculty. They serve two-year terms and no two executive committee members may come from the same department.

This super-committee is joined by another, simply named the Cabinet. This is a mixed committee, including three administrators (the president, the dean of the college,

and the dean of students) and every faculty member at the rank of full professor who has been employed by Pomona for at least one year. This elite grouping has only one significant task, however: to “advise and consent” on all faculty appointments, promotion, and tenure. Since this is the core task of many faculty senates at other institutions, we may be tempted to call the Cabinet Pomona’s equivalent of a senate. But while some senates may be practically limited to this area, the Cabinet is officially so, its only other area of authority being the granting of honorary degrees.

In short, Pomona offers an alternative model of faculty governance to the academic senate. It has developed and retained a system in which democracy can work without a representative system. Yes, it is a smaller institution, but with 188 full-time faculty, it is not wildly different from many private research universities. What is unclear from codes and by-laws, however, is the interest and participation in governance demonstrated by the Pomona faculty en masse. We can imagine that it varies from era to era, and perhaps even from year to year. In an institution with a senate, faculty members choose to exercise power; in a college like Pomona, it is thrust upon them. Whether or not they wield it is a choice that must be continually made.

## Harvard University

Why save Harvard for last? After all, in 2018 it is likely Stanford’s foremost rival. In sports and local stature, Stanford will always match up first against Berkeley, but when it comes to global reputation there are increasingly two superpowers in American higher education, staring each other down across the continent. Harvard, it seems, should have been my first point of comparison.

Harvard is an outlier in many ways, but most importantly here in that it does not have a faculty senate. This is odd, to be sure. In a nation in which some 90 percent of four-year institutions have senates, the oldest institution of all, and the most famous, lacks one. How could this be?

Harvard certainly does not lack for governance, but it comes almost exclusively in the form of administrators and trustees. Like many universities that developed senates, it has had iconic presidents, many of them branded as autocrats, including boldfaced names like Charles Eliot, James Conant, and Larry Summers. But the faculty has never responded to their power through organizing a wide-ranging representative body. And the variety of top-down governance does not end there. While some public universities must answer to both trustees and regents, Harvard is perhaps unique among private institutions in having a bicameral parliament of governing boards. Neither are actually called trustees. The upper house is commonly known as the Corporation, but its full name is the “President and Fellows of Harvard College.” The nomenclature is not a mistake; whereas at an institution like Chicago the undergraduate “college” division is a favored child of the university, at Harvard the college is the parent. The self-perpetuating

Corporation is nearly as old as the university itself. For its first three and a half centuries, it comprised just six fellows plus the president. In 2011, by internal resolution, it began adding an additional six fellows, which is where it stands today. And traditionally, with the exception of the president's, seats on the Corporation have been closed to current or former Harvard faculty.<sup>59</sup> It is joined by the lower house, the Board of Overseers, which also dates to the university's earliest days. In another unusual twist, this thirty-person board is elected by the alumni of the university. Its powers are much fewer than those of the Corporation, with the key exception of "power of consent" to the Corporation's internal elections of its members. It also directs the visitation process, consisting of internal and external reviews of the university's academic programs and divisions.

We can reject the conclusion that Harvard's professors have decided that their university has enough governance. That seems out of character. Rather, one solution to the puzzle is that Harvard is so big and so diffuse that all of its academic policy is made not at the institutional level, but rather within its fifteen schools and divisions. The largest of those fifteen is the Faculty of Arts and Sciences—and in fact it is home to the only legislative faculty body in the university. The division's Faculty Council, established in the familiar year of 1969, includes eighteen elected members. However, their powers are far less than those of a senate, both because Arts and Sciences itself has only limited authority, and because that faculty's professoriate still convenes monthly to debate and vote on legislation.<sup>60</sup> Its most notable such action in recent years came in 2005 with a highly publicized vote of no confidence in President Summers, who resigned soon after.

This vote was influential but imperfect. It was not a representative vote in two senses: first, it came from a group of faculty at large, rather than through a formally organized governance body; and second, it was the product of just one of the university's fifteen divisions. In response, a number of professors across Harvard began agitating for a university-wide faculty governance body. Christian Anderson explains:

There was widespread sentiment that the time had come for greater openness on campus with greater input by faculty in the selection of deans or in the management of the curriculum. Some professors expressed dissatisfaction with the "mysterious" Corporation which governs the University. As law professor Alan Dershowitz remarked, "We're entitled to know the secret handshake. . . . Universities should be transparent institutions." Gary Orfield, professor of education, described the University's system of governance as "predemocratic" and that there needed to be a "university-wide faculty . . . a voice not just for the arts and sciences, but for the entire university."

And yet the dog didn't bark. Harvard did not inaugurate a faculty senate, as so many of its peers did at similar times of crisis. For understanding why, we can invoke two interpretations of a classic treatise of organizational theory: Albert Hirschman's *Exit, Voice,*

*and Loyalty*.<sup>61</sup> His core theory is that disgruntled members of organizations have two primary options for expressing their discontent: they can exit the organization and seek membership elsewhere, or they can stay and speak out about their grievances. For all of its votes and actions, the faculty senate is primarily a vehicle for voice. In one interpretation of Hirschman, we can assume that the senate is most likely to be tolerated by a university's de jure powers as a means to discourage exit. Since Harvard is at the top of the academic pyramid, its professors have likely spent their entire careers fighting to get there. They are unlikely to leave, and therefore the administration has no reason to countenance a senate. But the completely opposite interpretation holds more power. In fact, there are almost no barriers to exit for Harvard faculty. Yes, they are at the top, but that gives them a level of mobility that professors at other institutions can only dream of. In reality, there is no senate at Harvard not because the administration has blocked it, but because the faculty has never actively sought it. It seems likely that this is because they can so easily exit that they have no motivation to exercise voice. Indeed, when the celebrated professor Cornel West quarreled with Summers, exit is exactly what he did—immediately landing a professorship at Princeton. (And, it is worth noting, Princeton also does not have a faculty senate, nor does Yale. Together, this ancient régime of elite universities seems to have stood alone in rejecting the form.)

## Conclusion

Context matters. History matters. Even personalities matter. When it comes to systems of faculty governance, we cannot possibly make generalizations other than noting their diversity of forms. And as we have just seen, one of those forms is absence. Harvard, Yale, and Princeton are rare among elite research universities in not having senates, but they are hardly alone in the greater landscape of American higher education. Most community colleges, which serve a huge percentage of the nation's undergraduates, lack any formal faculty governance structures. Regional public universities may have senates or the equivalent, but in many cases their instructional work is so dominated by part-time adjuncts as to make the notion of a faculty body, comprehensive or representative, largely meaningless. And it likely goes without saying that the newest sector of higher education—for-profit colleges and universities, many of them operating primarily online—has absolutely no system of faculty governance to speak of.<sup>62</sup>

But at Stanford and most of its peers, faculty senates exist and persist. They may be imperfect vehicles for governance, but they give professors a seat at the table that would otherwise seem impossible at large, diffuse research universities. Understanding what they are is essential to understanding what the university itself is. In fact, in some conceptual ways they are a microcosm of that university.

On one level, faculty senates—like universities—are bureaucratic institutions. They emerged as an organizational response to conditions that required new governance

structures and alternative corridors of power. These edificial terms are potent; they reflect how bodies like senates help build universities, which in turn help build our society. This is often an awkward process, but it can be a virtuous one all the same. When Cohen and March described the university as “organized anarchy,” they did so with the most generous of intentions.<sup>63</sup> Organization, even if it takes the form of a garbage can, is a step toward creating the world we want to live in.

But on another level, faculty senates—like universities—are people. The structural interpretation only gets us so far. As we have seen above in case after case, and especially in Peter Stansky’s preceding chapter, the ways and means of the senate are always circumscribed by the individuals who fill its seats, for better or for worse, and the administrators that they contend with. Individuals determine whether, and how, a senate is created, and they influence which way it will go—in James Minor’s typology, whether it will be functional, influential, ceremonial, or subverted. Adrianna Kezar and Peter Eckel, in a review of literature on governance in higher education, explain:

A study of senates from the 1970s summed up what many studies found: the structure was as good as the people on them each year. Ironically, studies examining structure find that people, interpersonal dynamics, and culture affect governance processes most and can be related to efficiency, responsiveness, and participation—the very three issues that many campuses currently struggle with. Thirty years of scholarship demonstrate that structural variables/conditions explain few outcomes including effectiveness, implementation of policy, commonality of purpose, and the like.<sup>64</sup>

And therein lies another reality about senates: they change. This is due to both structural and personal factors. In some cases, like at Berkeley, the senate has gradually lost power and prominence over time, driven by the evolution of the campus and the larger university, as well as by the direct influence of leaders both internal and external to academia. In other cases, like at Columbia, the senate emerged as a direct response to a deeply personal crisis and has since had the burden of managing the organizational challenges of running a large and broadly representative governance body at a heterogenous institution. Beyond those sweeping contours, as we saw earlier in the nuanced description of Stanford’s senate, the leadership and composition of these bodies can change from election cycle to election cycle, and in so doing change their fundamental character on a dime; a senate can be influential one year and ceremonial the next. Again, generalizations get us nowhere, even when looking at a single institution.

One generalization is in order, however, about the literature on faculty governance. The trend is overwhelmingly toward a declension narrative. Even as senates have persisted, we learn, the administrative superstructure has grown dramatically in recent decades. In turn, the faculty’s authority has steadily eroded. Even more imposing has

been the influence of outside players who assess the university using criteria typically reserved for business. T. R. McConnell, writing in 1970 at the acme of senate building, predicted this: “In institutions where the faculty has gained a large degree of authority and influence, it may lose no small part of its control. In large and complex universities whose support flows from many sources and in which there will be increasing internal and external pressure for efficient management, faculties may lose whatever influence . . . they may previously have won.”<sup>65</sup> Much more recently, Larry Gerber has picked up the same theme, only in retrospect: “The growing deference to market forces, the increasing deprofessionalization of large sectors of the faculty, and mounting pressures from governing boards and legislatures for colleges and universities to use externally imposed metrics for assessing performance have resulted in an overall weakening of the practices of shared governance that had developed over the previous century.”<sup>66</sup>

Is it true? Have the growing footprint of administration and a proliferating corporate ethos really diminished the faculty’s authority in meaningful ways? The best rejoinder against this narrative isn’t a defense of the ongoing strength of senates and faculties, but rather an acknowledgment that their present-day weakness is nothing new. The golden age was golden in terms of *creating* senates, not necessarily in terms of wielded power. And even the most pessimistic authors today aren’t calling out the actual abolition of senates, only their perceived impotence. With the exception of isolated moments of crisis, it is hard to argue that there were ever times when faculties at large research universities had dramatically more authority than they do today. Their long-standing mode of operation, expressed through bodies like senates, is not far off from Václav Havel’s proposals in *The Power of the Powerless*,<sup>67</sup> which advocates “parallel structures” of governance and information, whose authority is by definition weak. University administration cannot be compared to totalitarian regimes, but the nature of the faculty senate is indeed both powerless and powerful, its influence always precarious but often potent nonetheless.

To that end, a final metaphor may be in order—not from politics or business but from elementary physics. Speaking of the power of a lever, Archimedes is supposed to have said, “Give me a firm place to stand, and I will move the whole world.” The academic senate is not a lever. It is not a tool with which one can move the whole world. It is, however, a firm place to stand, and according to Archimedes, that is no less important.

## Notes

1. Anderson, Christian K. (2007). “The Creation of Faculty Senates in American Research Universities.” Ph.D. diss., Pennsylvania State University, 2.

2. The legislative branch of the United States government, of course, has both a Senate and a House of Representatives. I could not find any universities with deliberative faculty bodies that include upper and lower houses, although the by-laws of a handful

of Canadian universities refer to bicameral governance structures, with both governing boards and faculty-dominated senates collaborating to author and approve legislation. No US universities follow this model.

3. Notably, the landmark judicial case in the United States establishing the rights of corporations had a college as its plaintiff: *Dartmouth College v. Woodward* (1819).

4. Locke, G. (2002). "Veto Message on HB 2403-S2": <<http://app.leg.wa.gov/documents/billdocs/2001-02/Htm/Bills/Vetoes/House/2403-S2.VTO.htm>>.

5. Gerber, L. G. (2014). *The Rise and Decline of Faculty Governance: Professionalization and the Modern American University*. Johns Hopkins University Press, 2.

6. Kaplan, G. E. (2004). "How Academic Ships Actually Navigate." In Ehrenberg, R. G., ed., *Governing Academia*. Cornell University Press, 165–208.

7. For a normative case for the democratic locus of authority, see Cynthia Hardy (1990). "Putting Power into University Governance." In Smart, J. C., ed., *Higher Education: Handbook of Theory and Research, Vol. 4*. Agathon Press, 393–426.

8. Professors can be described as holding charismatic authority as well, and this perhaps is also passed upward from the faculty to the senate. Both forms—traditional and charismatic—date to the medieval university, as recounted delightfully by William Clark in *Academic Charisma and the Origins of the Research University* (2006, University of Chicago Press).

9. Minor, James T. (2004). "Understanding Faculty Senates: Moving from Mystery to Models." *Review of Higher Education* 27(3), 343–63.

10. The following draws on Anderson (2007).

11. Trow, Martin (1990). "The Academic Senate as a School for University Leadership." *Liberal Education* 76(1), 23–27.

12. Ibid. Trow wrote in 1990; observers of European universities over the ensuing years may argue that the faculty's position there has weakened considerably.

13. Birnbaum, Robert (1989). "The Latent Organizational Functions of the Academic Senate: Why Senates Do Not Work but Will Not Go Away." *New Directions for Higher Education* 75(1), 7–25. The "sawdust" jab comes from Thorstein Veblen's 1918 classic *The Higher Learning in America: A Memorandum on the Conduct of Universities by Business Men*, which preceded the creation of most academic senates but was nevertheless pessimistic about the prospects for true faculty governance at most universities.

14. Cohen, M., March, J., & Olsen, J. (1972). "A Garbage Can Model of Organizational Choice." *Administrative Science Quarterly* 17(1), 1–25.

15. These numbers are the most recent available, from fall 2016, as reported online: <<https://opa.berkeley.edu/campus-data/common-data-set>> and <<http://facts.stanford.edu/academics/faculty-profile>>. The equivalence is thrown off somewhat by the fact that Stanford has a medical school and Berkeley does not.

16. "The Organic Act—Chapter 244 of the Statutes of 1867–1868," available from the Online Archive of California: <<http://oac.cdlib.org>>.

17. Taylor, Angus E. (1998). *The Academic Senate of the University of California: Its Role in the Shared Governance and Operation of the University of California*. Berkeley, CA: Institute of Governmental Studies Press.

18. This quotation is from Kerr's introduction to Taylor (1998).

19. We can contrast this to a latter-day example at the University of Virginia. In 2012 the university's governing board forced out its president for largely ideological reasons. Led in part by the institution's senate, the faculty reacted with furor, quickly mobilizing their political and moral authority to protest the ouster. Two weeks later, the president had been reinstated. For a good recounting of the incident, see Rice, Andrew (2012). "Anatomy of a Campus Coup." *New York Times*, September 11, 2012.

20. Some of the best reporting on the Cleaver affair was by the noted journalist James Fallows, then a student reporter at Harvard. See Fallows, James M. (1968). "Busting Cleaver." *Harvard Crimson*, September 24, 1968; and Fallows, James M. (1968). "Cleaver to Teach at U.C. Berkeley." *Harvard Crimson*, October 4, 1968. Before the fall term was up, Cleaver was wanted by the police and fled to Cuba.

21. This and much of what follows comes from the UC Academic Senate's website, which includes the body's by-laws, minutes, relevant regents' orders, and other details of its form and function. See <<http://senate.universityofcalifornia.edu>>. Non-tenure-line instructors are made members of the Academic Senate after two years' employment.

22. See the Berkeley Division of the Academic Senate's website: <<https://academic-senate.berkeley.edu>>.

23. For a comprehensive, chronological accounting of the assembly's legislation, see <[http://senate.universityofcalifornia.edu/\\_files/assembly/documents/assembly.appendix.vi.chron.pdf](http://senate.universityofcalifornia.edu/_files/assembly/documents/assembly.appendix.vi.chron.pdf)>.

24. Kerr, Clark (1998). "Introduction." In Taylor (1998).

25. Rockefeller's university was technically the revival of the "old University of Chicago," a small college that had died in bankruptcy five years earlier. In mission, leadership, and campus, though, the university was brand-new.

26. Pugh, Willard J. (2000). "A 'Curious Working of Cross Purposes' in the Founding of the University of Chicago," in Geiger, Roger L., ed., *The American College in the Nineteenth Century*. Vanderbilt University Press.

27. Anderson (2007), 137–39.

28. Meyer, Daniel Lee (1994). "The Chicago Faculty and the University Ideal, 1891–1929." Ph.D. diss., University of Chicago.

29. Boyer, John W. (2015). *The University of Chicago: A History*. University of Chicago Press, 172–73.

30. *Ibid.*, 229–31.

31. This quotation and the ones above come from an internal university document printed and annotated twenty-five years after the fact: Shils, Edward (1970). "Presidents and Professors in American University Government." *Minerva* 8(3), 440–48.

32. Ibid. See also Shils's (1970) broader assessment of midcentury models of shared governance: "The Hole in the Centre: University Government in the United States." *Minerva* 7(1), 1–7.

33. Much of the following detail comes from the website of the University of Chicago's Secretary of the Faculties, an office that organizes the university's various faculty governance bodies: <<https://sof.uchicago.edu>>.

34. Boyer (2015), 421.

35. Ibid., 462.

36. McCaughey, Robert A. (2003). *Stand, Columbia: A History of Columbia University in the City of New York, 1754–2004*. Columbia University Press, 487.

37. For a franker assessment of Kirk and the 1968 tumult than is available in in-house histories of Columbia, see his *New York Times* obituary: Arenson, Karen W. (1997). "Grayson Kirk, 94, President of Columbia during the 1968 Student Protests, Is Dead." *New York Times*, November 22, 1977.

38. <[http://senate.columbia.edu/information/40th\\_anniversary/senate\\_proposal\\_1969.pdf](http://senate.columbia.edu/information/40th_anniversary/senate_proposal_1969.pdf)>

39. Ibid.

40. McCaughey (2003), 469–72.

41. Quoted in Anderson (2007), 295.

42. McCaughey (2003), 522–23.

43. Much of the following information comes from the University Senate's official website: <<http://senate.columbia.edu/>>.

44. "Charters and Statutes: Columbia University in the City of New York" (amended June 2017): <[http://secretary.columbia.edu/files/secretary/university\\_charters\\_and\\_statutes/University%20Charters%20and%20Statutes\\_June2017.pdf](http://secretary.columbia.edu/files/secretary/university_charters_and_statutes/University%20Charters%20and%20Statutes_June2017.pdf)>.

45. Rosenberg, Rosalind (2003). "The Commission on the Status of Women—A Brief History": <[http://senate.columbia.edu/committees\\_dan/commission/status\\_women.html](http://senate.columbia.edu/committees_dan/commission/status_women.html)>.

46. McCaughey (2003), 469.

47. de Bary, William T. (1971). "Report on the First Term of the Columbia University Senate, 1969–1971": <[http://senate.columbia.edu/information/40th\\_anniversary/senate\\_bulletin\\_1971.pdf](http://senate.columbia.edu/information/40th_anniversary/senate_bulletin_1971.pdf)>.

48. Anderson (2007, 185–203) provides a thorough account of the "Great Debacle," as does Walter Metzger, one of the leading historians of academic freedom: Metzger, W. P. (1961). "The First Investigation." *American Association of University Professors Bulletin* 47(3), 206–10.

49. Quoted in Anderson (2007), 190.

50. Metzger (1961), 209.

51. For more on the efficiency fetish in American higher education, see my recent article: Ris, Ethan W. (2018). "The Origins of Systemic Reform in American Higher Education, 1895–1920." *Teachers College Record* 120(10).

52. Lovejoy, Arthur O. (1915). "Report of the Committee of Inquiry on Conditions at the University of Utah." *Bulletin of the American Association of University Professors* 1(1), 3–83.

53. This material and much of what follows is from Mower, A., & Mogren, P. (2014). *When Rights Clash: Origins of the University of Utah Academic Senate*. Available digitally at <whenrightsclash.lib.utah.edu>.

54. Descriptions, statutes, and reports from the contemporary University Senate is available on the body's website: <https://academic-senate.utah.edu>.

55. Out of 233 liberal arts colleges catalogued by *US News and World Report* in 2017, only 13 were in California. Massachusetts, with about one-sixth of California's population, had 14.

56. Lyon, E. W. (1977). *The History of Pomona College, 1887–1969*. The College. 232.

57. Lyon (1977), 258–60.

58. The following information comes largely from the *Pomona College Faculty Handbook, 2017–18*: <www.pomona.edu/sites/default/files/faculty-handbook.pdf>.

59. Keller, M., & Keller, P. (2001). *Making Harvard Modern: The Rise of America's University*. Oxford University Press, 49.

60. "Faculty of Arts and Sciences Rules of Faculty Procedure": <www.fas.harvard.edu/files/fas/files/rules\_of\_faculty\_procedure\_.pdf>.

61. Hirschman, A. O. (1970). *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Harvard University Press.

62. For more, see Gerber (2014). Gerber contends that "corporatization"—especially at for-profit institutions but also at traditional private and public ones—is responsible for the erosion of faculty authority since its midcentury golden age.

63. Cohen, M. D., & March, J. G. (1974). *Leadership and Ambiguity*. Harvard Business School Press.

64. Kezar, A., & Eckel, P. D. (2004). "Meeting Today's Governance Challenges: A Synthesis of the Literature and Examination of a Future Agenda for Scholarship." *Journal of Higher Education* 75(4), 371–99.

65. McConnell, T. R. (1970). "Faculty Government." In Hodgkinson, H. L., and Meeth, L. R., eds., *Power and Authority: Transformation of Campus Governance*. Jossey-Bass, 98–125.

66. Gerber (2014), 121.

67. Havel, V. (1985). "The Power of the Powerless." Paul Wilson, trans. *International Journal of Politics* 15(3/4), 23–96.

# Chapter 3

## *A Tapestry of Senate Memories*

### REFLECTIONS BY SENATE CHAIRS AND ACADEMIC SECRETARIES

More than anyone else, the Senate's chairs and the academic secretaries to the university have been involved in orchestrating each Senate's agenda and modus operandi. With the advice and consent of the Steering Committee and often in consultation with the university's leadership, other senior administrators, and various resource persons around the university, the chairs and academic secretaries have identified, generated, and prioritized the issues that find their way into the Senate's deliberations and decisions. Their perspectives on the Senate's work over the years thus become a particularly valuable source of insights into the inner workings of the Senate and an assessment of its value as an instrument of faculty governance. In the preparation of this book, it was clear that these perspectives had to be an integral part of reflecting on the Senate's history.

Fortunately, the Oral History Program of the Stanford Historical Society has captured the views of many of those who are no longer with us, as well as those who are. We have very valuable and personal testimony in those recorded interviews (see Appendix 2). For this book, Senate chairs and academic secretaries who are still alive were asked to contribute thoughts on their time in office, in whatever form they considered appropriate. It was very gratifying that almost all of them did, which, together with Peter Stansky's more extended contribution in Chapter 1, has helped to give this book an extraordinarily rich collection of memories, observations, and reflections—some with the benefit of the contributor's hindsight, and all with a strong sense of having had a remarkably rewarding experience serving the Faculty Senate. The editorial team has greatly appreciated their colleagues' cooperation and thoughtfulness; the result is a compelling testimony to what can be accomplished when good people are put in charge of a well-designed organization.

## Reflections by William W. Chace

### *Chair of Senate XI, 1978–1979*

The Senate of the Academic Council during the academic year 1978–79 purposefully and steadfastly met all of its responsibilities: attending to committee reports, presidential and provostial announcements, and other legislative matters. That the year was unaccompanied by urgent or critical issues was a testament to the amity of the members of the Senate and to the smooth functioning of the university at the time.

That happy fact notwithstanding, perhaps this is a place for me to reflect on the Senate as I saw it, and participated in it, from some of its earliest years. I first served in the Senate as an elected representative in 1970 and served again, many times, over the years until I left Stanford in 1988. My recollection is that the Senate was founded, and had to be founded, as a result of confusion and anger on campus from the late 1960s, that anger and confusion stemming from the Vietnam War and a consequent adversarial relationship between the faculty and the administration and among members of the faculty itself. An understanding had grown on campus that something was needed to create a sense of community trust, an understanding that Stanford was one place and not many places. The most articulate and energetic proponent of this understanding was the late Herbert Packer, at the time a vice provost and a member of the law faculty. Herb Packer looked to the faculty to organize itself (with his constant help) and create a body known as the Senate of the Academic Council.

Prior to this moment there had been a collective body for all faculty called the Academic Council that would meet once or twice every quarter, but it had little jurisdictional responsibility or effect. It could take only symbolic votes. When the Senate was established, it conveyed to the faculty something new and something both energizing and sobering: a considerable responsibility, including review of many administrative actions, among them the university operating budget. The Senate was going to become the collective voice of the Stanford faculty; it would be elected; it would have both responsibility and power.

Perhaps one could consider this as only an incidental matter, but for many of us elected to the Senate, the use of Robert's Rules of Order at all meetings conveyed to us the serious meaning of our meetings. Those rules make a body function logically and appropriately and with a memorialized record of its decisions.

Secondly, for the faculty, and for the administration, it was good to look each other in the eye. The administration, whether it was led by Richard Lyman in the 1970s or Donald Kennedy in the 1980s, was newly seen not as some distant authority off in a different building, but as senatorial colleagues. The fact that our seating was in alphabetical order and not by order of seniority or rank contributed to that sense of collegial equality.

Nor was the Senate made up (as some similar bodies have been) of colleagues with time and leisure on their hands and with little real work to do. Instead the membership was largely that of some of the most eminent and busy members of the faculty. No one more fully represented this feature of the Senate than the late Kenneth Arrow. Everyone understood that he, a Nobel laureate, was one of the most distinguished members of the faculty. Also true of him is that he put his full mind into gear any time he was asked ever to do anything with the Senate or for the Senate, or any time he spoke. He was not disengaged; he was the model citizen of the university and a man of great scholarly distinction. That, I think, gave many people the sense that the Senate was a serious entity and not a marginal one.

Over many years, the Senate of the Academic Council has, I believe, served the institution well. It has brought the faculty into a position in which its elected representatives can gain a comprehensive, and not an insular, sense of the issues and problems the university faces and must solve. It has served to bring together, under the mantle of collective responsibility, colleagues from every domain and discipline of the institution. It has given Stanford a reliable and coherent record of the discussions and decisions that have guided its future growth and how that growth has been built upon its past accomplishments. And it has instilled in each of its members, over the years, a sense of mutual understanding and trust.

## Reflections by Nannerl O. Keohane

### *Chair of Senate XIII, 1980–1981*

The Senate agenda for 1980–81 included several topics familiar from past years, including distribution requirements, the Western Culture program, the Honor Code, the cost of faculty housing and difficulties of recruiting faculty and staff, research funding, and the status of emeriti. There were also a few issues that had the feeling of novelty, a foretaste of the future: information technology, broadly construed, and the potential connections between academic research and industry, or the “commercialization” of research findings.

In October, the president noted “the interface between academic research and industry” and discussed several ways of dealing with the topic. In January, he remarked on “the commercialization of the fruits of scholarship,” sending a memo to all faculty on this subject because of its importance. In February, the report of the Task Force on Computing recommending “a network of facilities to provide rapid communication and sharing,” rather than a centralized “massive system” located in the CIT, or a distributed set of non-networked computers, was generally applauded.

The year brought new leadership in the presidential and provostial offices. Don Kennedy and Al Hastorf proved a dynamic team, and provided useful information in their reports. There were few questions, but it was clear that both leaders were fully engaged.

In the first meeting of the academic year, October 2, President Kennedy noted the probability of “a seismic event of sizable proportions in the next 10–20 years,” and reported that Stanford had purchased earthquake insurance. And it came about as predicted: nine years later, in October 1989, the Loma Prieta earthquake struck the campus.

The situation of women faculty on campus had been discussed by three task forces appointed the previous year by then-provost Kennedy. As president, he commended the task forces for their work, and proposed the creation of a University Committee on Affirmative Action, to deal with the issue of recruiting women and minority faculty. Questions about retention, tenure, promotion, and work/life balance were left for the future.

Among the most divisive issues of the year were the foreign language requirement and the length of the academic term. The humanists tended to be on one side, with the engineers and to a lesser extent the scientists on the other, a familiar lineup on these topics. Dean Kays of the School of Engineering twice suggested that a foreign language requirement was the last straw for the school, on top of other requirements. He observed acidly that if the requirement were deemed essential, it might be paid for by abolishing the undergraduate engineering program. A minimal foreign language requirement to be satisfied either by work in high school, passing a proficiency test, or taking college-level courses was ultimately passed 20–14.

Professor Reholz noted that the issue of semesters versus quarters had been before Stanford bodies “eight times in thirty-two years”; he and other colleagues ardently believed it was time to take it up again. Not everyone agreed. Even the decision to establish a committee to consider the issue was contested, as was the wording of the charge.

The most hotly debated issue of the year was the status of the academic transcript. C-AAA (the Committee on Academic Appraisal and Achievement) brought a report to the Senate on March 5. Although the issue of “grade inflation” was touched on briefly in the discussion—primarily regarding the increasing prevalence of “A” grades—the basic question before the Senate was whether the Stanford transcript should be a “historic record” of work attempted, noted either as accomplished or failed, or a record only of achievement, not attempts.

After a lengthy and intense debate on May 28, the Senate supported the proposal to require a student to declare a course pass/no credit by the end of the third week of the term. But by a vote of 15 to 13, the Senate rejected the proposal to revise the deadline for dropping courses from the day of the final exam to four weeks before the end of term, making clear that the purpose of this option at Stanford is to allow a “fail-safe” rather than encourage students to explore different courses before committing to a specific set. By a vote of 19 to 8, the proposal to list unauthorized withdrawals and failing grades was also rejected, affirming the status of the Stanford transcript as a “record of achievement” rather than a historic record.

This was the one issue of the year on which I departed openly from the wise rule of chairmanly neutrality, asking at the outset of the debate whether Stanford was unusual in having a transcript that notes only work successfully completed, rather than a “historic record.” Registrar Mahoney noted that only Brown University had the same practice at that time.

The role of the Senate in university governance was discussed on several occasions. President Kennedy noted that the foreign language requirement passed by the Senate would raise issues of cost, and that he might have to return to the Senate to ask for a delay in implementation. But there was no suggestion that the Senate lacked the authority to institute such a requirement. The representative status of the body was noted during the debate on the length of terms, when senators were admonished to consult with their colleagues before making a decision. And an informal meeting of the Senate in April dealt with issues of the functioning and purposes of the body; no minutes were kept.

Overall, the Senate turned in an admirable performance in 1980–81. The discussions took place at a high level, and even on deeply divisive issues were not personally acrimonious. A good deal was accomplished on several important topics, and the groundwork was laid for other achievements in the future. It was an honor to serve as chair.

## Reflections by David B. Abernethy

### *Chair of Senate XIV, 1981–1982*

The main issue addressed by the Senate in the 1981–82 year was the status of adjunct professors. An ad hoc committee formed at the start of the academic year and chaired by John Merryman (Law) examined several matters regarding the adjunct “line,” created by the Senate in 1974: appropriate terms to describe adjunct positions; ranks within this line; and whether adjuncts with professorial rank could be principal investigators (PIs) on research projects. The Senate discussed these issues on three separate occasions, including presentation of the committee’s final report on May 27. There being no quorum at this meeting, we were unable to cast a definitive vote. My “sense of the meeting” was that there was strong majority support for the recommendations, despite objections from some members in the basic sciences.

The committee’s principal recommendations: make a semantic change, replacing “regular” and “adjunct” professors by “tenure-line” and “non-tenure-line” professors; specify the individual’s responsibilities, as in professor of physics (teaching) or professor of neurology (research); add the rank of associate professor (teaching or research); no explicit or implicit path from non-tenure line to tenure-line positions; and with one exception noted, PI status should remain restricted to members of the Academic Council.

I note here three important and controversial issues addressed during my seventeen years on the Senate, along with the views I expressed in related Senate debates:

- The content and scope of a required freshman course sequence introducing students to the humanities
- Use of the endowment: whether the university should support proxy resolutions asking companies operating in apartheid South Africa to apply equal-treatment policies in the workplace (the so-called Sullivan Principles) or to withdraw until apartheid policies were abandoned
- Responses to initiatives by the director of the Hoover Institution to establish a Ronald Reagan Center for Public Affairs administered by Hoover, and to locate the Reagan Presidential Library on our campus

The first of these issues was clearly within the Senate's mandate to set curricular policy. The second, addressed during questions to the president, was outside of our mandate but appropriate given our accepted role as advisors to the trustees. The third was advisory to the trustees but also within our mandate, since the proposed library's stated purpose was to create research opportunities for faculty and students.

Regarding the first, the broad pattern at Stanford from the 1960s to the late 1990s was to shift focus from Western culture to cultures throughout the world; from an introduction to the humanities to a history of ideas about the human condition that could be addressed by the social and the natural sciences; and from a distribution requirement (DR) system focused on the humanities to a larger set of DRs covering all fields of knowledge. I criticized supporters of the Western Culture requirement for misusing the term "humanities." Either they were interested in how human beings in all cultures thought about the human condition (a perspective consistent with the exalted term these professors used for their work) or they were interested only in what "Westerners" had thought. In that case, they were clearly implying that non-Westerners had made no worthwhile contributions to the subject—a position that on its face was both racist and false. If they wanted to call themselves "Western humanities specialists," fine. But they shouldn't use an inclusive term and then exclude the vast majority of humanity. Our students need and deserve a required sequence based on the term's most inclusive meaning. (My training as an Africanist obviously influenced this position.)

During the 1970s and 1980s I used Senate question time to ask the president why the university was so opposed to pressing companies in its endowment portfolio that operated in South Africa to consider leaving the country. In itself, a company's presence there constituted a moral problem: corporate taxes supported the apartheid regime, and the regime valued corporate activity in South Africa as a symbol of Western support. During these two decades, a strong divestment/disinvestment movement emerged within our student body as well as across the country. But support for this movement

never developed in the Senate, so there was no collective pressure from us on the trustees. Proxy votes favoring application of the Sullivan Principles were about as far as the university was prepared to go. That said, the fact that the Senate agenda included question time enabled a pressing public policy issue to which our endowment was directly linked to be openly addressed and given added publicity.

From 1983 through 1987 senators frequently discussed the initiatives taken by Hoover's director, Dr. Glenn Campbell, to bring to campus a set of institutions associated with, and honoring, President Ronald Reagan. The Senate unanimously supported recommendations of the Rosse Committee that any public affairs center be under Stanford's regular academic governance, not under the Hoover Institution. Campbell responded to this rejection by pressing for the Reagan Library. The trustees agreed, in principle, to locate the library on campus.

The Reagan Library Planning Committee, appointed by President Kennedy, was willing to recommend an environmentally sensitive site in the foothills adjacent to the Center for Advanced Study in the Behavioral Sciences. However, the committee (on which I was the lone Academic Council member) set conditions on access road siting and on building height in order to minimize the aesthetic damage the building's location could cause. When it became clear in 1986 that the architect had paid no attention to these conditions, I and others publicly opposed locating the library in the foothills unless a less intrusive plan was devised.

In an unprecedented move, twelve former chairs of the Senate met to devise a statement along these lines. Our statement became the basis for the historic April 2, 1987, Senate vote—carried 26 to 4, with 5 abstentions—to reject the agreement the president and trustees had entered into with the White House unless major architectural and/or siting changes were made. This vote doubtless influenced the decision by the Reagan Foundation later that month to relocate the library to Simi Valley, in Southern California.

At the April 2 Senate meeting, I pointed out that our faculty had been minimally involved in any aspect of this proposal, start to finish. This was in marked contrast to the active faculty role in planning the Ford Library at the University of Michigan and the Johnson Library at the University of Texas. In retrospect, appointing only one faculty member to the Library Planning Committee was a mistake, as was the trustees' unwillingness to back out of the agreement with the White House once it became clear that the planning committee's conditions had been ignored.

For me, the April 2, 1987, meeting marked the apex of the Senate's influence. We had the courage to face down the administration and the trustees, based on strong arguments. The former Senate chairs made a key contribution in crafting the resolution on which the Senate voted. The overwhelming support for the resolution was critical in eliminating what would have been a permanent aesthetic and environmental affront to our beautiful campus.

## Reflections by Alexander L. Fetter

### *Chair of Senate XV, 1982–1983*

I served as chair of the Stanford academic Senate for the academic year 1982–83. On reading the careful minutes written by academic secretary Clara Bush, I am struck by the fallibility of memory. My recollection is that the spring term was focused on the possibility of locating the Reagan Library on the Stanford campus, but there is no mention of that question in the minutes. Instead, the spring term focused on (1) how Stanford University and the Hoover Institution do and should interact and (2) weapons-related research at SSRL (Stanford Synchrotron Radiation Lightsource, a part of the Stanford Linear Accelerator Center devoted to materials and biomedical research). The location of the Reagan Library was hidden in the question of Stanford's oversight of Hoover. My memory is that Glenn Campbell, the director of the Hoover Institution, strongly desired the Reagan Library to be located on Stanford land, which many faculty members equally strongly opposed. Eventually, the trustees of the Reagan Library chose a location in Simi Valley, in Southern California, rendering the question moot.

The minutes are fascinating. Don Kennedy was president (in his third year) and Al Hastorf was provost. Some of the numbers are striking: the provost initially announced three-year potential tuition raises of 12 percent, 9 percent, and 9 percent, based on annual inflation of 6 percent. These potential increases were eventually reduced, but not to anything like current levels. The provost also announced potential faculty raises of inflation plus 1–2 percent, namely 7–8 percent.

In general, I have the sense that not much changes over the decades. The provost discussed at length the need to reduce Stanford's budget, apologizing for the third such cycle (referring to earlier, long-forgotten acronyms BAP and BEP<sup>1</sup>). Similarly, the president spoke at length about the recovery of indirect costs (which eventually became a major public relations issue in Kennedy's last few years—many will recall the misallocated accounting for the “Stanford yacht”).

During my time as chair of the Stanford Senate, the luncheon for the Queen of England hosted by President Kennedy was a particularly memorable event. The minutes of the March 3, 1983, meeting of the Faculty Senate contain a few relevant items: the president's report states, “For the first twenty minutes, I think I was scared out of my mind.” Subsequently, Vice Provost Massy “added that one of the high points . . . was hearing . . . Fetter explain to the Duke of Edinburgh just exactly what is the Faculty Senate. Then Fetter said that we also had a student Senate and the Duke said ‘Wow!’”

More generally, I have found that Stanford's academic Senate serves a central and vital role that is not widely replicated at other universities. Specifically, a physics graduate

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1. Budget Adjustment Program (BAP) and Budget Equilibrium Program (BEP), 1968/69–1977/78.

school colleague from my time at Harvard contacted me around 2006 to seek information on Stanford's system of governance. He was then at New York University and asked how the system worked at Stanford. We mostly discussed the lack of such a governance structure at Harvard, where Lawrence Summers had recently stepped down as president after five years. There, the Faculty of Arts and Sciences effectively served as the representative body, but it lacked the broad base of Stanford's Senate. To my knowledge, Harvard's structure remains unchanged.

## Reflections by H. Craig Heller

### *Chair of Senate XVI, 1983–1984*

The major issue that occupied the Sixteenth Senate arose on the very first meeting: a possible proposal for establishment of the Ronald Reagan Presidential Library at Stanford. This possibility was raised in the president's report to the Senate in which he mentioned "two other matters which had developed over the summer." The first matter had to do with a committee that had been formed to examine "the various aspects of the relationships between the University and the Hoover Institution." The trustees had decided that the committee should exercise continuing rather than one-time oversight. The second matter was the fact that discussions had arisen over the possibility that a Reagan Library complex might be located at Stanford. A committee chaired by James Rosse was formed to provide faculty opinion on the academic benefits of such a development. Extensive questions were addressed to President Kennedy showing concern as to whether faculty input would be sufficient and could have the potential of determining the fate of the proposed project. Most of the questioning came from Professor Ron Rebholz, but many other members of the Senate joined in. President Kennedy ended the question session with the notable statement: "If the president of a university didn't give the faculty an opportunity to be heard loudly and clearly on matters of that importance, he wouldn't last very long."

Given the fact that the Rosse Committee had been requested to report out by October 1 and this first Senate meeting was on September 29, it is unlikely that the committee had the time to digest the extensive questioning that occurred at that first meeting. Nevertheless, at the second meeting of the Senate, the Steering Committee reported that the Rosse Committee recommended no action be taken on the Reagan Library issue without the advice of the Senate, and that after the president had adequate opportunity to study the Rosse Committee report and prepare his response, full Senate discussion would be scheduled.

An almost comical break from the intense discussions over the Reagan Library proposal occurred in that second meeting of the Sixteenth Senate. The Stanford Planning Office and an independent landscape design firm presented plans for renovation of the Inner Quad. What ensued was an active critical discussion of the plans that focused

primarily on the eight planting circles in the Quad. Issues included size, the proposed raised boundaries, and the need to be true to the historic Olmsted design; what garnered most attention were the proposals to alter the plantings themselves through trimming and replacement. The Senate got into technical discussions of effects on lines of sight, the significance of different vegetation levels, and how trimming and thinning would alter the visual impact on the Quad. To cut the discussion short, the chair suggested trying an experiment by trimming one of the existing planting circles. That ended the discussion and the next morning ground crews were trimming the plants in the circle closest to the president's office. I think all would agree that the outcome was successful.

The third meeting of the Sixteenth Senate was dominated by the anticipated report from President Kennedy on his response to the Rosse report on the proposed Reagan Presidential Library at Stanford. President Kennedy outlined the chronology, which had started with a sketchy concept a couple of years prior, followed after a considerable hiatus with a more detailed development plan in late 1982. That plan consisted of a three-part proposal: a library, a small museum, and a Center for Public Affairs. At that point, the Rosse Committee was formed. There were also two communications from the Hoover Institution further defining the proposal; the second of these Anderson Committee reports was received after the Rosse Committee report and President Kennedy's response.

In summary, President Kennedy's statement acknowledged that a Reagan Library (i.e., archive) would be a significant resource for Stanford especially if it included papers from the members of the Reagan cabinet. A modest display facility related to the library and limited to issues and events surrounding the Reagan presidency would be acceptable. However, any proposed Center for Public Affairs "must be a part of our normal academic and administrative structure—part of the University as a whole—rather than an extension of the Hoover Institution." He added that no decisions about academic programs of such a center would be made without full consideration by the faculty. Although the president was not prepared to make a response to the recently received second Anderson Committee report, he mentioned that it contained proposals for fund-raising and administration that raised substantial questions.

Members of the Senate expressed appreciation for President Kennedy's report, but extensive discussion ensued. That discussion sought further details on the concept of a museum and put on record serious concerns about the nature of a public affairs center.

Clearly tension was growing on campus over the Reagan Library proposal. The Senate organized ad hoc meetings for members of the Academic Council to express concerns to their representatives. The growing differences of opinion between the faculty and at least some members of the Board of Trustees had the appearance of putting President Kennedy in a difficult position. To show support for the positions taken by President Kennedy, the Steering Committee presented to the Senate on December 1 a resolution stating that "if there is to be a Reagan Public Affairs Center, that Center should make a significant contribution to the teaching and research activities of the

University and should be, as stated by President Kennedy, part of our normal academic and administrative structure.”

Around this period of time, President Kennedy and I would occasionally meet on our morning runs of the Dish. Of course we would discuss the issues surrounding the Reagan Presidential Library. We were both of the opinion that taking a firm position of not accepting a separate museum and only accepting a public affairs center that was under normal university governance would be deal breakers. At the December 1 meeting of the Senate, President Kennedy reported that his statement had been delivered to the White House on October 27 and was responded to by Edwin Meese, counselor to President Reagan, who stated that it constituted a proposal that President Reagan “cannot accept.” Further negotiations between the White House and the Board of Trustees were anticipated, and on December 7, Kennedy, Kimball, and Tatum met with Counselor Meese at the White House. President Kennedy reported to the Senate on December 8 that the stipulation that any public affairs center, or similar entity, be under the regular arrangements for the governance of academic programs at Stanford was unacceptable to the White House. In response to questions, President Kennedy said that the three parts of the proposal—library, museum, and public affairs center—were still a package deal so far as the White House was concerned. At the January 12, 1984, Senate meeting President Kennedy reported that the Board of Trustees at their December meeting passed a resolution similar to the one passed by the Senate, and when communicated to the White House, it was met with the same response—that it was unacceptable. That seemed to be the end of the issue that dominated the Sixteenth Senate for the entire fall quarter.

The issue arose again in February, however, with a proposal from the White House that the trustees lease Stanford land to an independent foundation that would be responsible for a Center for Public Affairs; at its March meeting, the Senate reaffirmed its resolution of December 1, 1983, stating that the resolution applies to a public affairs center organized independently as a lessee. However, at the next meeting of the Sixteenth Senate, President Kennedy announced that he had formed a committee to assist him in carrying out his charge from the board to develop a proposal to bring the Reagan Library to Stanford. The implication was that the three parts of the original proposal had been uncoupled and the committee was charged with developing a site plan and other details for the library/archive.

Issues of the Reagan Library were not discussed again in the Sixteenth Senate of the Academic Council. For the next two years, the assumption was that the Reagan Presidential Library Foundation, which had been formed, was continuing to plan with Stanford for an archive with modest exhibit space appropriate for a library. A University Reagan Library Planning Committee was appointed with Professor David Abernethy being the sole faculty member. By late March 1987 Professor Abernethy called the planning process “seriously flawed.” He asserted that the lack of strong university input allowed the Hoover Institution to make key decisions on its own in apparent alliance with the White House, and against the rest of the university.

The controversy became heated again upon the release of information about the design, size, and components of the proposed Reagan Presidential Library. I obtained a copy of the plans and published in the April 1 *Campus Report* the library site plan overlaid on the site plan of the Stanford Inner Quad drawn to the same scale. Clearly all three of the original components were included in this planned archive. The estimation of the number of nonacademic visitors along with the sizing of the building and parking areas indicated a traffic volume not compatible with the chosen site in the foothills overlooking Lake Lagunita. All of these issues were covered in a letter composed by Professor David Abernethy and me, signed by the twelve past chairs of the academic Senate who were still on campus, and sent to the *Campus Report*. The letter appeared just prior to the April 2 scheduled review of the issue by the academic Senate, and it urged a downsizing of the library or locating it farther from the central campus and close to a major road. The academic Senate endorsed the idea of a Reagan Library reduced in size and located away from the foothills overlooking campus. In less than a month, the Ronald Reagan Presidential Foundation withdrew its offer to build the Reagan Presidential Library at Stanford.

The absence of a Ronald Reagan Presidential Library, museum, and public affairs center at Stanford is a legacy of the Sixteenth Senate of the Academic Council. I hope that the lesson learned is that any major initiative proposed for Stanford University should involve faculty participation and input from the very first stages through to the completion and integration into university functions. This is close to the statement made by President Kennedy in the first meeting of the Sixteenth Senate.

## Reflections by Patricia P. Jones

*Vice Chair of Senate XXI, 1988–1989*

The chair of the Twenty-First Senate of the Academic Council was professor of law John Kaplan. He led most of the Senate meetings in autumn and winter; however, due to illness he was unable to participate in Senate meetings in the spring. Chair Kaplan's exceptional wisdom and wit were greatly missed by the Senate. As vice chair, I chaired all six spring quarter meetings, and I am providing these recollections of the work of the Twenty-First Senate, greatly assisted by the often entertaining minutes written by academic secretary Arthur Coladarci.

The Senate received many excellent reports from its committees. Throughout the year there were several recurring topics of discussion, which arose in questions to the president and provost and in discussions of various report items. Freedom of speech and the interpretation of the Fundamental Standard came up several times, in several cases after incidents on campus. The working conditions of unionized workers at Webb Ranch were discussed on several occasions, usually in questions to President Kennedy raised

by senator Ron Rebolz. And the status and outlook of the university's budget, anticipated to be in deficit for several years due in part to the stock market drop of 1987, arose many times during the year, during discussions of support for interdisciplinary degree programs and the new Cultures, Ideas and Values (CIV) Area One requirement; minority faculty hiring; the Continuing Studies Program; undergraduate financial aid; TA budgets; the ongoing Centennial Campaign; and the provost's annual budget report.

An early fall agenda item that engaged the Senate was the relationship between the Hoover Institution and the university, including the criteria for fellow appointments at Hoover, which were of concern to some faculty inside and outside the Senate. Given that a search was underway for a new Hoover director, however, a motion was passed to postpone further discussion of the relationships between the university and the Hoover Institution "until a new director for the Hoover Institution is designated or until the first meeting of the Twenty-second Senate of the Academic Council, whichever comes first."

In March the Senate received an interim report from the Second Senate Ad Hoc Committee on the Professoriate (C-PS<sub>2</sub>), chaired by Phil Hanawalt (Biology). In a two-stage process (discussion only at the first meeting; discussion and vote at the second meeting) the Senate debated the main recommendations of C-PS<sub>2</sub>: that the School of Medicine establish a Medical Center Line (MCL) for faculty engaged in clinical practice and teaching, discontinue the non-tenure line (clinical), and establish a School of Medicine Faculty Council. As articulated by the school's dean, David Korn, the MCL was essential to provide necessary flexibility given the changes in medical education; to strengthen clinical and medical teaching practices; and to enable the school to compete successfully with other medical schools. Among the issues discussed by the Senate were the move of some faculty from Academic Council non-tenure-line (clinical) positions to non-Academic Council MCL positions; the rights and responsibilities of MCL faculty (including principal investigatorship—to be limited mostly to clinical scholarship and teaching); and the anticipated numbers of MCL faculty. (It was stated that MCL faculty would eventually total 125, many-fold fewer than what it was in 2017.) The recommendations of C-PS<sub>2</sub> passed the Senate on a divided voice vote.

As a result of the growing practice of administering midterm exams outside of regular class time, which inconveniences some students, the Committee on Academic Appraisal and Achievement (C-AAA), chaired by Orrin Robinson (German Studies), brought forward a motion to assist students and departments in accommodating this practice. An amended motion was approved: "Classes which give midterm examinations outside of regular class hours must: (1) announce the date and time during the first week of the academic quarter, and (2) provide reasonable alternative times to those students for whom these announced times are not convenient. According to the Honor Code interpretations and applications, at these alternative times a different examination may be given."

C-AAA also brought to the Senate recommendations for principles on the use, training, and supervision of teaching assistants. The Senate was in general agreement

about the need for greater expectations that TAs receive training (many departments did not provide training to their TAs), as well as guidance, supervision, and evaluation, including the use of course evaluations to provide information on TA effectiveness. Concerns were expressed about making implementation too bureaucratic; space and financial support for TAs; the need for better English language assistance for international TAs; and appropriate TA grievance procedures. The recommendation passed with a unanimous voice vote.

At the final Senate meeting of the year I reported to the Senate that Chair John Kaplan was hospitalized with brain cancer, but with high spirits. He sent a message to his Senate colleagues: he regretted that he could not be in attendance and thanked the Senate for its cards, which touched him deeply. He said that Senate membership and the position of Senate chair were very important to him; they were honors of which he was very proud. Professor Kaplan died in November 1989 at age sixty.

## Reflections by Carolyn C. Lougee

### *Chair of Senate XXII, 1989–1990*

By 1989–90, the curricular reforms that made Stanford a national political football had been resolved, and the Senate would have had a normal academic year but for two momentous events that showed the value of the Senate beyond its routine oversight of faculty and administration issues.

The first grand event, all unexpected and unwelcome, was the October 17, 1989, Loma Prieta earthquake. In the days following, the Senate stepped up as a means of holding the community together in the face of unexpected disruptions and dislocations: disseminating status reports and serving as a forum for exchanges among senators and administrators about priorities and plans for recovery and repair. As a historian, at the first post-earthquake Senate meeting (October 26), I set the event in long-term context, quoting President David Starr Jordan's remarks on faculty and student experiences of the 1906 earthquake: "I have never seen the faculty so optimistic, so kindly disposed toward each other, and so generally hopeful in regard to future conditions." To this I added, "So it was [in 1906] and so it has been these past ten days: many mutual kindnesses among members of the community, a deep sense of thankfulness for what we have been spared, and optimism that the years to come are yet to be the best years in the history of Stanford." President Kennedy added his thanks to "each and every person [in the community] for extraordinary good sense, flexibility, energy and good will in dealing with a difficult situation." Provost Rosse spoke of the "good spirits" shown in the face of major damage to structures and programs and, generally, the trauma of the event. Dean of Research Bob Byer chimed in with a typical Stanford attitude: "Where there is adversity there is opportunity."

The second grand event six months later, effusively welcomed, was what President Kennedy described as “the unexpected and wonderful opportunity” of a visit by Soviet president Mikhail Gorbachev on June 4, 1990, en route home from his summit meeting with President George H. W. Bush. From the moment planning began, the Senate was involved in setting priorities, notably the importance of broadening opportunities for access to the event. On the day of the visit, classes were canceled; throngs of students, staff, and faculty lined the visitor’s route from Palm Drive through the Quad and over to Memorial Auditorium and the Graduate School of Business, where Gorbachev gave a major address and presided alongside Professor George Shultz, former secretary of state, at a seminar with invited scholars and students. On this occasion, the Senate’s role was symbolic rather than legislative, but a nontrivial contribution to a face-to-face meeting of personages from two contrasting political systems. Along with President Kennedy and Professor Shultz, I greeted President Gorbachev at the main entrance to the Quad, where I explained briefly the self-governance exercised by the Stanford faculty through its Senate. As little as this exchange may have influenced the visitor, this moment displayed the institution of the Senate at the heart of the university.

## Reflection by Marion Lewenstein

*Academic Secretary, 1991–1994*

There are many amusing moments when serving as academic secretary, but the one that I remember best involves a young professor who had not yet received tenure. Some colleagues had recommended him for a particular committee but others cautioned that he needed time to get ready for tenure so should not be imposed upon.

In the end, I called him. “Gee,” he said, “I’d like to be a good citizen, but I have to get ready for my tenure review.” Ultimately, he said yes.

Two or three years later he won the Nobel Prize.

And, yes, he had made tenure.

## Reflections by James J. Sheehan

*Chair of Senate XXIV, 1991–1992*

To prepare for writing these reflections, I read through Marion Lewenstein’s minutes of the meetings of the Senate that I had the privilege of chairing in 1991–92. Gracefully written, illuminated by flashes of wit, and enlivened by a journalist’s eye for vivid detail, Marion’s minutes record a busy, turbulent year, one of the most memorable in the university’s recent history. Don Kennedy, burdened by the indirect cost scandal for which he was (unfairly, in my view) frequently blamed, was in his final year as president. His reports to the Senate and especially his replies to senators’ sometimes hostile questions

were witty, precise, and effective, examples of the grace under pressure that he displayed during this difficult period. In April, Jim Rosse, who had been provost since 1984, unexpectedly resigned and was replaced by Jerry Lieberman, a longtime faculty leader and an inspired choice who would ease the transition to a new presidency. Although the Senate continued to conduct its routine business—hearing reports and memorial resolutions, reviewing programs, granting (and in one case rescinding) degrees—its agenda was dominated by the budget crisis. In 1991, despite having completed one of the most successful fund-raising campaigns in the history of higher education, Stanford faced large deficits that required some painful reductions in staff and programs. Understanding the full dimensions of these fiscal difficulties (which some faculty members were reluctant to acknowledge) and legitimating the university's responses (about which there were inevitable disagreements) were the Twenty-Fourth Senate's most significant challenges.

In his response to the celebration of his presidency, with which the Twenty-Fourth Senate concluded its business in June 1992, Don Kennedy praised the Senate for its work. It was, he said, often possible to take the Senate for granted: "When you don't need it, you don't notice it. But when you do need it, I think it is very important that it is there." During these troubled times, the Senate provided a forum in which complex, often divisive issues could be discussed by representatives of the faculty. Often heated and sometimes marked by sharp debate, these discussions were carried on with remarkable civility and goodwill. That the university was able to manage its financial problems without serious institutional damage was in part due to the senators' willingness to listen to, learn about, and participate in the complicated process of budgetary analysis and revision.

Although senators are elected to represent various constituencies, the Senate itself represents the university as a whole. This function is best expressed by the way the members' seats are arranged: senators sit in alphabetical order, not according to school or rank; administrators, who are members of the Senate *ex officio*, sit among their faculty colleagues, subject to the same rules and procedures. At its best, therefore, the Faculty Senate embodies the model of representation that Edmund Burke so eloquently described to his electors in 1774: A parliament, Burke said, "is not a *congress* of ambassadors from different and hostile interests, which interests each must maintain, as an agent and advocate, against other agents and advocates; but parliament is a *deliberative* assembly of *one* nation, with *one* interest, that of the whole, where, not local purposes, not local prejudices, ought to guide, but the general good, resulting from the general reason of the whole."

## Reflections by Patricia P. Jones

### *Chair of Senate XXVI, 1993–1994*

This was a very busy year for the Faculty Senate, with several complex items of Senate business, along with report items brought to the Senate for discussion by President

Gerhard Casper and newly appointed provost Condoleezza Rice. The university's continuing budget problems, resulting from the earthquake, reduced indirect cost rates, and the recession, hung over the university all year and were factors in a number of Senate discussions. The Senate worked hard all year to manage its heavy agenda, with many meetings lasting to 5:30 (one not ending until after 6 p.m.!), and Senate meetings required on five consecutive Thursdays to end the academic year. My recollections of this busy Senate year have been refreshed by the excellent minutes written by Marion Lewenstein, in her third and final year as academic secretary. I summarize the important accomplishments and discussions of Senate XXVI in chronological order below.

At the first three Senate meetings of the year, the Senate heard and discussed reports from the president and provost on a revised sexual harassment policy, the upcoming budget process, and the institution of a flexible benefits program. The first major Senate discussion, at its December meeting, focused on the report of the Provost's Committee on the Recruitment and Retention of Women Faculty, presented by its chair, education professor Myra Strober. The committee, which had been established the previous year by then-provost Jerry Lieberman, came to be known as the Strober Committee. Data in the report indicated that although progress had been made in recent years, women made up only 15.8 percent of the faculty, which placed us third from the bottom among universities with which Stanford compares itself. Among other findings, Chair Strober reported that women were overrepresented in the lowest quartile of faculty salaries and underrepresented in the highest quartile. Interviews with faculty revealed that junior faculty in particular felt the lack of a culture of support, citing issues such as excessive teaching assignments, sexual harassment and discrimination, and challenges facing dual-career faculty couples and faculty with children, such as childcare issues. One controversial issue that stimulated considerable discussion within the Senate was the decision by Provost Rice, with support from some committee members, to remove the names of interviewees from the published report so that they and others mentioned could not be identified. Provost Rice reported on some of her ongoing and planned initiatives to address the issues in the report, including appointing a vice provost for faculty recruitment and development (a position to which law professor Robert Weisberg was appointed later in the year; he has continued to assist with recruitment and equity issues into 2017).

The following resolution, proposed by five senators, was unanimously passed by the Senate:

Given the findings of the Provost's Committee on the Recruitment and Retention of Women Faculty, the Senate urges the University administration to treat this report with the utmost seriousness and to take appropriate measures to: increase the number and percentage of women faculty; ensure salary equity by gender; develop programs for retention of women faculty; evaluate and revise current policies affecting faculty members' ability to meet family and career obligations; create

a culture of faculty support. The Senate further requests that the Provost report once a year to the Senate for the next five years on the progress being made to implement the Committee's recommendations.

A major item of Senate business in early spring was consideration of the proposal from the Committee on Research (C-Res) for a policy on conflict of interest and conflict of commitment. This policy was requested by President Casper and reflected federal recommendations that universities have a conflict-of-interest policy. The draft, presented with well-articulated rationale by C-Res chair Craig Heller (Biology), resulted from a year of research and discussion by the committee, facilitated by the dean of Research, Charles Kruger. Senate discussion of the document, which included guidelines for avoiding conflicts of interest, for disclosing such conflicts (which are inevitable), for managing such conflicts, and for ensuring faculty commitment of time to the university, occupied most of two meetings. Senators debated the limits to faculty engagement with outside entities, what types of faculty works were covered by the policy, the status of software developed by faculty as creative works or inventions, how faculty should disclose conflicts, and the proposed status of gifts as being similar to grants and contracts in requiring disclosure if faculty have a separate relationship with the donor. A variety of amendments were offered and eventually voted down, and the policy passed with a strongly positive vote. C-Res was praised for its thoughtful and arduous work on a difficult problem, and the Senate was complimented on its thoughtful discussion. This policy has served the university well for twenty-three years.

The Twenty-Sixth Senate engaged with a second major policy issue, consideration of changes to Stanford's policies on grades. The Committee on Academic Appraisal and Achievement (C-AAA) brought recommendations for several significant changes to the university's grading system, following two years of research that included a faculty survey and discussion across the campus community. As presented cogently by C-AAA chair Gail Mahood (Geology), the most significant proposed change was the institution of the Not Passed (NP) grade to be included on student transcripts (a change from the preexisting policy of not recording that a course had been taken if the student did not pass). Other changes recommended by C-AAA included an add/drop deadline following the third week of the quarter, institution of the W grade in the eighth week if a student withdrew from a course, and a one-year limit to clearing Incomplete grades. Discussion raged for parts of three Senate meetings, including debate over whether a transcript should be a historical document of what the student had attempted or a record of accomplishment. Managing proposed amendments and substitute policies required that the chair and academic secretary frequently consult Robert's Rules of Order. The debate received national attention, and the final vote on June 2 came with reporters from the *Wall Street Journal*, the *New York Times*, and *ABC World News Tonight* as Senate guests. The grading policy changes passed with a strongly positive roll call vote.

Senators agreed that it had been an excellent discussion and voiced their appreciation for the contributions of those who had been on all sides of the debate.

Other important items came to the Senate for discussion in what was a very busy spring. The chair of the Planning and Policy Board, Artie Bienenstock (Applied Physics), led a discussion of the apparently increasing reliance on non-Academic Council faculty in some teaching programs, the role of teaching and research at Stanford, and the use of limited resources. Student representatives expressed concerns about the status of ethnic studies, in particular, the need for Asian American Studies and Chicano Studies; one Senate meeting was terminated early by the chair due to disruptions of the meeting by students and their failure to observe Senate protocol. Provost Rice's budget presentation focused on the implementation of changes in the university's budget process, including a move to a consolidated budget, budgeting both short- and long-term, and development of a capital plan for major projects. Finally, at its last meeting the Senate heard an interim report on the Commission on Undergraduate Education (CUE) from its chair, Jim Sheehan (History). CUE had been working all year and planned to complete its report the following fall. At that last meeting the Senate welcomed twenty-nine members of the Board of Trustees; this has become a tradition for the final Senate meeting of the year.

## Reflections by Robert D. Simoni

### *Chair of Senate XXVII, 1994–1995*

The Senate year began with several notable procedural changes. Marlene Wine became the academic secretary and served extraordinarily well through the following fall quarter. The academic secretary's staff provided their usual terrific support, especially Trish Del Pozzo whose flawless institutional memory was indispensable. And a real-time reporter was used for the first time to capture Senate proceedings and facilitate the writing of minutes.

John Bender (English), vice chair of the Senate, offered a proposal to establish "Administrative Sessions" of the Senate at which routine, noncontroversial matters requiring Senate action could be presented to the Senate Steering Committee for consideration rather than go before the full Senate. The intent was to allow more time at Senate meetings for consideration of complex issues requiring full Senate discussion. This procedural change has served the governance process well and continues to the present.

As an historical aside, during the course of discussions during a fall presentation of computing at Stanford, Roger Noll (Economics) raised the concern that NSF (National Science Foundation) was ending its subsidy of the Internet and wondered what the future of the Internet might be when it was no longer free!

The dominant action items for the entire year related to the report of the Commission on Undergraduate Education (CUE). This commission, created by President Gerhard Casper a year earlier and led by James Sheehan (History), was established as a comprehensive review/revision of the entire undergraduate curriculum.

The initial report to the Senate by the commission in the fall prompted many questions and set the stage for the movement of specific recommendations through the various Senate committees for the creation of enabling legislation. The ensuing discussions on the various recommendations represented the Senate at its very best, debating academic priorities. In addition to Senate discussions, there were many department, school, and town hall meetings devoted to general education. Everyone was engaged.

Individual commission recommendations came to the Senate from various committees and eventually were adopted, often involving lengthy, multiple-meeting, and contentious discussion and revision. Proposals covered writing requirements, the foreign language requirement, Cultures, Ideas and Values (CIV), distribution requirements, science requirements, and more.

The discussions of CIV consumed much of the second half of the academic year and involved a complex set of issues including existing distribution requirements; the potential that the unit burden for students would be increased at the cost of educational breadth; student choice; and the importance of a common experience for all students in their first year. At successive meetings, provisions were approved to reduce the number of distribution requirements, provide for periodic review of the CIV program; and prescribe procedures for staffing and course certification. The program evolved over the years as was intended; in 1997 it was restructured and renamed “Introduction to the Humanities,” which survived until it was replaced by “Thinking Matters” in 2011.

One of the most innovative programs to originate from the commission, though ultimately unsuccessful, was the Science, Math, and Engineering (SME) Core. This program was designed to attract nonscience students into a very rigorous three-quarter, comprehensive, interdisciplinary course that integrated the fields of biology, chemistry, physics, mathematics/statistics, and engineering into a coherent whole under a broad theme, for example “Light.” The intent was to provide nonscience students with a strong grounding in science sufficient for effective citizenship, equivalent to the grounding science students receive in the humanities at Stanford. SME was an ambitious—probably overly ambitious—program that gave students a very rigorous alternative to the then-existing distribution requirement courses for science/technology. The program eventually faltered as students voted with their feet, largely because the work burden was enormous compared to fulfilling the requirement with separate distribution courses. It also underestimated the difficulty of creating and coteaching a course that truly integrated many fields. It was a heroic effort by many dedicated faculty members, with unlimited resources and strong administrative support. The need that prompted the program still exists.

One of the “touchy” subjects for Senate discussion was the future of ethnic studies; African American Studies, Chicano Studies, and Asian American Studies. John Shoven, dean of the School of Humanities and Sciences, proposed creating an interdisciplinary program clustering the existing individual programs under the umbrella of Comparative Studies in Race and Ethnicity. Shoven’s proposal evoked a collective sigh of relief from the Senate, as it avoided scrutiny of the value and rigor of the individual programs. Program details and implementation came with subsequent Senate discussions and the program has flourished.

Overall, the actions of the 1994–95 Senate were lasting and they focused almost entirely on academic issues—the Senate at its best.

On a personal note, I served as a member of the Senate for many years and considered it a privilege. The experience provided an opportunity to learn about and understand the Stanford community and the many issues facing higher education. It was also an opportunity to meet remarkable colleagues from all departments and to learn from their perspectives. Most importantly, Senate service is an opportunity to serve Stanford’s remarkable students.

## Reflections by Gail A. Mahood

### *Chair of Senate XXVIII, 1995–1996*

My service as Senate chair in 1995–96 was bookended over twenty years by my first stint in the Senate as a newly tenured professor in 1987, and my last in 2007. The real work of the Senate is done by its committees; during those twenty years I gained a lot of satisfaction from my work on those committees, as well as on President Casper’s Commission on Undergraduate Education (CUE), and from the license given me as an associate vice provost to address diversity in the graduate student body and develop a childbirth accommodation policy for women graduate students.

Chairing the Senate Committee on Academic Appraisal and Achievement (C-AAA) had been an all-consuming activity for me while the committee investigated and developed recommendations for revising the grading policy. These recommendations were one of the major issues considered by the 1993–94 Senate, and they were controversial both in the Senate and in the larger community. I found myself being interviewed on NPR regarding grade inflation, and depending on one’s viewpoint, I was either heroically leading an effort to turn back the tide of grade inflation and restore integrity to the grading system by making it a more historic record, or I was heartlessly advocating policies that would increase students’ stress levels and discourage academic exploration by punishing students for taking courses outside their comfort zone. Both views were overstatements, as the revisions C-AAA proposed were in fact fairly moderate. Nevertheless, I became somewhat notorious among the student body as a symbol of faculty

bent on limiting their freedoms (a position I found ironic given that I was a Berkeley hippie during my undergraduate days). Notoriety, but in a more positive frame as someone who could push a difficult agenda through the Senate, no doubt led to my being put up for chair of the Senate in 1995–96.

Given my experience chairing C-AAA and participating in CUE, I not infrequently found being chair of the Senate frustrating, due to the requirement that I oversee but not participate in debate. And, paradoxically, as chair one has rather little power to make things happen; the job is to organize the Senate's business, not create it.

I think it is fair to say that the 1995–96 Senate was a “mop-up” year, one largely devoted to preliminary discussion of reports, many of which dealt with issues raised by CUE. The Senate approved some specific recommendations including authorization of undergraduate minors and minor changes to distribution requirements, while others required more consideration by Senate committees. Members of the administration also reported on progress made on CUE recommendations concerning undergraduate advising and writing across the major. A major report came from the first Senate Planning and Policy Board (PPB), which in light of the work of CUE focused its efforts on the research enterprise and graduate education. There was much discussion of which recommendations to take up, as well as the nature of the charge and membership of the next board (PPB<sub>2</sub>). It was the relatively minor issue of membership on PPB<sub>2</sub> that generated the one bit of controversy that spilled outside the Senate that year.

The question arose as to whether students should be included on PPB<sub>2</sub>. This was not a highly polarizing issue: most senators recognized the benefits of student input on the one hand, and on the other the potential for the presence of student members to limit the candor of the faculty members and the willingness of the administration to share potentially sensitive data with the board. How a senator voted in the yes/no binary was a matter of where he or she placed the balance. The vote among the senators present was tied, so as chair I cast the deciding vote, which was against including student members. The Associated Students of Stanford University (ASSU) subsequently submitted a resolution asking that the Senate reconsider this decision. At the next Senate meeting I announced the decision of the Senate Steering Committee not to take up the issue again, explaining that the privilege of resolution afforded the ASSU is designed to give students a way to place on the agenda items that might otherwise not come to the Senate's attention, but it was never intended as a vehicle to make it possible for the ASSU to reopen issues already decided by the Senate.

I don't remember the Senate considering the Steering Committee's decision controversial, but it clearly enraged some students. An unsigned lead editorial and a signed letter to the editor criticizing the decision appeared in the *Stanford Daily*. Not unusual for the *Daily*, it contained factual errors about the process, but what was unusual was the ferocity of the direct attack on me for my role as chair. Given that the attack was so

out of proportion to the significance of the issue at hand, I could only imagine it was due in part to residual hostility for my role in the revision of the grading policy two years earlier. President Casper called me in to his office to see if I was OK, given that the *Daily* had more or less called for me to be strung up. I told him that the kind of criticism that pained me most was the half-truth, and the editorial and letter were so far off the mark in characterizing my motives and actions that my main reaction was one of bemusement. Gerhard wrote a succinct letter to the *Daily* putting them on notice about the inappropriateness of that sort of attack, and to my surprise and gratitude Senate colleagues in the English department immediately responded with articulate letters to the editor defending me. John Bravman, who had been a worthy opponent during the Senate debate concerning the revision to the grading policy, organized a resolution to be passed by the Senate in support of my efforts on behalf of that body and the institution. I am still grateful as I write this today to remember how my university colleagues came to my defense.

While reviewing the minutes of the 1995–96 meetings and thinking of my service on the Senate spanning twenty years, I recalled fondly, and wished more of my university colleagues could experience as I had, the following:

- Bob Simoni’s frequent humorous interjections, sometimes hokey, often self-deprecating, the purpose of which totally mystified me as a female junior professor, but that I later came to appreciate as a highly effective mechanism employed by a leader of the academic pack to defuse conflict and put other alpha dogs on notice;
- Brad Osgood’s record of Senate history presented in epic doggerel that chronicled important issues faced by the Senate while highlighting the quirks of individual senators;
- Rob Polhemus’s wisdom, delivered with wit and laced with literary references, that repeatedly reminded the Senate of the importance of the body’s deliberations to Stanford and of the university’s role in the greater society, and how the clarity and passion of these orations often elicited an ovation from his fellow senators;
- How the Senate took the opportunity to praise and endorse the thoughtful, nuanced, and workable strategies embodied in a statement by President Casper on the value of affirmative action and promulgated in the revised policy against sexual harassment; and
- The impressive candor of the discussions between the senators and presidents, provosts, and deans of Research through the years, and how this interaction casts our academic leaders as “first among equals” and acts as a check against any tendencies toward autocratic leadership.

Some issues seem very important at the time, but later lose their potency. For example, following the revision of the grading policy in 1994, and not unexpectedly given the smart group they are, Stanford undergrads rose to the occasion and rapidly adjusted their behavior in reaction to the new set of incentives that arose from the revised grading system. Some years later, when I served on the Senate again, I saw Registrar Black announce changes to add/drop/withdraw deadlines much more impactful than what C-AAA had wrought, and they went by without a peep.

Some issues that were discussed in 1995–96 have been rapidly overtaken by changes in the outside world. The presentation of the findings of the Commission on Technology in Teaching and Learning and the discussion of what constitutes “incidental use” of Stanford-owned computers, following the report of the Committee on Academic Computing and Information Systems, now seem antiquated in light of the present reach of computer technology and social media. Similarly, the heated discussions regarding tenure-clock extensions for pregnancy and birth—how long and whether they should be granted to men and adoptive parents—have been overtaken by changes in the mores of the greater society, so that what seemed then to be radical suggestions are now the norm.

While one cannot imagine having those debates now, because of the rapid changes in technology and society, there were many discussions one could imagine having again today: the role of the evaluation of teaching in faculty promotions; the degree of participation by tenure-line faculty in undergraduate teaching and advising; the status of postdocs; and whether PhD programs should be scaled to the sizes of job markets. Some might argue that this shows that too much Senate time is devoted to discussing things that will never change. But I suggest that efficiency is not an attribute desired of the Senate, nor of academic self-governance in general. Rather, the Senate has an important role to play in figuring out how best to accomplish the difficult balancing act that is intrinsic to Stanford’s unique mission—to combine the best features of a liberal arts undergraduate education with a university that is world-class in research and scholarship. Each new cohort of faculty (and senators) has to renegotiate that balance in light of the times they live in, and those deliberations refine the debate and clarify our core values. To paraphrase Rob Polhemus, if we don’t define the terms of this debate, someone else will do it for us, and we’re unlikely to enjoy the outcome.

Academic secretary Marlene Wine’s parting advice on her retirement after serving twenty-four years in academic administration—that process matters, and that one should not attribute motives to those one disagrees with—has stuck with me as bedrock principles of good leadership. Process matters because it promotes transparency. And when you are leading smart people like the faculty at Stanford, transparency is the most expeditious way of convincing them that you are worthy of being followed. On my bulletin board above my computer I have a yellowed clipping from the *Campus Report* of a comment by Rob Polhemus during a heated Senate debate on distribution requirements: “Something like grudging consensus and compromise among academics

who recognize, even if they don't agree with, the responsible and honorable motivation of others, are necessary to form workable requirements and curricular goals." It seems to me that this statement encapsulates the highest goal both of academic governance and of the substantive interaction in the Senate between the faculty and the university's leaders—the "grudging consensus" that can be reached and that is required for us to move the university forward with some measure of harmony. In a time when polarization and alienation are rife in public discourse, the Senate can be a bastion and a model (and perhaps a refuge) for those who wish the world were otherwise.

## Reflections by Susan W. Schofield

*Academic Secretary, 1996–2002*

Nearing the end of my thirty-two-year career as a Stanford administrator, I was asked to serve as academic secretary. Emeritus faculty members have traditionally filled this role, but with encouragement from faculty colleagues whom I knew well, I assumed the position and served from 1996 to 2002. What follows is a "behind the scenes" look at the responsibilities of the academic secretary and those of the office.

The academic secretary functions as the Senate's parliamentarian, so becoming knowledgeable about Robert's Rules of Order is a must. Sitting beside the Senate chair to assist with the management of Senate meetings was my most visible role, almost always enjoyable. Over these seven years I collaborated with wonderful faculty members—engaged Senate chairs (Gail Mahood, Michael Bratman, Fran Conley, Brad Efron, Mark Zoback, Brad Osgood, and John Rickford), members of each Senate Steering Committee, the chair and members of each Committee on Committees, and the successive chairs of the Academic Council committees. They counted on the logistical support of the Academic Secretary's Office and especially the extraordinary historical memory of the long-serving assistant academic secretary Trish Del Pozzo. They could also rely on our advice and counsel on matters of policy and implementation.

Though formally an employee of the provost, the academic secretary's primary responsibility is to the faculty at large, through the elected Senate and its committees. There is inherent tension in that dichotomy, but in all but the most challenging of times it is not difficult for the academic secretary to "serve two masters" and thus to help to maintain harmonious relationships. Working closely with three provosts (Condoleezza Rice, John Hennessy, and John Etchemendy) was a privilege. Speaking at my retirement party, John Etchemendy joked that he sometimes wondered whether the advice I gave him prior to Senate meetings about "topics the Senate might wish you to report on" actually represented things I might want to know myself.

Following in previous academic secretary Marlene Wine's footsteps, the Senate's operations were modernized and streamlined in several ways during the mid-1990s. A

real-time reporter (“court reporter”) was hired to record Senate proceedings digitally, and a transcript was available immediately after meetings; this eliminated the academic secretary’s previously onerous and time-consuming task of listening to an audiotape and creating a transcript in order to write the Senate minutes. Administrative sessions of the Steering Committee were inaugurated to attend to matters such as the receipt of Academic Council Committee annual reports (in alternating years for each committee) and renewal of interdisciplinary programs if they were noncontroversial. We wanted to free up more Senate time for substantive discussion of policy issues without marginalizing the more routine but still important aspects of Senate business. As technology improved, the practices in the Academic Secretary’s Office followed suit, including making Senate materials and minutes available on the web; upgrading to a computerized voting system for Senate, Steering Committee, and Advisory Board elections; improving the preparation and streamlining the presentation of faculty memorial resolutions; and beginning to document and systematize work flow. To make Robert’s Rules of Order more useful to senators, we created a “Quick Guide to Parliamentary Procedures.”

In addition to supporting the Senate chair in advance of and during each Senate meeting, both substantively and procedurally, I found that one of my most important and ultimately rewarding activities as academic secretary was to make the numerous phone calls asking faculty members nominated by the Committee on Committees to serve on and to chair Academic Council committees. This inevitably involved arm-twisting, but it was also important to know when to stop twisting and accept a well reasoned no. I kept in contact with committee chairs during the course of the year and offered support and advice as they dealt with academic policy issues that would have to be implemented within the university’s complex administrative structure. Some committee charges needed to be modified to respond to changing circumstances; for example, by 2000 it had become clear that the heavy workload of the Committee on Undergraduate Studies (C-US) was no longer manageable and was discouraging faculty from agreeing to serve. Working with the registrar and the Committee on Committees, we recommended, and the Senate approved, restructuring the charges to the core committees responsible for teaching. The Committee on Academic Appraisal and Achievement (C-AAA) was eliminated; the Committee on Graduate Studies absorbed some of C-AAA’s mandate with regard to graduate education; and C-US was eliminated, with its primary responsibilities divided between two new committees—the Committee on Undergraduate Standards and Policy, and the Committee on Review of Undergraduate Majors.

Each academic secretary brings his or her own approach and style to the task of writing the minutes of the Senate’s meetings, some inserting humor and asides, some writing at more length than others. My approach was to cluster and condense discussions of each topic; this required more time writing and editing (between the Thursday

afternoon Senate meeting and the Monday morning *Stanford Report* deadline), but in so doing I tried to make the content more readily accessible to current and future readers. On the lighter side, my most embarrassing moment as academic secretary occurred following the October 16, 1997, Senate meeting, during which the Senate chair congratulated Myron Scholes of the Graduate School of Business on his receipt of the Nobel Memorial Prize in Economic Sciences. My Senate minutes, which I had carefully proof-read, were run through a final computer edit in a new version of Word; alas, the spell-check function changed Myron Scholes's name to "Moron Schools" and no one caught the error. That is the version that was first published in the *Stanford Report* of October 22. Mortified, I sent immediate apologies to the members of the Senate as well as to Professor Scholes. And at the next Senate meeting on October 30, attempting to make lemonade out of this lemon, I revealed my "top ten" spell-checked permutations of the names of members of that Senate; my favorites were Ramón Saldívar as "Romaine Salad" and Lucy Shapiro transformed into "Lucky Shopper."

It was an honor to serve as the university's academic secretary for seven years, working alongside outstanding Stanford faculty members, dealing with academic policy matters, and supporting faculty governance in a great institution.

## Reflections by Michael Bratman

### *Chair of Senate XXIX, 1996–1997*

On reflection, I have two main thoughts about how the Senate functioned during the year I was chair (1996–97). The first is that the Senate worked well in its primary role of providing a forum for thoughtful and informed discussion that is respectful of and responsive to diverging views on important issues about the research and teaching activities of the university. The second is that institutional structure matters.

One aspect of this institutional structure was, of course, that of democratically elected representation of the faculty from the entire university as well as the role of people in relevant administrative positions. But here let me emphasize the role of the Steering Committee. The Steering Committee played an important role in structuring both interactions between different committees or task forces and the Senate, and the Senate's actual discussions; and it did this in ways that set the stage for good, well-informed Senate discussion. This sometimes involved coordinating interactions between different committees or task forces, or between committees and people in relevant administrative roles, as well as between those committees and other relevant faculty and the Senate; and it sometimes involved resolving difficult procedural issues. (The Senate's extended discussion of proposals for revisions of the "Area One" undergraduate requirement—a discussion that eventually led to a fairly broad convergence of views despite initial disagreements—involved all of these complexities.) Sometimes

this role of the Steering Committee involved setting up discussions of basic academic issues that were raised by potential new developments. (An example was the Senate's discussion of academic issues raised by plans for a Stanford-UCSF hospital merger.) Sometimes the role involved setting up a process of informing the Senate in a way that gave the Senate an opportunity to be consulted on important matters. (An example was the Senate's discussion of procedures for faculty appointments and promotions.) And there were other analogous roles in structuring Senate consideration and discussion. Throughout, the job of the chair and the Steering Committee was broadly procedural. The job was not to make basic policy decisions but to set things up so that the Senate could be appropriately informed, consulted, and have robust discussion. In those cases that called for policy decisions on the part of the Senate, the job was to ensure that the process was fair, well informed, and supported a reflective, deliberative decision that people could buy into despite potential divergence of views.

Looking back, I think that the Steering Committee did a good job of navigating these complexities in a way that set the stage for broad, informed discussion, and that the overall Senate did a good job of pursuing those discussions in ways that were responsive to a divergence of views and that focused on basic issues of research and teaching. (I think President Casper captured this last point nicely when he commented, in our discussion of undergraduate education, that we were not here to worry about the *Wall Street Journal*.) In short, I think the institutional structure and the tradition of respectful and informed discussion of fundamental issues worked well together.

## Reflections by Brad G. Osgood

*Chair of Senate XXXIII, 2000–2001*

I suppose I can lay claim to having chaired the first full Senate of the new millennium, with a nod to my predecessor Mark Zoback for launching us into 2000. Stanford and the rest of the world seemed to have made it past the Y2K threat—remember that?—but the world would not have long to wait for threats that were anything but benign.

The Senate dealt with many and varied issues, some rather thorny, and I will always be grateful to the members of the Steering Committee for their advice and enthusiasm along the way: John Taylor (Economics; vice chair), David Freyberg (Civil and Environmental Engineering), Charlotte Jacobs (Medicine), Hazel Markus (Psychology), John Rickford (Linguistics), and Debra Satz (Philosophy). And of course, highly influential *ex officio* members were John Etchemendy, new to his role as provost, and Susan Schofield, the very experienced and ever-savvy academic secretary. Much happens behind the scenes in making the Senate a centerpiece of faculty governance, and much of that begins with the Steering Committee.

I also want to mention the Committee on Committees (CoC). They cast a wide net to reel in faculty to populate the many committees that have so much to do with

Stanford's purpose and policies. During my term, the CoC was chaired by Professor Joe Lipsick of the pathology department, who as per his profession was once heard to say, "Call me when it's over," when asked about the CoC's business.

The Thirty-Third Senate included five former Senate chairs, almost 30 percent women, and two psychiatrists. It also included a new president and a new provost. With new leadership, everyone expected that the year would be an eventful one for the university and for the Senate. John Hennessy started his first Senate report with a brief summary of the state of negotiations with Santa Clara County over the General Use Permit (GUP), the once-a-decade agreement that governs how Stanford can build on its land. Early on, the president, provost, members of the Senate, and many other interested faculty boarded buses to county offices in San Jose to attend and speak at a public hearing on the GUP. It was quite contentious, as I recall, and a late night for all. The only thing that seemed certain at the time was an agreement with Palo Alto to relocate proposed faculty housing in order to "preserve that famous first hole of the golf course." Issues around the GUP would emerge periodically over the year.

It's interesting to see what was new in 2000–2001 become woven into the fabric of Stanford. For example, then-registrar Roger Printup reported on a new system to handle student data, called AXESS. John Hennessy was pleased to announce that Randy Livingston would soon be coming on board to be the new CFO. At his inauguration John unveiled the Campaign for Undergraduate Education, which has allowed us to do so much to enhance the undergraduate experience. At the May 17 meeting the president read a strong "Statement on Faculty Diversity," issued on behalf of himself and the provost, a document that has continued to guide Stanford's efforts in this area.

As a variation on usual business, for its first meeting of 2001 the Senate took a trip to the Stanford Linear Accelerator Center (SLAC) to hear a report from then-director Jonathan Dorfan (the first report on SLAC in nearly twenty years) and to tour the facilities. Professor Dorfan's talk was fascinating itself, covering both the celebrated history of the accelerator and outlining new directions for research that would become celebrated in their own time. Coupled with the tour, which featured SLAC faculty at the several stations, it was a memorable excursion for all.

I want to single out two meetings as illustrations of the Senate's role in discussing broad university issues and in faculty governance. On April 3 the Senate again abandoned its familiar Law School venue and met at the Faculty Club as a "committee of the whole" for a dialog on interdisciplinary issues. Interdisciplinary work has long been valued at Stanford, and the questions for discussion were directed toward interdisciplinary teaching. This is most visible in the many interdepartmental programs (IDPs); there were thirty-five IDPs at that time. Directors of Stanford's IDPs, deans, senior administrators, and other interested colleagues were all invited to participate. As I said by way of

introduction, “Today’s meeting is devoted to the faculty, addressing the value our interdisciplinary work adds to Stanford, Stanford’s response, and how we arrange ourselves. The Steering Committee believes that a proper and important role of the Senate is to democratize the questions, and to act to inform the University discussion as it continues.”

Senate members and guests were divided into smaller groups, two focusing on the faculty and two on the curriculum, with a member of the Steering Committee in each group and a “reporter” to summarize and report back to the full Senate. The discussion was lively and thoughtful. On the question of arrangement of the faculty the main issue, not surprisingly, was shared faculty billets between departments and IDPs. On the question of the curriculum the main issue was assessing the impact of these programs vis-à-vis departments. IDPs continue to play an outsized role at Stanford. The questions remain.

The meeting of April 19 was dominated by a discussion of a proposed reorganization of the Division of Literatures, Cultures, and Languages (DLCL). Briefly, the proposal by the provost with support of the Humanities and Sciences deans was to merge the six departments within the DLCL into one department, retaining the title of division. The Senate itself does not have authority to approve or disapprove such an action, but making it an agenda item for discussion honored a request from students. (There are Senate rules for how faculty or students may have an item placed on the agenda. This happens rarely, but it’s an important provision.) A number of student and faculty guests were invited and granted privileges of the floor. All concerned, on both sides of the issue, welcomed the opportunity for the debate and recognized that the Senate was the proper forum. I won’t rehearse the points and counterpoints—I commend Susan Schofield’s minutes—but it’s fair to say that the opportunity provided by the Senate’s taking up the matter was quite important. At the next Senate meeting the provost thanked the Senate for providing a forum for the discussion and convincing him that “we should slow down and not rush the decision.”

It was an honor to chair the Thirty-Third Senate, and I’m pleased that together we benefited the university. My thanks again go to the Steering Committee and to all the Senate members for their efforts. Special thanks to professors John Rickford and David Abernethy for a rousing send-off at the last meeting, as I sneaked off to Paris for a year’s sabbatical, leaving the Thirty-Fourth Senate in John Rickford’s capable hands.

## Reflections by John R. Rickford

### *Chair of Senate XXXIV, 2001–2002*

Although my first Senate meeting as chair of Faculty Senate Thirty-Four was held on October 11, 2001, my duties began on June 14, 2001, when at the final meeting of Senate Thirty-Three I paid tribute to outgoing Senate chair Professor Brad Osgood. This is a Stanford Senate tradition, and as is often the case, I tried to do it in a humorous way,

penning and singing a song, “He Is the Very Model of a Modern Stanford Senate Chair,” with the help of professor and former Senate chair David Abernethy and others. This tribute is included, along with others over the fifty years, in Chapter 4.

The year I served as Senate chair was, as I said at my final Senate meeting on June 13, 2002, “one of the best things I’ve done in my life, and I thoroughly enjoyed it.” One reason is the broad view of the university that it afforded me, including the concerns and plans of departments and schools quite different from my own, issues affecting faculty, staff, undergraduates, and graduates across the university; hospital and housing issues; and so on. I have been involved in two activities this year—enjoying a short residency at the Rockefeller Bellagio Center in Italy, and being inducted into the American Academy of Arts and Sciences in Cambridge, Massachusetts—that have also demonstrated the importance of talking and working with scholars from different fields. This is so fundamentally different from the approach we take when we begin our academic careers, where we not only remain in our subfield but specialize in a subarea of that subfield to become leading experts and authorities in it. But I am convinced that only the kind of involvement with scholars from other fields that the Senate and similar institutions require can produce creative and lasting solutions to some of the larger social and human challenges that our university, nation, and world face. So it is vital that we continue to encourage this.

Senate Thirty-Four began exactly a month after the tragic national events of September 11, 2001, and it was interesting to recall, from Senate minutes, that President Hennessy had to reassure incoming frosh and their families that all was well, and to deal with bomb threats and provide extra security for campus events. We covered a lot of ground that academic year, approving far-reaching new policies extending faculty leave and modified tenure provisions for birth mothers to fathers and adoptive parents, and a new sexual harassment policy that was ahead of many of our peer institutions. I especially remember—because I have lived to see them come to vibrant fruition—the arrangements to make six acres of Stanford land at the corner of Page Mill and El Camino Real available for soccer fields and other recreational use by Palo Alto; the Bio-X presentation by Professor Matthew Scott with blueprints for the Clark Center; and the plans for new, affordable faculty housing on Stanford Avenue and other sites. I was pleased to be associated with such a productive and creative Senate, and join with others in celebrating fifty years of Stanford’s academic senate!

## Reflections by Hank Greely

### *Chair of Senate XXXV, 2002–2003*

I chaired the Thirty-Fifth Faculty Senate in 2002–2003. It was a relatively quiet year with no major initiatives for the Senate, but the experience taught me four lessons about the institution.

First, the “bread and butter” business of the Senate is one, but only one part of its work. The Thirty-Fifth Senate approved the renewal of interdisciplinary programs; heard from its standing committees; got reports from various deans and other leaders (the Hoover Institution director, Stanford’s police chief, the vice provost for Undergraduate Education); and received its usual annual updates on the university budget, faculty gains and losses, and the status of women faculty. That bread and butter, though, also included aspects of academic governance over which only the Senate has the power, such as considering the principal investigator status of Medical Center Line faculty, the effects of the end of mandatory retirement on the university, and whether to make changes in undergraduate student advanced placement credit.

Second, the Senate can be a useful place for the university’s administration to announce, and get feedback on, its initiatives. The Thirty-Fifth Senate heard, and discussed, administration proposals about health-care benefits; how to deal with the then-serious threat of SARS (severe acute respiratory syndrome); and most importantly, that year’s university financial problems, which led to a pay freeze, a hiring freeze, and the first mandatory winter break closure. The Senate discussed these issues in depth, which did three things: it served as a source of information to the rest of the faculty; it gave the administration some candid feedback on its plans; and it gave the faculty a chance to support (or not) the administration’s efforts. For example, the pay freeze probably benefited from its unanimous endorsement by a Senate resolution, a resolution that started not in the administration but from within the Senate membership.

Third, the Senate can also be a place where the faculty can take positions on important national and international issues that are relevant to Stanford, positions that the university administration might or might not feel able to take. The Thirty-Fifth Senate passed resolutions—and sent them to appropriate decision makers—about the implications for research of the USA PATRIOT Act and about affirmative action in undergraduate admissions, the latter before an important U.S. Supreme Court case on that issue.

And fourth, I concluded that most of the important issues around the Senate are structural. The best thing the Thirty-Fifth Senate did was to establish an emeritus representative position, providing a seat, and a voice, for retired faculty, one that they have used well in the subsequent fifteen years. That Senate also continued an innovation from the previous year, the “Open Forum” for any senators to make brief statements about anything they found relevant. And this Senate brought home to me the importance of the academic secretary. Susan Schofield, who had served as academic secretary since 1996, retired and was replaced by Ted Harris. Schofield was an unusual academic secretary in that she was a staff member, not a faculty member, and had served in various administrative positions at Stanford for many years. Harris, a medical school professor and former chair of the Department of Medicine, had very different Stanford

experiences and perspectives. Schofield seemed to view the academy secretary as more of a support position—helping the Senate to make decisions. Harris, at least initially, seemed to view the post as more decision-making. The merits of these approaches can be debated but they were clearly different, and they affected the Senate (and its minutes).

Senate Thirty-Five heard a presentation from Professor Catherine Koshland, the chair of the Faculty Senate at U.C. Berkeley, about their system of academic governance, and I made a similar presentation to Berkeley's Senate. The experience left me with a strong conclusion that Stanford's Faculty Senate is both unusual, and unusually effective. It has served Stanford well in its first fifty years; I hope it will continue to do so for centuries to come.

## Reflections by Thomas Wasow

*Chair of Senate XXXVI, 2003–2004*

I had the good fortune of chairing the Faculty Senate during a year free of crises—or at least crises within the Senate's purview. But it was a year in which Stanford athletics was in the limelight, largely because our men's basketball team was at or near the top of the rankings for much of the season. Indeed, the minutes of the January 22, 2004, Senate meeting record Pat Jones describing how President Hennessy, "at the end of the last game . . . grabbed the flag and led the Sixth Man Club in a cheer."

The Senate's year started with a communication from a newly formed alliance of faculty senates at Division IA football schools, known as the Coalition on Intercollegiate Athletics (COIA), requesting that Stanford join and appoint a representative. We joined, and a few weeks later the provost appointed me as the representative. At my first COIA meeting, I was invited to join its executive committee. In the eight years I served in that capacity, I learned a great deal about big-time college athletics and how different Stanford is from any other university that competes at the highest level. At COIA meetings, I often found myself boasting that everyone here, including coaches and athletes, understands.

I was shocked, therefore, at a message that went out to the Stanford community in the fall of 2013, informing us that because of a Thursday evening football game, staff would be asked to leave campus early. I immediately e-mailed President Hennessy, expressing my dismay that for the first time in my decades here, the normal functioning of the university was being officially disrupted to make way for an athletic event. Within an hour I received a reply. President Hennessy wrote:

For better or worse, this is an issue handled by the PAC-12 conference. They agreed to play one Thursday night game per team every other year. Yes, there is a growing concern about scheduling issues, and perhaps growing momentum within the

PAC-12 to take a financial hit in return for more control. That is balanced by the fact that 8 of the 12 schools have severe money difficulties and for a few, football comes first (even if they wouldn't admit it).

There is a PAC-12 meeting this coming weekend, and I have asked the presidents and chancellors for some time to discuss these issues. Let's see what we can do.

My reaction was mixed. On the one hand, I was discouraged to learn that even the university's president lacked the power to refuse the dictates of the television networks regarding the timing of games. On the other hand, I was very pleased to know that President Hennessy shared my concern about the corrosive influence of TV money on college athletics. And whenever I have encountered President Hennessy since, he has brought up this issue. He remembers, and he cares. And I very much appreciate it.

## Reflections by Eric Roberts

*Chair of Senate XXXVIII, 2005–2006*

When John Hennessy accepted the appointment as Stanford's provost in 1999 after three years as dean of Engineering, I had already served on the Faculty Senate for four years. In light of my ever-so-slightly longer experience, John asked me to get together for lunch and talk about strategies for reducing the tensions between the university administration and the faculty, which were still running high after the budget cuts earlier in the decade. My advice to John was to approach differences of opinion by prefacing disagreements with the disclaimer, "You might be right, but . . ." The idea was to validate the positions on both sides and to demonstrate concretely that the relationship between the administration and the Faculty Senate need not be adversarial but could instead be mutually supportive in the best tradition of shared governance. After John ascended to the role of president a year later and appointed John Etchemendy as provost, the Senate and the administration experienced a "Golden Age" in which everyone worked together for the benefit of the institution.

In my year as Senate chair, I lobbied successfully to strengthen the connection between the administration and elected faculty governance by having the Senate chair be invited to full meetings of the university cabinet. The goal of including the Senate chair in university cabinet meetings was not so much to provide the faculty with a direct voice in those meetings but rather to ensure that everyone understood that the university administrative process was transparent. As I expected, nothing was discussed that needed to be hidden from the faculty, but the Senate chair's presence at those meetings meant that no one could argue that the faculty was somehow being left out of the process.

I served on the Senate a total of sixteen years, twelve of which occurred under the leadership of President Hennessy and Provost Etchemendy. Although we were some-

times (but very rarely) on opposite sides of an issue, the relationship was always positive and characterized by mutual respect. I cannot imagine working with a better administrative team.

Since John H. and I are in the same department and share an interest in exposing students to the intellectual excitement of computer science, we have had the opportunity to teach together several times. All of those experiences have been a joy. On those occasions when John has given guest lectures in my classes, I've introduced him by saying that "John was first my colleague, then my chair, then my dean, then my provost, and then my president—during which time I showed that I could keep a job." Working with John has been one of the highlights of my time at Stanford, and I know he will continue to make Stanford a better place.

## Reflections by Sheri D. Sheppard

*Chair of Senate XXXIX, 2006–2007*

I was chair of the Thirty-Ninth Faculty Senate. In some ways it was not an extraordinary year. Like Senates before and after the Thirty-Ninth, we held biweekly Senate meetings starting in October and ending in June. The meetings started promptly at 3:15 (well, sometimes a few minutes late) and ended close to 5:00. Each of these meetings was planned by a Steering Committee that met on the Senate off-weeks. Senate time was filled with standing reports (e.g., from the committees on research, on undergraduate standards and policy, and on graduate studies), presentations from various units across campus (e.g., athletics, creating a sustainable future, graduate student diversity, K–12 initiatives, an ethics panel, the status of women faculty), and reports by the provost and president.

For me, however, it was an extraordinary Senate year. I got to see the critical role that dedicated staff like Edward (Ted) Harris (academic secretary to the university), Trish Del Pozzo (assistant academic secretary), and Priscilla Johnson (administrative associate) play in organizing people, paper, technology, and facilities to make for vibrant and engaged conversations at Senate sessions. They so illustrate that Stanford at its core is people who believe in its educational mission, and who work hard to make sure that the mission continues to evolve and grow.

I got to see the central role of the Steering Committee (Russell Berman, Tim Bresnahan, Karen Cook, Luis Fraga, Stephen Hinton, and David Stevenson, with the provost John Etchemendy and academic secretary Ted Harris *ex officio*) in identifying topics worthy of being discussed by distinguished faculty, students, and staff from across the campus.

I got to listen to my articulate and passionate colleagues debate issues—investments in Sudan, the structure of the Introduction to the Humanities course, the tragedy at

Virginia Tech, policy concerning tobacco research funding—as we all struggled to consider their impact on Stanford present and Stanford future.

In my year as chair, I got to experience the Faculty Senate in its critical role of convening smart and caring people from administrative, faculty, and professional ranks to help make the university of the future.

Yes, for me it was an extraordinary Senate year.

## Reflections by Rex L. Jamison

*Academic Secretary, 2007–2014*

From 2000 to 2016, President John Hennessy and Provost John Etchemendy led Stanford University. As a Board of Trustees chairman said, “It has been a remarkable run, one of the greatest not only in Stanford’s history but also in the annals of American higher education.”<sup>1</sup> I was academic secretary to the university seven of those years, so I observed at close hand the continued ascent of a great university.

That came about by chance. In the spring of 2007, I ran into Ted Harris, a lifetime friend, at medical grand rounds. After a successful five-year run as academic secretary, Ted had decided to step down. I was intrigued that a member of the *medical school* faculty was academic secretary of the *university*. As Ted started to tell me about it, he paused and suggested I consider the job. After getting over the surprise, I eventually found myself facing the formidable task of filling Ted’s shoes as academic secretary.

It was one of the best decisions I ever made. I worked with highly qualified, accomplished, and genuinely nice people in the office and in the Senate. Patricia (“Trish”) Del Pozzo, assistant academic secretary, was in her *twenty-third* year. She had an encyclopedic knowledge of the faculty and became my teacher and counselor. A chair of the Senate described Trish as “being the repository and provider of institutional memory, something that is in very short supply. One can find . . . the formal record of the Senate written down someplace. . . . But what’s missing from that record are the subtleties and nuances that Trish retained.”<sup>2</sup> Priscilla Johnson, also a longtime member of the office staff, had more energy than a Tesla battery. After a court reporter typed the minutes of Senate sessions, Priscilla and I converted them into readable English. Thanks to her, the annual Senate elections ran smoothly. In 2013 Adrienne Emory joined the staff. Having had governance experience in the University of California Senate, she was a natural, and would eventually succeed Trish upon her retirement.

It was a pleasure to work with the faculty professors who chaired the Senate during my tenure. Eamonn Callan, Karen Cook, Andrea Goldsmith, David Spiegel, Rosemary

1. Lisa Lapin and Brad Hayward, *Stanford Report*, June 11, 2015.

2. Robert Simoni, chair of the Faculty Senate, 1993–94. Letter of reference about Trish Del Pozzo to the Amy Blue Award committee, 2014.

Knight, Ray Levitt, and David Palumbo-Liu had each been elected by the faculty to the Senate, and by their Senate peers to the chair. As one might expect from that winnowing process, they were thoughtful, effective, and popular leaders. Moreover, they were aided by a Steering Committee of faculty senators. The provost and I attended those Steering Committee meetings as *ex officio* members. It was a privilege to get to know Provost John Etchemendy. At a tribute honoring John at his retirement, Jonathan Cole, provost of Columbia University, remarked, “If there were a Hall of Fame for provosts, Etch would be on the first ballot.”<sup>3</sup>

During the regular academic year, the Senate met twice a month, an average of ten times a year. Besides the faculty, the meetings were attended by student leaders and *ex officio* nonvoting members of the administration—the president, provost, deans, and others. The deliberations of the committees of the Academic Council (tenure-line faculty), which covered the gamut of the university’s teaching and research activities, led to recommendations that went to the Senate for approval and action. Over the years, being part of these Senate sessions, I became convinced the Senate was a vital way the faculty, students, and administration functioned together, ironed out their differences, and celebrated their achievements. As a former student at Oxford and Harvard, I believe the way the Senate worked contributed to Stanford’s rise to the top rank of world universities.

I cite two Senate sessions I remember vividly.

*The university in the financial collapse.* The US financial meltdown began in 2007 with a crisis in the subprime mortgage market and developed into an international banking crisis in 2008. University endowments were hit hard. Stanford’s endowment plunged from \$17.2 billion to \$12.6 billion. During a packed Senate session, January 22, 2009, the provost anticipated this would result in a decrease of \$300 million in consolidated revenue and \$90 million in general funds. He announced a plan for a *\$100 million cut* in general funds that included a hiring freeze of staff and a freeze in salaries. The usual approach would have been to invoke a “smoothing rule”—cutting the budget 5 percent each year for the next five years. Instead, the payout was to be reduced more quickly, by 25 percent in two years. The provost argued that five years of lesser reductions meant Stanford would have to continue to take cuts even if the economy recovered faster. That would be harmful to morale.<sup>4</sup>

The plan was put into action. Capital projects were suspended or delayed; reserves for facilities, housing, and operations were reduced; and 470 members of the staff were laid off. By 2010–11, the endowment had begun to turn around, and rose to \$13.9 billion. The endowment reached \$17.4 billion in the 2012 budget—back to the 2008 level—an increase of nearly 40 percent. While this recovery may have been, at least in part, owing

3. Jonathan Cole, *Stanford Report*, May 26, 2017.

4. Forty-First Senate meeting, January 22, 2009.

to the US financial recovery, the point is that despite the difficult cuts, Stanford's faculty and administration held together. There was no overt friction between the faculty and administration, much less the dissension that might have occurred were it not for the transparency of the plans presented and the regular progress reports by the administration. This was an outstanding example of the value of Stanford's Faculty Senate. As noted in a Harvard publication, referring to the Stanford Senate, "Shared governance involving faculty members in shaping the direction, even the management, of their institutions . . . makes the operation of the academy more consensual."<sup>5</sup>

*Innovation in teaching.* The curriculum was a continuing focus of the Senate. At a session on March 30, 2011, three examples of exciting new approaches to teaching were presented.

Professor Daphne Koller described *online* teaching. The lecture was given on video (online) but paused periodically to pose questions for the students. In a "flipped classroom" the students, after watching the lecture online, came to the classroom to ask questions and discuss problems. This marked the start of a revolution that led to massive open online courses, or "MOOCs" (an unfortunate acronym). Stanford became one of the nation's leaders in the field. Thanks in part to feedback in the Senate, growth in online courses was deliberate. The fundamental problem was whether online courses could replace a university. As the provost reminded everyone, a university certified its faculty and certified its students. The teachers were professionals, the content of the courses was authentic, and the students took exams. Above all, much if not most of the learning on campus occurs outside the classroom. That is impossible to duplicate online.

Edith Sheffer, assistant professor, described her course about the history of Germany between World Wars I and II. Each student was assigned the role of a person in a town (housewife, policeman, butcher, teacher, prostitute, etc.) and then filled in the life of that person as Sheffer added historical events each week. The course earned national recognition and university awards for Sheffer. The accolade that pleased her most was that her students were reluctant to discard their personas when the course ended.<sup>6</sup>

Shilajeet Banerjee, associate professor, described a device designed by students in the "d-school" (Hasso Plattner Institute of Design) who were challenged to solve the problem of high infant mortality in a rural region of India. They traveled there to observe the problem. Very young infants who became sick had to be carried by their parents as much as fifty miles to the nearest doctor. Many died on the journey. The students' solution was to create a \$20 *papoose warmer* that kept the baby warm while being transported to the hospital. It has saved many lives.

5 John Rosenberg, "Sharing Governance," *Harvard Magazine*, September–October 2015.

6. Edith Sheffer, personal communication.

The Senate was entranced by these presentations. News of them spread by word of mouth and through articles in the *Stanford Report*, the *Stanford Daily*, and other newspapers. It was an unforgettable session.

I trust that these two examples—recovering from a financial crisis and inspiring new models of teaching—illustrate the importance of the Faculty Senate to Stanford University.

I am grateful to the late Ted Harris for suggesting the idea and to Provost John Etchemendy for appointing me academic secretary to the university. It was a great experience.

## Reflections by Karen S. Cook

### *Chair of Senate XLI, 2008–2009*

The Senate year began as the US economy was in free fall, entering what came to be known as the “Great Recession.” In the previous spring the Senate had been engaged in thinking about increasing undergraduate enrollment, expanding capital projects on campus, and celebrating the decision of the president and provost to increase substantially the financial aid to undergraduates. Several of these initiatives were put on hold pending assessment of the university’s overall financial situation; however, the commitment to increasing financial aid to undergraduates, especially low-income families, was steadfastly maintained.

The Senate started the year with an assessment by the president and provost of the likely effects on the university budget of the major economic downturn, with initial plans to have units within the university come up with budget reduction plans of 3, 5, and 7 percent. In the end, these scenarios amounted to wishful thinking, as the economic situation in the United States worsened and projections of reductions in investment income declined precipitously. Budget plans were subsequently requested for 10 to 15 percent reductions and the provost assured the Senate that the cuts would not be across the board but rather considered by each dean carefully in terms of potential programmatic impact.

The Senate discussed other standard topics during the year, but at each meeting the president and provost kept Senate members apprised of the difficult decisions that were being implemented to manage the recession. All members of the Senate were grateful for the openness of the discussions and for the transparency with which these weighty issues were being managed. In retrospect, the university weathered this storm better than most institutions, and the decision to take the major “hits” to the budget up front, and create a new budget base moving forward, put Stanford in an excellent position to continue its path toward excellence once economic “recovery” set in. Both President Hennessy and Provost Etchemendy are to be congratulated for their thoughtful and successful management of this financial crisis despite the losses incurred along the way.

I have to say that while I thought I had clearly drawn the short straw in terms of the year in which I ended up being selected to serve as Senate chair, I felt it was a great year for the Senate and its engagement in faculty governance along with the administration—all members of the executive cabinet who took pains to attend Senate meetings and to provide timely information and assurance to faculty that the crisis was being handled carefully and with great focus on the long-term health of the university.

In conclusion, I add to this record the comments of President Hennessy to the Senate at the end of this trying year:

I think, in what will probably go down as one of the most difficult years for universities in recent times, the provost and I would like to say thank you to all the members of the senate. I think your collegiality, your support, and your wise counsel as we wrestled with the budget and financial issues was deeply appreciated. I think Stanford will emerge a stronger and better institution in the future because of the involvement of so many of you in our faculty as we grappled with the difficult issues facing us. And I think we all look forward to a restful summer and a better fall. (John Hennessy, from Senate minutes)

## Reflections by Andrea J. Goldsmith

### *Chair of Senate XLII, 2009–2010*

I was first elected to the Faculty Senate for the 2002–3 academic year, while I was still an untenured professor. My department chair told me later that I should have declined to serve given my untenured status, but I didn't know that was an option. That lack of knowledge turned out to be very fortuitous, since serving in the Senate has been one of the most rewarding aspects of my time at Stanford. That first Senate term was a remarkable experience for me. Up until that time, my knowledge of and participation in Stanford was mostly confined to my department and school. The Senate allowed me to learn about and participate in many more facets of Stanford.

During just my first term, Senate discussions encompassed how the Senate's oversight on undergraduate education should be structured; concerns about court intervention in Stanford's affirmative action policy; the impact of the newly signed USA PATRIOT Act on the Stanford community; a revised policy on sexual harassment; and support for a one-year faculty/staff salary freeze to address a challenging budget. I felt honored to participate in the lively biweekly Senate discussions with my thoughtful and wise colleagues across all of Stanford's seven schools on the many issues, large and small, affecting our institution. In addition, I found it quite remarkable that Stanford's president John Hennessy and provost John Etchemendy would make themselves available every other Thursday to answer any Senate question that would come their way, from the trivial to the profound, with thoughtfulness, humor, and transparency. This open

dialog helped forge the strong partnership between Stanford's faculty and leadership that has been a hallmark of the Senate throughout my tenure on it.

A few of my most poignant memories of Senate meetings prior to my chairmanship are as follows. I learned of my tenure approval at a Senate meeting via an announcement from the chair, John Rickford, which was followed by an enthusiastic round of applause. I thought my tenure case was still pending before the trustees, so it was quite a delightful surprise to learn of this in the Senate rather than through the more traditional letter. A few years later, Larry Summers made his infamous comments about the intrinsic aptitude of women as playing a role in their absence from the top echelons of science and engineering. During the next Senate meeting, these comments and their impact were discussed, and shortly thereafter President Hennessy penned, together with the presidents of MIT and Princeton, an in-depth critique of Summers's comments that was published online and in the *Boston Globe*. This letter had a huge impact on mitigating the damage of these comments to women in engineering and science.

Stanford along with most universities had their endowments and hence their budgets deeply affected by the global financial crisis in 2008. Throughout the 2008–9 academic year, the provost gave regular reports to the Senate on how the university was responding to the impact of this financial crisis on the university endowment and finances—a model of transparency that created a strong sense of partnership between the faculty and leadership in dealing with the severe budget challenges that year.

In the spring of 2009 I was elected Stanford's Forty-Second Senate chair for the 2009–10 academic year. In contrast to the previous year, when the budget dominated the Senate's focus and concern, the administration's swift and thoughtful response to that crisis put the university in recovery mode just as my term as Senate chair began. This freed up the Senate's calendar and energy to focus on other issues during my term, many at the heart of maintaining Stanford as a vibrant, successful, and visionary university. We began the Senate year with Provost Etchemendy's engaging and beautifully presented budget update, which demonstrated that the university was back on track financially, albeit with some lingering concerns. Another important discussion that quarter was around the newly formed Provost's Task Force on the Study of Undergraduate Education at Stanford (SUES) to consider university academic goals and requirements of our undergraduates. The discussion of SUES's mission throughout the Senate's term, which focused on what undergraduate education at Stanford should look like and how our undergraduate requirements should support that vision, was thought-provoking, insightful, and visionary. These discussions helped set the stage for the ambitious, open-minded, and bold agenda SUES formulated the following year.

In winter quarter, as it appeared that the military was preparing to end its ban on gays serving openly, the Senate Steering Committee was asked to consider a Senate discussion of whether the Reserve Officers' Training Corps (ROTC) program, which had been terminated during the height of the Vietnam War, should be reinstated. I knew

the discussion required more careful treatment than most, given the passionate opinions on the topic of ROTC at Stanford and beyond. Rather than frame the discussion around ROTC, instead it was proposed that an ad hoc Senate committee be formed to study the broader issue of how Stanford could best contribute to educating students preparing for a leadership career in the military. William Perry and David Kennedy presented the charter for this committee in a thoughtful and compelling manner. The vote to form that ad hoc committee was by far the most controversial vote of my tenure on the Senate, and the only Senate topic during my term as chair that spurred two calls to my office by the national press. The Senate approved formation of the ad hoc committee to report back to the Senate the following year. The next year the ad hoc committee recommended and the Senate approved reinstatement of the ROTC program at Stanford.

Another highlight of my term as chair was a full Senate meeting devoted to discussing Stanford institutes: how they operate, their missions and oversight, and their overall impact on the university. The discussion was kicked off with a report by the dean of Research, Ann Arvin, with an overview of the institutes across campus, followed by presentations by some of the institute directors and then a panel discussion on the role of institutes at Stanford. The discussion highlighted the breadth and depth of the interdisciplinary research done at Stanford and the entrepreneurial spirit of faculty with like-minded vision and research ideas getting together to create an institute around those ideas.

The Senate's Planning and Policy Board (PPB) is a governance mechanism at Stanford convened from time to time by the Senate chair to analyze issues in more depth and over a longer period of time than is possible in regular Senate meetings. According to the Senate Handbook, the PPB is "a keeper for the faculty's vision and mission for the university, analyzing broad issues that require faculty attention, arranging means for addressing those issues, and setting priorities among them." At the beginning of my term as Senate chair, several Senate members suggested that the PPB should be convened to review the university's response to the fiscal crisis triggered by the 2008 economic crisis and, in particular, the extent to which the faculty were appropriately included in the process. As Senate chair, I convened and led the PPB in this investigation, whose findings I presented at the final Senate meeting of my chairmanship. The report commended the Stanford leadership for responding to a very serious budget crisis in a timely and effective way, and for its transparency in keeping the entire Stanford community informed of its decision-making throughout the process. The PPB also recommended that the administration engage the faculty through their elected faculty representatives in the Senate in the decision-making process, rather than just keeping them informed. Provost Etchemendy graciously accepted these recommendations and, on the Senate floor, asked me to serve on the University Budget Group the following year, a group that I have found as rewarding to serve on as the Senate.

It has been a true privilege and pleasure to be part of Stanford's Faculty Senate. It is a unique institution within higher education, creating a partnership between Stanford's

faculty and leadership that is invaluable in facing the challenges and embracing the opportunities of our university. I have greatly benefited from the wisdom of my Senate colleagues in thinking about the broad range of issues facing higher education in general and Stanford in particular. Serving in the Senate has enriched my understanding of Stanford and allowed me to contribute to this great institution far beyond my own research and teaching. As we celebrate the Senate's fiftieth year, I have no doubt that the great tradition of Stanford's Faculty Senate will continue for another fifty years, and beyond, to help maintain the excellence, vision, and innovation inherent in all Stanford strives for as a university.

## Reflections by David Spiegel

*Chair of Senate XLIII, 2010–2011*

I am trained as a psychiatrist to pay attention to process as well as content. I had the privilege as Senate chair of presiding over a body that was lively yet civilized, active but respectful of differences, thoughtful and animated, serious and funny. I was struck by the caring and systematic way the Senate took on revision of the undergraduate curriculum. Professors Jim Campbell and Sue McConnell spoke eloquently about tradeoffs between freedom and structure, the “arms race” of requirements for majors versus the freedom to explore and take a flier into unknown territory that could bear educational fruit. We addressed past experiences of curriculum reform that failed as well as succeeded, the need to engage faculty as much as students in new programs, and the role of undergraduate education in nourishing ways of thinking and doing, with the common goal of helping our students to acquire, evaluate, and create knowledge. Our differences were real but respectful, and our shared mission emerged as we talked. Group therapy with far smaller numbers of participants does not go nearly that easily.

My colleagues at other universities were uniformly amazed and impressed that our president and provost regularly attended Senate meetings and responded to questions of all kinds. This conveyed a deep respect for the faculty and its governing role in setting academic policy. I found the provost and president engaging, engaged, and only rarely dangerous:

Chair Spiegel turned to the Provost, “Do you have anything to report other than the report on the budget?” The Provost replied, “I have nothing to say.” Chair Spiegel, “A remarkable moment.” The Provost smiled and said, “You’ll pay for that.”

The most memorable part of my year was the meeting of April 28, 2011, involving the proposed return of ROTC to the campus. Feelings were running high, harkening back to the tear-gas days of the Vietnam War era, seasoned with concerns about academic freedom and standards, the military's treatment of homosexuality, and government threats

to withhold federal funding. I had the privilege of attending a number of spirited student meetings, including groups composed of students ardently for and against the reintroduction of ROTC at Stanford. The students were remarkably articulate and willing to engage opposing viewpoints (we could surely use a lot more of that now in our dysfunctional democracy). I ran a gauntlet of protesters outside the building on the way to the meeting. I had specifically invited diverse student leaders to attend with the promise that they would not try to disrupt the proceedings. I am happy to say they fully honored that request. Professor Ewart Thomas, chair of the Senate's Ad Hoc Committee on ROTC, presented its report. It was deeply thoughtful, examining the mutual potential benefit of military training that engaged academic values. He argued that the military perspective could enrich the university and civilian imperatives could transform the military. The student opinion was divided 60/40. The student committee member, Imani Franklin, spoke for the inclusion of ROTC, and ASSU president Michael Cruz spoke against it. Professor William Perry noted that the congressional repeal of "Don't Ask, Don't Tell" was what made consideration of the return of ROTC to Stanford possible. A wide-ranging but incisive discussion followed involving issues that included discrimination, academic standards, faculty oversight, and expanded opportunities for students. As a result, a number of thoughtful amendments to the motion were made, and the proposal was approved as amended by a vote of 29 in favor, 9 against, and 3 abstentions. All sides were heard and respected, and it proved to be an exercise in vigorous, far-ranging, and only occasionally stressful faculty governance. I could not have been more proud of our Senate, and I still am.

## Reflections by Rosemary J. Knight

### *Chair of Senate XLIV, 2011–2012*

During my year as chair of the Faculty Senate in 2011–12, I shared the front table with Rex Jamison, who was academic secretary to the university and professor of medicine, emeritus. Rex was a tremendous support, keeping things on time, whispering suggestions of what to do when. And out among the faculty, taking their place in alphabetical order just like the rest of us, were our president, John Hennessy, and our provost, John Etchemendy; both of them always ready with their reports to the Senate and always so welcoming of questions from the faculty and students.

When I think of my year as chair, what immediately comes to mind are the many thoughtful, and at times contentious, discussions about revising our general education requirements. I had chaired C-USP (Committee on Undergraduate Standards and Policy) a few years earlier and recall standing before the Senate saying: "One of the most important things we do as a university is to define our General Education Requirements. This communicates not only to our students, but to the world, what we believe

to be essential to education.” So I was delighted to be chairing the Senate during the year we were discussing this topic. But the discussion was part of something much larger—a complete rethinking of undergraduate education at Stanford. In the fall of 2011 the Task Force for the Study of Undergraduate Education at Stanford University (SUES) completed two years of extensive consultation. Their final product was a report describing the reimagining of a Stanford undergraduate education, a vision intended to inspire and engage students and faculty. The report was presented to the Senate on January 26, 2012, by SUES cochairs Professors Jim Campbell and Sue McConnell. Jim summarized the report as describing a student-centered approach to education, designed to answer the questions: “What do we want our students to gain from their time on the farm? How do we prepare them for the responsibilities of local, national, and global citizenship?”

I recall many times that year thinking that this was an important year in the Senate, as we grappled with the challenging question of how to design an undergraduate education. There were numerous recommendations in the SUES report that fell into two categories depending on how they would be handled in the Senate. The first group of recommendations involved changes to Senate legislation, so required a Senate vote and came to the Senate through C-USP.

The most significant change in the freshman year was the recommendation that I-HUM (Introduction to the Humanities) be replaced with “Thinking Matters.” The goal of Thinking Matters was very similar to that of I-HUM, with the intent to engage students in university-level thinking about large and enduring questions. But there was an important difference: no longer would this be an opportunity and responsibility only for faculty in the humanities. Faculty members from all disciplines would be able to teach the Thinking Matters classes. When taken to a vote, there was majority support for replacing I-HUM with Thinking Matters.

A second recommendation for the freshman year was to require a freshman seminar. The motion to adopt this recommendation was defeated, not because people questioned the value of freshman seminars—all agreed that the experience of interacting with a faculty member in a small group, in a seminar setting, was exactly the experience that we wanted for all of our students. The issue that was raised: once a seminar was required, it would change the dynamics. What emerged was a consensus that instead of requiring the freshman seminars, we would work to make the seminars more accessible and attractive to all students.

Beyond the freshman year, the breadth requirements were completely rethought, replacing a focus on disciplinary breadth with a focus on ways of thinking and ways of doing. Courses would be required in aesthetic and interpretive inquiry, applied quantitative reasoning, creative expression, engaging diversity, ethical reasoning, formal reasoning, scientific method and analysis, and social inquiry. This new system was explained to the Senate with a rationale that was compelling. The Senate vote made the “Ways of Thinking, Ways of Doing” courses the new breadth requirements.

The second group of recommendations in the SUES report included those that did not require a Senate vote but did require us to take action, at the level of individual faculty and departments. These recommendations described new, creative approaches to engaging our students with each other, with faculty, with research, with local communities, and with the wider world; recommendations that called on all of us to fully participate in the Stanford undergraduate experience.

While the SUES report was, for me, the highlight of the 2011–12 Senate year, there were other significant events. In October 2011 a nine-hundred-page proposal was submitted describing the concept of a Stanford campus in New York; in December that proposal was withdrawn. In February 2012, at John Hennessy’s last Senate meeting before taking a sabbatical, he announced a truly remarkable occasion in the history of the university: the completion of the Stanford Challenge, which raised a total of \$6.2 billion. This campaign was so amazing; this campaign was so John, with his visionary leadership and his infectious energy. The Stanford Challenge brought in gifts to support faculty, staff, and students in finding new ways to address the challenges facing our world.

I have very fond memories of my year as Senate chair, the sense of camaraderie, the sense of purpose, and the feeling that together we were part of something important, part of a university with a strong commitment to excellence in research and teaching, and a strong commitment to faculty governance. I will conclude by quoting from the minutes my opening remarks at the first meeting I chaired, October 13, 2011:

This is truly a remarkable university, and anyone who needs convincing of that should have been at “Leading Matters” last Thursday. What an inspiring event! I left there reminded once again how all of us, at this university, can have an impact through our teaching, our research, and our service, that reaches far out into the world. This year, my goal is to continue in the spirit of Leading Matters; I look forward to working with all of you and keeping us all inspired as we serve, through our Senate, our university.

## Reflections by Raymond E. Levitt

*Chair of Senate XLV, 2012–2013*

The Forty-Fifth Stanford Faculty Senate year followed a year of intense activity in the Forty-Fourth Senate dedicated to implementing the findings of the report from the Study of Undergraduate Education at Stanford (SUES). We discussed a few remaining issues related to implementing the findings of the SUES report, such as whether to require students to take at least one freshman seminar (deciding against this), and reviewed plans to set up governance boards for the “Thinking Matters” and “Ways of Thinking, Ways of Doing” courses.

Stanford faculty interest in “online education” was growing rapidly, driven by the proliferation of massive open online courses (MOOCs)—including several offered by current and past Stanford faculty—and increased experimentation across the campus and elsewhere with new ways of using streamed, live, or prerecorded videos, simulations, social media, and other online technologies for both degree and nondegree teaching. The administration had just appointed Professor John Mitchell to a new position of vice provost for online learning (VPOL), and three of our schools—Engineering, Business, and Medicine—had appointed associate deans for online learning. The Forty-Fifth Senate devoted considerable time to discussing multiple issues raised by this growing trend, including the impact of online versus in-person teaching on the nature and quality of learning—not just on the efficiency of disseminating facts or knowledge—in different fields; the impact this mode of teaching might have on state and community colleges; and the ownership of intellectual property in online courses. The Senate heard reports from John Mitchell and two of the new associate deans. This generated a very lively and impassioned discussion that had to be terminated when time ran out. Suffice it to say that there were very strong opinions on all sides of the many issues raised by the proliferation of online learning experiments. However, a clear consensus emerged that we needed to replace polemic with data and analysis. Ongoing experimentation, combined with rigorous studies of the outcomes of these experiments, was required and should be promoted and supported by the VPOL. In a subsequent Senate meeting, Education school dean Claude Steele assured the Senate that he had made research of this kind a high priority for his school.

Another, slightly less impassioned debate in the Forty-Fifth Senate focused on a topic introduced by Registrar Tom Black: changing Stanford’s daily schedule of class times to rationalize classroom utilization and reduce class time conflicts caused by quasi-random lecture and lab times used by different faculty. Student representatives in the Senate argued strongly for moving the start time of the earliest classes later than 8:00 a.m. to accommodate the different, natural sleep cycles of young adults and the residences’ culture of late-night activities. We heard about other issues related to class scheduling from athletes, resident assistants, and others. The outcome of this discussion, following subsequent reports by the relevant Senate committees, was to move the start time of morning classes to 8:30 a.m., start classes on the half hour, create standardized class times for classes of different lengths and frequency, and reinforce the adoption of standard class times by assigning classroom space first to classes that conformed to the standard schedules. Registrar Black then proceeded to implement the new schedule very smoothly.

Professor Karen Cook reported on the status of female and minority faculty at Stanford. Between 2001 and 2011, women faculty in all ranks increased from 22 to 26 percent of the total. Assistants and associates were at 34 and 31 percent, respectively; and female full professors grew from 13 to 21 percent of full professors over the same decade,

so the pipeline of female faculty at Stanford was steadily filling. The results for faculty of color showed that 22.5 percent of our faculty, including the Medical Center Line, identified themselves as faculty of color. Fifteen percent of all faculty were Asian American, with very few others of color. We clearly have a long way to go in recruiting and retaining more African American, Hispanic, and Native American faculty. Professor Cook and Professor Hannah Valentine of the medical school described several ongoing and new Stanford programs to enhance our recruiting and retention of both female and underrepresented minority faculty.

Another, potentially controversial, issue taken up by the Forty-Fifth Faculty Senate was amendment of the student judicial charter of 1997 to incorporate the alternative review process of 2013 for cases of alleged sexual harassment or sexual assault, which modified evidentiary and other judicial processes and lowered the standard of proof from “beyond a reasonable doubt” to “a preponderance of the evidence.” These changes had been heavily promoted by the Education Department in the Obama administration, including implied or explicit threats to cut off federal funding to universities and colleges that did not adopt them. Several faculty at Stanford and peer institutions like Harvard had expressed their concerns that these new judicial processes and the lowered standard of proof would deny due process to accused students, with potentially drastic, lifelong reputational and career consequences to them if found guilty. However, most Stanford faculty senators welcomed these changes, aimed to encourage more victims of sexual assault to come forward and press charges. This issue will again be front and center, given the new U.S. Education Department secretary’s stated opposition to the new processes and standard of proof.

A lively panel, followed by an extensive discussion, explored the future of the PhD degree and of postdocs at Stanford, recognizing that many of them will not choose—or will not be able—to pursue academic careers. Stanford has launched a variety of initiatives to help prepare these students for careers in industry or government.

A treasured tradition of our Senate meetings has been the memorial resolutions, which colleagues present to honor our faculty or emeriti who have passed away by sharing details about their distinguished careers and achievements. However, we had fallen years behind in doing this—by more than a decade, in some cases. Rex Jamison, our talented and dedicated academic secretary, urged department chairs to nominate memorial resolution committees for their deceased emeriti and faculty, and we made considerable progress in reducing the backlog of memorial resolutions during the Forty-Fifth Senate.

The role that Stanford’s Faculty Senate plays in the academic governance of the university is an aspirational model for our colleagues at other universities, as I learned when I attended a meeting of PAC-12 senate chairs during my term as Senate chair. The fact that our president and provost routinely post higher attendance at Faculty Senate meetings than many elected senators, that they are willing to take unscripted questions

from the floor at the beginning of each meeting, that they both engage in Senate discussions rather than dictating policy, and that the provost participates actively in our Senate Steering Committee meetings, distinguishes Stanford from virtually all of our peer institutions. Serving as Senate chair was a great honor and privilege, and a wonderful learning experience about university governance.

## Reflections by David J. Palumbo-Liu

### *Chair of Senate XLVI, 2013–2014*

Let me say at the outset what a unique privilege it is to be elected Senate chair. From that perspective one is able to see a vast range of university offices, units, committees, schools, and programs interacting. One is also able to see remarkable conversations (and debates) evolving among a diverse set of community members. Stanford's Senate is known nationwide as one of the most democratic faculty senates in the United States, and it never ceased to amaze me at how much we strive to make the best use possible of our power and to meet our responsibilities in making sure that Stanford provides the best environment possible to all for teaching, research, and learning.

It seems natural that I, as a humanist, would have been interested in using my position as Senate chair to have us think about how technology (and especially the Internet) was affecting Stanford's educational mission. My year happened to coincide with the advent of the MOOC (massive open online course). There was much to-do in the media about these MOOCs: were they the answer to some of the most pressing problems facing educational institutions, or a terrible sign of the degradation of the classic lecture hall? The press reported that at least one university administrator was criticized for being too slow on the uptake—chastised for not doing “what Stanford was doing” in this regard. This of course begged the question: what *was* Stanford doing?

When the *Stanford Report* asked what my agenda was for the year, I said I wanted us to hear more about what Stanford was doing in this area. What new realms were opening up and how might we consider the ethical issues raised by online education? Was it truly a democratizing force? What kind of access actually existed in this “global” system? We convened two panel discussions with experts in technology and also educational experts.

That was rather straightforward and very useful. But when I asked former chairs for advice on chairing the Senate, many told me to “expect the unexpected.” Two things, also having to do with technology, education, and values, came forth that year. I'll end by mentioning them because they both showed the real capacity of the Senate, and I would say Stanford in general, in meeting challenges with patience and thoughtful deliberation.

First, in response to the tremendous growth of computer science (CS) majors, and out of concern that fewer and fewer students were able to take courses in and benefit

from the humanities, a group of faculty and administrators proposed a new joint major that would allow students to use elective courses toward a CS+Humanities degree. Both CS and participating humanities departments would carve out space in their major requirements to allow students to take advantage of this unique opportunity.

This new arrangement involved negotiations with the relevant departments and university committees, with the Office of the Registrar, and with many other interested parties. In the end, we moved the proposal through all the necessary channels and created a pilot program. Its success has been varied, and there are adjustments that can and should be made, but what is most impressive is the spirit of collaboration that was evident, fueled by a common goal and a common set of values.

Another collaborative effort was prompted by an event that occurred during the summer preceding the academic year 2013–14: word came that the Stanford computing network had been compromised. The university, as it should, immediately began an extensive campaign to make our system more secure. The initial measures proposed seemed draconian to many of us. While we understood the need for security, many of us were troubled by the ways certain proposed solutions could compromise our privacy. Led by vice chair Andy Fire, a group of us formed an ad hoc Senate committee and worked with the administration and with the General Counsel's Office to come up with a diverse set of measures that would protect both the university's security and individual faculty members' privacy. This turned out to be a multiyear project, which called on our patience, diligence, and creativity. I must say that the negotiations were among the most intense and challenging I have ever been engaged in. And yet the resulting set of policies, I think, gets it right. It was one of the last policies that President Hennessy signed off on.

Universities like Stanford are filled with brilliant researchers and teachers—the best in their fields. Yet while many egos are enormous, and justifiably so, as chair of the Senate I was truly privileged, and heartened, to see so many diverse individuals pulling together and achieving important things in response to rapidly changing times and technologies.

## Reflections by Hans N. Weiler

*Academic Secretary, 2014–2017*

*Three different windows on a fifty-year history*

Across fifty-two years as a member of the Stanford faculty, I have had a chance to look at the Faculty Senate through three very different windows at three very different times. These views have added up to a pretty good understanding of the Senate's remarkable role in Stanford's recent history, but have also generated a few observations on how it measures up to that role.

My first view was that of a freshly minted assistant professor, recruited in 1965 by Stanford's School of Education from the University of Freiburg in Germany, with a joint appointment in the Department of Political Science. I had come from a university system where professors were powerful lords over their fields, but had little or nothing to do with governing the university; ministerial bureaucrats in the state government took care of that. Professors had a good deal to say at Stanford as well, but there were no state bureaucrats running the university, and it was a bit of a puzzle for this academic immigrant to understand exactly how the university was being run. It was therefore with a great deal of fascination that I watched, very much from the sidelines, the discussions in the late 1960s that led to the creation of the "Senate of the Academic Council" (which held its first meeting a day before my thirty-fourth birthday, on September 12, 1968). I was in awe listening to the likes of Herb Packer, Bill Clebsch, Ken Arrow, Sandy Dornbusch, Tom Ehrlich, and others explaining how this new Senate would assure a more effective representation of the faculty in shaping the future of this university and in dealing with the challenges it was facing at the time. I may have dreamed of perhaps one day being one of those exalted "Senators," but I was of course much too busy trying to make tenure.

My dream did, however, come true in the late 1970s and early 1980s when my colleagues in the School of Education elected me several times as one of their representatives in the Senate, where I later advanced to membership on the Steering Committee and the chair of the Senate's Committee on Committees. I was very impressed, sometimes to the point of intimidation, with my fellow senators' brilliance and eloquence, and even though I found the latter sometimes a bit overdone, I learned a lot about the university. Dick Lyman was president of Stanford at first, and I remember an argument he and I had on the Senate floor about what to expect, or not to expect, of Stanford undergraduates in mastering the cultural challenges of Overseas Studies. Appointed to an ad hoc committee for conducting one of the periodic reapportionment exercises for the allocation of Senate seats, we had some interesting discussions about whether a senator is primarily beholden to the university as a whole or rather a representative of the particular needs and interests of his or her school; I am not sure this was ever fully resolved, and I believe part of the genius of the institution is that the members of the Senate honestly try to be both—at least most of the time. On the Senate's agenda in the early 1980s, some of the more controversial issues had to do with the status of the Hoover Institution (in part fueled by plans for a Reagan Library at Stanford) and with the problem of secrecy in research, but also with issues that were to enjoy considerable longevity on the Senate's agenda: faculty and graduate student housing, investment and divestment, the diversity of the student body, financial aid, student athletics—to name but a few.

The late Clara Bush was the academic secretary at the time, and she was terrific. In the limelight of the Senate meetings, she was the low-key secretary, sotto voce assisting the chair and patiently clearing up procedural issues as they emerged (which was not infrequently). Behind the scenes, however, she was the determined and ubiquitous

impresario of the Senate's agenda and priorities—an indispensable prerequisite for the Senate's success.

Little did I know at the time that almost thirty years later and after quite a few adventures of my own in managing universities, I would find myself sitting in Clara Bush's chair, which in the meantime had been ably occupied by such luminaries of Senate life as the inimitable Art Coladarci (he who used to treat his staff to his famous homemade meatballs), Marion Lewenstein, Marlene Wine, Susan Schofield, the late Ted Harris, and Rex Jamison, all of whom had the very good fortune of being assisted by Trish Del Pozzo—nominally the assistant academic secretary but in reality the mastermind whose “unflappable competence and indestructible good cheer . . . has helped navigate the Senate of the Academic Council and its Steering Committee through the shifting tides of Stanford's last three decades” (in the words of the *Festschrift* produced on her retirement).

When, at the tender age of eighty, I became the university's tenth academic secretary in the fall of 2014, I faced the unenviable prospect of life without Trish, a challenge that led to the reorganization and restaffing of the Academic Secretary's Office and to the most fortunate selection of Adrienne Emory as Trish's very capable successor. For me, the appointment also opened yet another, and particularly revealing, window upon the workings of Stanford's Faculty Senate. Some of the views out of that third window were, thanks to the background of my earlier experience, reasonably familiar; others were less so.

With my retirement from active duty in the fall of 2017, this last window has now been closed, leaving me to ruminate in the privacy of my retirement on what has passed by on the stage of faculty governance at Stanford ever since I first watched it taking shape in the late 1960s. I may in time write a bit more about this, but here are a few of my initial observations.

1. The Stanford model of faculty governance has passed the test of time; the structures of governance invented by Herb Packer and his fellow founders in the late 1960s have served the faculty and the university exceedingly well by assuring effective representation of faculty and school interests, allowing for open and sustained communication between faculty and the university's leadership, and providing a forum for deliberating on the many challenges Stanford has faced from within and outside.
2. Like many successful models, this one risks being taken too much for granted. The mere existence of solid structures of representation does not guarantee their lasting success; they need the continuing engagement and commitment of the faculty as much as recognition by the rest of the university. Taking as indicators the decline of faculty participation in Senate and Advisory Board elections, the attendance pattern at meetings, and the persistent difficulties of recruiting a broad range of colleagues for the Senate and its committees, there is significant room for improvement—in full recognition of the fact that faculty at a high-octane research university have multiple commitments.

3. The Senate tends to listen too much, to deliberate too little, and not to act enough. The distribution of the Senate's time is heavily skewed toward hearing extensive reports on a wide range of issues, at the expense of serious and sustained deliberation and the consideration of appropriate action. While the Senate is clearly in need of information, the modalities of dispensing it effectively and the inclination to draw conclusions from it for policy and action could be enhanced. Also, every once in a while, the Senate may need more than 105 minutes to seriously grapple with some of the more complex issues the university faces.
4. The structures of faculty governance at Stanford are by now dispersed to the point of becoming dysfunctional. An important part of the structural genius of Stanford's system of faculty governance was the organic connection between the Senate and its standing committees (somewhat misleadingly named "Committees of the Academic Council"), in which the specialized deliberations of the committees regularly feed into the agenda and discourse of the Steering Committee and the full Senate. For a variety of reasons, that connection has seriously atrophied and needs to be reactivated. Overcoming this disconnect requires a clearer mapping of the structures of faculty oversight over different kinds of academic programs, which are now dispersed and sometimes duplicated across a variety of university jurisdictions—senatorial, vice provostial, and otherwise.
5. The Senate needs more dependable access to information and data. Modern research universities and their academic programs are highly complex organizations; their governance requires a solid, finely grained, and regularly updated information base on a wide range of characteristics of students, programs, faculty, and structures. The Senate does not have such a base, and its access to other sources of institutional information is at best intermittent and ad hoc. The quality of the Senate's deliberations and decisions will increasingly depend on the ready availability of such information and on the capacity to process it for the Senate's purposes.
6. There could be more continuity and less reinventing wheels over time. It is in the nature of an academic institution that certain issues—diversity, the ethics of research, students' well-being, quality of teaching—keep coming up repeatedly on a faculty senate's agenda, and this book's review of the Senate's history shows how they do. Not infrequently, however, this leads to an unnecessary repetition of debates and a loss of cumulative institutional wisdom. The annual change of Senate leadership (chair and Steering Committee) might be rethought and modified against this background. For a start, one could conceive of electing a Senate vice chair in one year who would transition to becoming the following year's chair, and of having similarly overlapping membership of the Steering Committee.

7. Students could and perhaps should play a more active role as partners in faculty governance. The representatives of the Stanford student body have played an important role in the work of many of the Senate's committees; with some notable exceptions, they have been less of a factor in the Senate's deliberations. At a time of heightened student concern over a wide variety of issues, this might well be reconsidered. Again for a start, one could think of seating the official student representatives (the ones with the right to speak) alphabetically among the members of the Senate.

I have now taken leave from my active involvement in the affairs of the Stanford Faculty Senate, and have done so with a great deal of respect for the long line of my distinguished predecessors and for the faculty, staff, and students with whom it has been my privilege to work over these many years. Over this span of time, I have developed much appreciation for the genius and foresight of the Senate's founders, and for the generations of university leaders who have been wise enough to seek its views and counsel.

If the Senate didn't exist, it should promptly be invented; since, fortunately, it exists, one should wish it well upon its anniversary.

## Reflections by Russell A. Berman

*Chair of Senate XLVII, 2014–2015*

*The civility discussion at the Forty-Seventh Senate*

Considerable student activism took place during 2014–15. In February, the ASSU Senate approved a call for the university to divest from Israel, after acrimonious debate that left many students upset and disheartened.

In response, President Hennessy addressed the Senate on February 19: "In the nearly fifteen years that I have been president, and my thirty years here as a faculty member, I have never seen a topic that has been more divisive within the university community. As a university, we must remain committed to civil and rational discussion, especially when the issues are highly controversial. An atmosphere of intimidation or vitriol endangers our ability to operate as an intellectual community."

That statement conveys a commitment to preserving the character of the university. The primary medium of that intellectual community must be "civil and rational discussion," which should be protected from "intimidation or vitriol," that is, threats and abuse. In light of what we have seen transpire subsequently in Berkeley, Middlebury, and Charlottesville, his words were prescient: the character of American universities as sites of rational discussion is under siege.

At the subsequent Senate meeting on March 15, Professor Simoni introduced a motion supporting the president's call for "maintaining thoughtful and civil discourse

at Stanford, no matter how controversial the issues and how passionate the opinions might be.” Debate ensued, and the motion failed on a divided voice vote. The call for rationality faced the objection that appeals to civility had historically served to suppress political movements for change. The substance of the debate that unfolded concerned the tactics for protest movements: whether they succeed due to aggressive incivility or to their persuasive rationality.

In retrospect, one can note how the terms of discussion had shifted over the two Senate sessions. President Hennessy began by setting as the gold standard the preservation of the university as an “intellectual community.” The Simoni motion lost however because of senators’ concern that a civility statement might limit political activism. The outcome indicated that a Senate majority was prepared to place the protection of political activism *above* the protection of the intellectuality of the university. There was no majority prepared to give “thoughtful and civil discourse” pride of place over activism.

Professor Simoni introduced a slightly revised motion in the final Senate session of the year, on June 11, which passed, although again on a divided voice vote. This motion stated that the Senate “call on all members of the Stanford Community to observe mutual respect and civility in the debate of controversial issues.” The changed wording from March, the addition of “mutual respect,” is not in my opinion sufficient to explain the different outcome. Perhaps the key was that at this meeting the ASSU leadership made reference to the traumatic character of the year’s experience and therefore endorsed the spirit of the motion. Still some senators remained concerned that a mandate to civility might be construed as restricting political speech. Even with student support for civility, the Senate remained divided on the conflict between rationality and activism. As polarizing activism spreads in US universities, Stanford may well face future tests. However, one opposite of civility is hostility, and Stanford is obligated by law and by its policy to prevent the emergence of a hostile environment, regardless of Senate votes.

## Reflections by Debra Satz

*Chair of Senate XLIX, 2016–2017*

The two things that struck me most forcibly during my time as Senate chair were (1) the importance of faculty governance, exercised by the Senate and its committees, and (2) the fact that this importance is hard to make visible to the faculty. It seems that many faculty think Stanford *is functioning well enough* and doesn’t require any oversight by the faculty. Or perhaps they suppose that there is a *division of labor* where faculty research and teach, and “administrators” run things. Or perhaps they think, as Oscar Wilde once said about socialism, that faculty governance is a good idea in theory but it just takes *too many meetings*.

I admit there is a grain of truth in Wilde’s quip, and perhaps in some of the other arguments. The Senate and its committees do hold a fair number of meetings. *But*

without these meetings, many of the things that faculty care most about—matters such as the university’s general education curriculum, academic freedom, the composition of the undergraduate class, the well-being and safety of our students, gender equity and inclusion, and creating the best possible environment for our research—all would be decided without significant faculty input.

Stanford is lucky to have, and have had, excellent leadership—during my year we welcomed a new president and provost to the Senate—*but even long-functioning democracies cannot rely only on leaders, who come and go, and institutions often drift or crash when their members are asleep at the wheel.* (Indeed, democracies around the globe are in urgent need of repair and renewal.)

It is not only important that faculty perspectives on these matters shape our policy, but we also need a forum for developing a faculty perspective—or a set of perspectives—on these issues. The Senate is the main place that the faculty from across the university, with highly diverse knowledge and expertise, get to deliberate together. How cool it is to hear literature professor Josh Landy posing statistics about the risks of college football, or biology professor Sue McConnell enumerating the benefits of an education that includes the arts and humanities!

And not only cool; for ideas matter. So here’s an additional argument for those unsure about the value of faculty governance: consider just *one* of the many ideas we debated and translated into actions during the year.

#### *Diversity and inclusion*

1. The Senate passed two resolutions supporting principles of toleration and inclusiveness on campus in the wake of a national spike in hate-related crimes against Muslims and other minority groups, and affirmed Stanford’s commitments to all of its members, regardless of their country of origin or legal status.
2. Senators discussed a report on the findings of the Task Force on Women in Leadership on Campus with new recommendations on how to increase the number of women in leadership positions.
3. The Senate heard about the issues faced by first-generation students at Stanford, and discussed economics professor Raj Chetty’s findings on the low percentage of low-income students at Stanford and at our peer institutions. (The Senate expects that its Committee on Undergraduate Admission and Financial Aid will take up these issues and return with recommendations.)

(NB: Diversity and inclusion is a commitment that needs to be continuously affirmed. Research shows that you cannot take your foot off the gas without a real danger of backsliding.)

Indeed, my takeaway from my year in the Senate was a renewed faith (in 2016–17 no less) in the importance (and even wisdom) of democratic institutions!

# Chapter 4

## *Senatorial Tributes*

### CHAIRS BEING TOASTED AND ROASTED BY THEIR PEERS

From its very beginnings, the Stanford Faculty Senate, at its last meeting of the academic year, has made a point of honoring the year's Senate chair and her or his skills in navigating this esteemed vessel through the sometimes choppy waters of Stanford's academic world. Lee Bach of the Graduate School of Business was the first to perform this ritual in honor of the first Senate chair, Leonard Schiff, at the last meeting of Senate I, on August 7, 1969. He praised Schiff's "temperate, thoughtful, and effective leadership in dealing with deep and vexing problems" and confessed that "we have all learned much concerning the good-humored management of sometimes bad-humored faculty Senators from his behavior as Chairman." These tributes traditionally begin with the presenter interrupting the chair and "rising to a point of personal privilege." They end with the chair receiving the gift of an inscribed gavel.

While the initial instances of praise for the Senate chair were largely cast in the proper style of a formal resolution—leading from a series of "Whereas" clauses to the celebratory crescendo of "Be it therefore resolved . . ."—soon the theatrical inventiveness of the Senate and its members knew no bounds. The annual tribute to the chair began to be cast in a variety of art forms, from poetic stanzas to costumed appearances (as when an entire Steering Committee made itself look like Chair Hank Greely), and from unusually witty PowerPoint slides (as in Richard Saller's tribute to Debra Satz) to consummate musical performances (as when Jim Campbell included a synthesizer to accompany his serenade to Kam Moler, to a tune from "My Fair Lady"). It was usually, though not always, the Senate's vice chair who (more or less enthusiastically) assumed this duty, but the end result always turned out to be a highlight at the otherwise rather congested end of the academic year.

In planning this book, and after having enjoyed going through the archive of these tributes, the editorial team felt that it would be a pity not to include this very special facet of the Senate's collegial culture in a book on the Senate's history. In putting this

chapter together, every effort was made to preserve the original content and tone of each presentation; alas, adding the music on a CD was deemed impractical.

## Senate I, 1968–1969

*Tribute to Senate Chair Leonard I. Schiff  
Presented by Professor Lee Bach*

Whereas Leonard Schiff has led this Senate in its first year with exceptional devotion, wisdom, patience, and good nature through unusually difficult times; and

Whereas Professor Schiff has rendered a significant service not only to the faculty of this University, but to the University community at large as well, by providing temperate, thoughtful, and effective leadership in dealing with deep and vexing problems; and

Whereas this service has greatly assisted in establishing the Senate and a new mode of more reasoned and successful governance at Stanford; and

Whereas we have all learned much concerning the good-humored management of sometimes bad-humored faculty Senators from his behavior as Chairman;

Be it therefore resolved that this Senate expresses its deep appreciation and admiration to its first Chairman, Professor Leonard Schiff, for his leadership, which has gone far beyond the call of duty; and extends to him its best wishes for the future.

## Senate II, 1969–1970

*Tribute to Senate Chair William A. Clebsch  
Presented by Professor Tom Ehrlich*

Mr. Chairman, you are a man of many talents. You are an uncommon teacher, scholar, and administrator. But most of us, most of the time, see you as the leader of the faculty. Throughout the year, you have led us with extraordinary skill and dedication. Your manner is a model: simple and clear. You find your way through the thicket of verbiage of Robert's Rules with ease and clarity. You have maintained your position, but have never abused the advantage of that position. Not that you suffer fools gladly or allow those to wander who use words as substitutes for thought. But the lessons that you have taught us—when we stopped to listen—are lessons from which we have all benefited.

I have spoken of your manner, your acumen, your style. We know there is more. You are a man of strong convictions resolutely held. But you have a rectitude in your official actions that is as strong as those convictions. Through it all you have set the tone of the Senate with great good humor.

## SENATORIAL TRIBUTES

Those on the Steering Committee realize that serving in the chair of the Senate is only one of your tasks. You have had at least two other full-time responsibilities—leadership of the Steering Committee on the one hand and care of your Vice Chairmen on the other. We know that each of those undertakings has been at least as time-consuming as maintaining this body on an even keel while in session.

Finally, all of us are aware, however dimly, that you have at least a dozen other full-time jobs in representing the faculty—adviser to the President, to the Provost, to the students, to the alumni, and last but not least, to your friends and colleagues on the faculty.

Mr. Chairman, you have our gratitude, our affection, and our warmest regard.

### *Resolution*

On the occasion of the last regular meeting of 1969–70, the Senate expresses deep appreciation to its Chairman, William A. Clebsch.

While expediting the Senate's actions, he has scrupulously protected the right of each member to have his views considered.

While voicing his own convictions, he has fairly presented to persons outside this Senate the opinions of other members and of the faculty as a whole.

While remaining true to his own temperament, he has constantly been concerned above all with the effectiveness of the Senate and the welfare of the University.

In recognition of Bill Clebsch's balance, skill, and devotion, the Senate rises to vote its thanks to him.

## Senate III, 1970–1971

### *Tribute to Senate Chair Sanford M. Dornbusch Presented by the Senate Steering Committee*

We regret your absence, albeit on duty, from our last meeting. For we wish to overrule the Chair and to talk—yes, very briefly—about the Chairman.

With energetic stride and sure foot, you walk the labyrinths of academic statesmanship. You call attention to issues, not persons. Your bright mind lights dark subtleties of problems. You stand sentinel to pitfalls and dead ends. By steady kindness you convert a certain impatience into a sure virtue. To parties in adversary you are unwaveringly fair. *Primus inter pares*, you remain one of us while you are chief among us.

Thus, we greet you with undiluted thanks. This University is the better for your chairmanship of the Third Senate. So, one and all, are we!

## Senate IV, 1971–1972

### *Tribute to Senate Chair Daniel Bershader*

*The chair expressed his appreciation for the privilege of serving as chairman of the Senate. He commented upon what he had learned from the experience. President Lyman responded that if Chairman Bershader had learned a great deal from the experience it was because of the initiatives he had taken. The president expressed his appreciation particularly for Chairman Bershader having brought numbers of faculty members in small groups into informal discussions with officers of the university.*

## Senate V, 1972–1973

### *Tribute to Senate Chair Halsey L. Royden Presented by Professor Frederick Crawford*

For his leadership through, and occasionally out of, the shifting sands of Senatorial Procedure, we collectively admire him;

For his good-humored forbearance on points of order that were often not orderly, and points of information that were too frequently uninformative, we are individually grateful;

For his succinct expression of the kernel of complex legislative issues, we congratulate him: an idea once in his head was always in a nutshell;

For the accuracy of aim of his critical comment when such was needed, we ruefully compliment him: he never failed to grasp the point and hit the nail squarely on the thumb;

For his scrupulous fairness in debate, dedication to effectiveness of the Senate and welfare of the University, we commend him. We thank him unreservedly and unanimously.

## Senate VI, 1973–1974

### *Tribute to Senate Chair J. Dirk Walecka Presented by Professor Lee Bach*

*Professor Bach made a statement paying tribute to Professor Walecka's magnificent job as chairman. He emphasized the sense of fairness and patience that Walecka had demonstrated as presiding officer, while stressing also the magnitude of the chairman's responsibilities, not only within Senate meetings but beyond them.*

## Senate VII, 1974–1975

*Tribute to Senate Chair Gordon A. Craig  
Presented by Professor Jack Friedenthal*

*Professor Jack H. Friedenthal, vice chairman of the Senate, presented to Chairman Craig, on behalf of the Senate and its Steering Committee, an inscribed gavel to mark their appreciation for Craig's leadership of the Seventh Senate. The presentation was accompanied by suitable, elegant prose on Professor Friedenthal's part. [Unfortunately, no record remains.]*

## Senate VIII, 1975–1976

*Tribute to Senate Chair Eugene J. Webb  
Presented by Professor Sanford Dornbusch*

When higher authority decided I should make some brief remarks to our esteemed leader, I knew, Gene, it would be difficult to communicate an adequate expression of our feelings about you in your own terms. If only you spoke English! I hope my attempt is satisficing.

Dearly beloved chairperson, you showed us how decision-making could be optimized. A main channel for information flow, you sought to maximize the sources of innovation. Believing in bounded rationality, you allowed collegial input while unobtrusively exercising executive prerogatives. You used humor as a facilitator of interpersonal interaction, especially at the interface of faculty and administrative search behavior. Finally, since you are a resource person on deadline behavior, you will perceive the adaptational significance of this curtailment of my speech behavior in order to fit the constraints of our fixed agenda, as I succinctly say, "Thanks from all your appreciative senatorial subordinates for a wonderful job as Chairperson of the 8th Senate."

## Senate IX, 1976–1977

*Tribute to Senate Chair Byron D. Sher  
Presented by Professor Scott Pearson*

On behalf of the Steering Committee and the entire Ninth Senate, which shall hereafter be referred to as "party of the first part," I do hereby declare a willingness, *ceteris paribus*, to enter into a verbal contract with you, Byron Sher, Chairman of the Ninth Senate, who shall henceforth be termed "party of the second part." Under terms of said contract, "party of the first part" does enter into an obligation to present unto "party of the second part" one gavel, wooden, manufactured, with standard inscription of praise, et cetera, as a token of "party of the first part's" sincere appreciation for, *inter alia*, valuable services rendered by "party of the second part" within the period beginning 30 September 1976

and continuing through the present day, May 26, 1977. Authority for “party of the first part” to enter into such a contract is believed to be contained, *a fortiori*, in the duly revised Articles of Organization of the Academic Council (sic). Acceptance of said gavel by “party of the second part” is conditional upon his pledge of, *mutatis mutandis*, continued good performance during the remainder of the current academic year. Finally, the terms of this contract require that “party of the second part” does hereby promise to forfeit all rights to said gavel and return it forthwith to the Academic Secretary if he should ever employ said gavel in his prospective future return engagement as mayor of a nearby municipality. Do you, Mr. Chairman, accept the terms of this contract?

*Chairman Sher expressed his gratitude to the Steering Committee and Senate, but did not audibly commit himself to the terms of the contract offered by Professor Pearson.*

## Senate X, 1977–1978

*Tribute to Senate Chair Peter D. L. Stansky  
Presented by Professor William Chace*

Having sat next to Professor Clebsch in this Senate for so many weeks, I wish to make four different points. I wish to make a point of order, a point of personal privilege, a point of historical comparison, and what I will call a point of spiritual analogy.

First I call this body to attention in order that it may gratefully acknowledge the way in which you, Professor Stansky, have honored other historians who have sat in places of leadership. It was Tacitus who said “reason and judgment are the qualities of a leader.” You have possessed those qualities of reason and judgment, and we thank you.

My point of personal privilege is to note that you have exercised this reason and judgment even though you have been given bad judgments by fellow members of your own Steering Committee, have suffered endless sidewalk supervision from your fellow Representatives, and have had to consider matters so weighty as the wording on Stanford diplomas and so trivial as Western Culture.

My point of historical comparison is to note that this Senate is now one decade old. And from what I know of next year’s leadership, to paraphrase another historian, we are about to pass from an age of gold to an age of lead. You, Peter, have been part of the best of times these last ten years.

My final point, the point of finality, is to encourage you now to avail yourself of the same spirit of serene detachment enjoyed by Lord Palmerston, when, after two terms as British Prime Minister, he looked back at some of the very vexing problems that had annoyed him in his time of office, and about one of them, a very troublesome question, I am sure you are familiar with it, of Schleswig-Holstein he had this to say: “There are only three men who have ever understood it, one was Prince Albert who is dead, the second was a German professor who became mad, and I am the third and I have forgotten all about it.”

## Senate XI, 1978–1979

*Tribute to Senate Chair William W. Chace  
Presented by Professor T. H. Van Andel*

The Eleventh Senate shall shortly come to a blessed end like most of its predecessors. None too soon, I believe, as this afternoon will show. For those who will continue in the Twelfth version, supported by the strong mandate of less than half of those eligible to vote, as well as for those who, like me, have lost the confidence of our colleagues, this is a time of satisfaction. We have almost sat through all that we have to sit through and the summer is near.

Tradition requires that, at this point, we evaluate the performance of our chairman. I do not know why; it seems too late for remedial action. But never mind.

Unquestionably, Mr. Chairman, you have set some kind of example. To refer obscurely phrased motions to Professor Clebsch for rephrasing takes a fine common sense. To create concepts such as “quorum-like” attendance, or pseudoquorum or quasi-quorum, I do not quite remember, is an act of genius worthy of a Senior Senator from the English Department. We have also found that urging those who are present not to be absent will not increase attendance any more than urging those who are absent to be present.

The Steering Committee, in its concern for the well-being of the Senate, managed to test, in a dignified fashion, the Chairman’s value. We prevailed on the Alumni Association to drag Professor Chace, kicking and screaming I believe, off to the Mississippi on a sternwheeler. Although, predictably, this resulted in the highest flood in memory, the trip was a success. So was the substitution of another chairman, of impeccable dignity and leadership. As far as the evidence shows, the substitution went entirely unnoticed. The moral, I submit, is for the Twelfth Senate to maintain good relations with the Alumni Association.

Where I come from, it is considered bad form to make gifts of scissors to brides lest they cut the marriage knot. Equally, one does not present men with hammers lest they think that their house is regarded as in disrepair. With some misgiving, therefore, I present you, Mr. Chairman, with this ambiguous token of our esteem [*an inscribed gavel*].

## Senate XII, 1979–1980

*Tribute to Senate Chair Albert H. Hastorf  
Presented by Professor William Chace*

At the beginning of the academic year the Twelfth Senate asked the question, “Can a professor with an Eastern establishment Ivy League background refined by twenty years at Stanford effectively guide the faculty political unit in the Wild West?”

Al Hastorf's extraordinarily successful leadership of the Senate is becoming history. My curiosity was stimulated to ascertain why and how he achieved this. Having been involved in appointments and promotions for twenty years, it follows that my resource obviously would be scrutiny of that academic divining rod, his Curriculum Vitae.

I asked myself the question, "Is there a clue in Hastorf's publications?"

Since no good deed should go unpunished, I would like to cite selected publications that could be clues to the Hastorf Year.

1. His first paper thirty years ago gives some inkling as to his clairvoyance as he started to prepare himself for the pressures of political power.
2. Publication #2. "Some Psychological Errors in Polling: A Few Guides for Interpretation."

Let me give some homespun homilies of selected publications that rapidly followed.

1. Publication #9. "A Note on the Effect of Explicit Instructions on Prestige Suggestion." Lay translation: "When you soar like an eagle, it's easy to command a flock of turkeys."
2. Publication #11. "A Caution Respecting the Measurement of Empathic Ability." "If you feel good about the way things are going, don't worry—you'll get over it."
3. Publication #14. "Homeostasis in Psychology: A Review and Critique." The summary reads, "Keeping an academic group on an even keel takes simple love, understanding—and a gun."
4. Hastorf has observed that even when a group perceives its agenda as trivial, it may really be—he noted this in publication #17—"A Preliminary Study on the Perception of a Group and Its Relation to Behavior in the Group," which led to the policy, "Unless the Steering Committee can prove a topic to be irrelevant, it must be kept off the agenda."
5. I picked out just one sentence in publication #27, entitled "Experiments on Alteration of Group Structure," and I quote: "In the beginning God made a group of idiots—just for practice—then he made an Academic Senate."
6. Publication #28. "The Perceiver and the Perceived: Their Relative Influence on the Categories of Interpersonal Perception." The paper grew out of Al's sudden disturbing realization that people might one day choose not to sit behind their own name cards.
7. Publication #31. "Binocular Rivalry as a Function of Incongruity in Meaning" gave rise to the now well known advice to every chairperson, and I quote: "When in doubt, mumble; when in trouble—delegate."

8. His final publication, "Acknowledgement of Handicap as a Tactic in Social Interaction," can be summarized in simple nonpsychological terms: "Never play leapfrog with a unicorn."

In that Curriculum Vitae stuffer category called "In Preparation," I found one title the basis for which may be detectable in this Senate. It is called "Ventriloquistic Dependency: A Stanford Senate Chairperson Syndrome," by Hutchinson and Hastorf.

## Senate XIII, 1980–1981

*Tribute to Senate Chair Nannerl O. Keohane  
Presented by Professor T. W. Anderson*

*On behalf of the Steering Committee and the Senate, Professor Anderson presented to Chairman Keohane an engraved gavel and an inscribed version of the resolution of congratulation passed by the Senate in December 1980, when the news was made public of Keohane's appointment as president-designate of Wellesley College.*

Whereas Professor Nannerl Keohane has been selected as the next President of Wellesley College,

The Senate of the Academic Council of Stanford University expresses a mixture of responses to this information:

1. Great joy at the honor bestowed upon Professor Keohane and at her new opportunity to exercise her leadership, from which we have been benefiting in her chairing of the Senate, in this distinguished position;
2. Profound regret that we will lose her as a leader and a colleague whose outstanding teaching, scholarship, and service to the University have graced our faculty; and
3. Warmest congratulations and best wishes for a brilliant future in our sister Institution.

## Senate XIV, 1981–1982

*Tribute to Senate Chair David B. Abernethy  
Presented by Professor Elizabeth Traugott*

On behalf of the Steering Committee and members of the Fourteenth Senate, I would like to express our thanks to you, David Abernethy, for your gracious and firm guidance throughout the year. You have deftly structured our sometimes-rambling thoughts, you have cut through mountainous reports with demanding questions, and you have

reminded us that Senate matters, though always important, need not always be solemn. In thanks for this and much more, I present to you the symbol of your office this year—a gavel which will, I am sure, be used, as was its predecessor, to stamp out mixed metaphors and the other excesses of language over which you keep watch so well.

### Senate xv, 1982–1983

*Tribute to Senate Chair Alexander L. Fetter  
Presented by Professor William Northway*

On behalf of the Steering Committee and the Fifteenth Senate of the Academic Council, I would like to take this opportunity to thank you, Sandy Fetter, for your leadership during this year. Your calm, good-humored approach to the discussion of divisive issues, your sensitivity to the feelings of others, and your knowledge of the interactions of the university community have created an atmosphere in the Senate that promoted reasoned dialogue. This gavel, the traditional symbol of your office, is a token of our appreciation and thanks for your guidance this year.

### Senate XVI, 1983–1984

*Tribute to Senate Chair H. Craig Heller  
Presented by Professor Michael Bratman*

There is a tradition, well known to many here, of making some final remarks to the Chair of the Senate at the end of the year. This year the Steering Committee, in one of its few lapses in judgment, has asked me to make these remarks—which only teaches me again the wisdom of W. C. Fields’s famous remark: Never be absent from a meeting at which jobs are assigned. Nevertheless, Craig, I greet this task with enthusiasm, for you have done a wonderful job. You have presided over a rare Senate, one which people—indeed, even news reporters—were trying to get into out of interest rather than out of boredom. You have artfully guided debate on some of the great issues of our time: the establishment of a Presidential Library, the pursuit of weapons-related research, and the clash between Shakespearean scholarship and Artificial Intelligence. You have deftly navigated the Seven Seas (C’s)—no, I do not mean a cruise run by the Alumni Association, though such has been rumored, but rather, of course, C-AAA, C-RES, C-GS, C-UAFA, C-LIB, C-ACIS, and C-US. You have even helped the Senate extend its causal influence to the past—to the chagrin of philosophers who disbelieve such possibilities, and historians who just wish they wouldn’t happen—by gingerly teaching us the fine art of retroactive approval. And, finally, you have made great contributions to Stanford scholarship by showing the wisdom to cancel a meeting now and then. For all this and more, I thank you, and give you this gavel as a token of our appreciation and esteem.

## Senate XVII, 1984–1985

*Tribute to Senate Chair John Henry Merryman**Presented by Professor Eugene Webb*

It is traditional to express, with appropriate ceremony, the gratitude of this body to its Chair. I do this with great pleasure, for John Henry Merryman, that happy amalgam of legal scholar, art connoisseur, and musician, a person who represents that broad catholic taste which defines a distinguished professor. One might think that this catholicity derives from the senior Merrymans' calling their little boy "John Henry" in memory of Cardinal Newman. Although the color is right, in fact Professor Merryman was named for another John Henry, that epic railroader noted for his lines, "I know a man ain't nothin' but a man / But before I let your steam drill beat me down / I'll die with a hammer in my hand."

The musical side of Professor Merryman was evidenced early. Indeed, his coming to Stanford derives from that ability. Because of the comparatively low pay in the Law School—compared to that of the Philosophy department—he refused Stanford offers until he was financially independent, a condition reached in 1953 after the financial and critical success of his well-known cantata (scored for eight electric mandolins), "If the Phone Don't Ring, You'll Know It's Me."

We all know his accomplishments in the Law School and in this body. In a symbolic representation of the dualism and the essential dialectic of the law, he saw to it that the Law School building is bracketed with two pieces of sculpture: a falcon in the front, soaring, and a grasshopper in the back, twitching. A better description of the character of jurisprudence would be hard to find.

Further, his seminal work in the field of intellectual ownership is particularly marked by the doctrinal analysis that turned the field completely around and has created a new paradigm, represented by his course "Patents and Copywrongs."

Finally, he is notable for being the only Law School professor and, in the long and arduous history of this Senate, the only Faculty Senate Chair to be evicted from a classroom in his own building. Although the President gave what sounded at the time like a plausible explanation of Merryman's eviction (you will recall that was a series of thin allegations of bureaucratic incompetency), a revisionist suggests that it might have derived from the recent revelation that Professor Merryman teaches a course euphemistically labeled "Law in Radically Different Cultures"; it is known to the students as "Radcults." One might reflect again on the President's cover story. I think one need not go to conspiratorial theories to believe that some people may have found that out, and that that prejudiced our leader.

And so, John Henry, with the proxy of this Senate, I present this symbolic intellectual hammer, wrapped in the appropriate cardinal color for which you are not named, with the respect and with the affection of your colleagues.

## Senate XVIII, 1985–1986

*Tribute to Senate Chair Elie Abel  
Presented by Professor James Gibbs*

In rural Liberia, where I have conducted most of my fieldwork as an anthropologist, un-schooled speakers of the local African language often become bilingual in a pidgin form of the country's official language, English. Some of the expressions in that faraway form of English contain much of the lively metaphor of the speakers' native African tongue. For example, a person unwilling to perform a task or lacking the skill to do so will say: "I can't able. No, my people, I can't able."

The Eighteenth Senate has been fortunate indeed to be chaired by a man who is truly able. On behalf of the Steering Committee and all of the members of the Eighteenth Senate I move an enthusiastic vote of thanks to you, the able Professor Abel.

As a specialist in communication you undoubtedly were intrigued to witness the florescence of the question period following the reports of the President and the Provost. But you have been mindful of duty and gently steered us to the rest of the agenda. You have shown a judicious combination of firmness and flexibility and sensitivity to the spirit of the senatorial body. We shall remember this Senate and your chairmanship as the time when the faculty began to reexamine the course sequences satisfying the Western Culture requirement. But even more we shall remember this as the era when faculty borrowers of library books were encouraged to say, "I can able, here's the book."

## Senate XIX, 1986–1987

*Tribute to Senate Chair Kenneth J. Arrow  
Presented by Professor John Bender*

In contemplating why a man of Arrow's distinction might have chosen to devote his time to chairing the faculty Senate, several possible reasons crossed my mind:

1. I first considered the attraction of lunch every two weeks with a stimulating yet compliant Steering Committee. I thought this was a real, but not a sufficient, reason for a year of hard work.
2. The second thought was that he might need to improve his record in the area of university service. A quick review of his history, however, showed this to be absurd. He has served as department chairman, has chaired and served on countless committees, and has much more than "hoed his row" in this institution.
3. I then turned to the possibility that he might need to augment his list of honors. This one I took seriously. A man who has received honorary degrees from a dozen institutions around the globe and something like two dozen prizes, dis-

tinguished lectureships, and academy appointments sets high standards for himself and has to run fast just to stay in place. He has to be willing to seek honor in pretty arcane places. The record shows, after all, that he was even prepared to travel to a Scandinavian country with a decidedly modest GNP in order to receive a prize. In the end, however, I decided that the honor of chairing our Senate could not *rationaly* justify the expenditure of effort.

4. Finally, I realized that the key to Arrow's behavior lies, in fact, with that word—rationality. For about thirty-five years he has been publishing papers on the theory of rational choice. Having noted Michel Foucault's ideas on the symbiotic relationship between reason and irrationality, I decided that Arrow must have become determined to open up a new field of inquiry: the theory of irrational choice. Now, I ask you, what better place to do fieldwork on irrational choice than in the Academic Senate? I feel confident that we will shortly be treated to a whole series of masterworks on this theme, and I can only hope that Arrow has the kindness to disguise his examples so that we do not see our own portraits too clearly in his publications.

## Senate XX, 1987–1988

*Tribute to Senate Chair Gerald J. Lieberman  
Presented by Professor Marsh McCall*

Colleagues and friends, I have risen to do honor and to give thanks to our Chair, Jerry Lieberman. And yet, even as I rise, questions sweep through me which induce me to resort to the ancient literary topos of *recusatio*, namely calling into doubt or abandoning beliefs or undertakings or opinions formerly held. Why *should* I do honor to Jerry Lieberman? Has he ever taken me with him down to the sidelines at a Stanford football game? Has he ever invited me to share his plush box seat at a basketball game, even after I *know* he has glimpsed me looking beseechingly in his direction from the squalid and remote family section? My rhetorical passion now is close to full flood, and—*moving right along*—I am drawn to the figure of *praeteritio*, in which one presents clinching points by affecting to pass them by. I *omit*, therefore, any such question as, Has he ever loaned me that blood-red coat? I will not deign to ask, Has he ever, whether in the Senate or in the Steering Committee, allowed even one of my trenchant witticisms to go untopped? The list of indignities, my friends, if I *were* crass enough to rehearse it, is very long indeed. Why, then, should I do honor to you, Jerry Lieberman?

I fear the moment of disarming truth has come. Because we love you and respect you. For your fairness; for your firmness. For your devotion to this University and to this Senate. For your exemplary leadership in our Great Debate: without your sensitive ability to make everyone feel included and valued, no workable consensus would ever

have been achieved. And, most certainly, for your power with words: coaxing words, argumentative words, authoritative words, words that relieve tension and bring a room together. As was remarked admiringly of Pericles, *peitho tis epekathizen epi tois cheilesin*, “Persuasion herself, it seemed, sat on his lips.”

For all this and much more, in a genuinely long list, we your colleagues love and respect you, and in token of our feelings we present you with the traditional gavel.

## Senate XXI, 1988–1989

*Tribute to Senate Chair John Kaplan  
Presented by Professor John Brauman*

By custom, the Senate thanks its Chair at year’s end for his or her leadership by presentation of a gavel. This year it is my privilege and pleasure to express the Senate’s thanks to John Kaplan.

Professor Kaplan is a man noted for his extraordinary intelligence coupled with remarkably good sense, a combination of qualities not always found in academics. He has an exceptional sense of humor and fair play—qualities that endear him to his friends and which surely helped in his election to Senate Chair. Although he conducted our Senate meetings for only a portion of the year, John chaired the meetings of your Steering Committee all year long and kept it, and thus the Senate, religiously to its tasks. His good judgment steered us consistently along the right path. We are fortunate to have had his leadership this year.

It is sad for all of us that Professor Kaplan is not able to be here with us today so that Senators can express their appreciation personally. We send him this gavel as a mark of that appreciation and with our very great affection and best wishes.

*Tribute to Senate Vice Chair Patricia P. Jones  
Presented by Professor George Dekker*

I have been asked to follow John Brauman’s tribute to our brave Chairman, John Kaplan, with a few words about our Vice Chairperson, Pat Jones. I believe there is no precedent for such a sequel; but then in the twenty-one-year history of the Senate there has been no previous instance of its Chair being struck down and so disabled that its Vice Chair had to assume many, and often all, of the responsibilities of the position. And those responsibilities are more than meet the eye of most of us, who have no reason to be much aware of the behind-the-scenes effort necessary to ensure that Senate business is dealt with in a timely fashion and that the reports we receive are all as lucid, objective, informative, thoughtful, and procedurally correct as we know them all to be.

I am glad I was assigned this role because it gives me an opportunity to say, “I told you so.” A year ago, when John Kaplan was still well and strong and looking forward to

chairing the daylights out of us, he called each member of the newly elected Steering Committee to ask for our advice about who the Vice Chair should be. To me he said: "George, you are a sensible fellow. I think Pat Jones would be an excellent choice, and no doubt you think so too." "John," I said, "You have taken the words right out of my mouth." And so he had, as a matter of fact, because I knew what a great Vice Chair Pat had been on the search committee for a new Dean of Humanities and Sciences. In that case she had been the person recommended for Vice Chair by the Committee on Committees; and although I scarcely knew her at the time and had some misgivings about the judgment of a group that had chosen me to chair the search, being a sensible fellow I accepted its recommendation. I soon discovered something about her that placed the wisdom of the Committee on Committees beyond dispute and instantly identified her as a person of distinguished taste, long-suffering patience and loyalty, terrific resilience, optimism, and finally unquenchable personal warmth in the most chilling conditions. Pat, I discovered, is a San Francisco Giants baseball fan.

Of course she is other and, I must admit, rather more special things as well: a splendid colleague, university citizen, Senate leader, and not least, role model for women students and faculty. I am not sure whether a person can be a truly effective role model for one of the University's constituencies without also being, in important respects, a model for us all. Certainly Pat is both.

In spite of budget deficits and the advent of no-free-lunch austerity at Stanford, Jim Rosse has authorized the award of two gavels this year. In years to come, the Twenty-First Senate will be known as the Two-Gavel Senate.

Pat, on behalf of the Steering Committee, it is my privilege to present to you this symbol of an important job well done. I know that all our Senate colleagues join me in thanking you for a wonderful clutch performance; would that Giants pinch-hitters and relief pitchers always came through as you have.

## Senate XXII, 1989–1990

*Tribute to Senate Chair Carolyn C. Lougee  
Presented by Professor Walter Falcon*

Carolyn, your colleagues in the Senate know that there is an unusually large amount of business to cover during this afternoon's session. We also know how organized you are and how you are always in control of events in this room. Please be advised, therefore, that for the next two minutes you are not in control.

This last session, however full, should not go by without your receiving the accolades of your colleagues here assembled. We especially want to thank you for this year's highlights: your calm assurances that a two-stage decision process would eliminate the need for any discussion during the second phase; how three points in a row do not constitute

a line; and all those other profound points which in the overwhelming excitement of our deliberation we failed to record for posterity.

On a more serious note, we do thank you for your leadership—in this room and outside it—as general spokesperson for the faculty, as faculty representative on the Repositioning Committee, even in meeting with President Gorbachev. Indeed, I think Clark Kerr probably had you specifically in mind when in one of his Godkin lectures, he defined the ideal academic leader: educator, wielder of power, officeholder, caretaker, inheritor, consensus seeker, persuader, and mediator.

As someone who has both admired and worked with you for many years, I am particularly pleased to have the honor of presenting you with this gavel on behalf of the Twenty-Second Senate in recognition of your superb leadership.

### Senate XXIII, 1990–1991

*Tribute to Senate Chair Charles H. Kruger  
Presented by Professor James Sheehan*

*With comments both warm and humorous, Sheehan expressed the Senate's gratitude to Charles Kruger for the "decorum, grace, good humor, dignity and common sense" with which he had presided over the Twenty-Third Senate. Sheehan then presented Kruger with a personally engraved gavel, the symbolic gift traditionally given by each Senate to its outgoing chair, and the Senate applauded his leadership. [Unfortunately, no record remains of Sheehan's comments.]*

### Senate XXIV, 1991–1992

*Tribute to Senate Chair James J. Sheehan  
Presented by Professor William Northway*

This year has been a particularly busy and difficult year for the Senate. Much of our usual agenda was postponed to deal with a major fiscal crisis that could have deeply divided the faculty. To avoid this divisiveness, you worked with the Senate Committee on Education and Scholarship at Stanford and the Senate to assure broad faculty input into the budget reduction process. In addition to moderating faculty Senate discussion on these issues, you moderated town meetings of the faculty to assure that full faculty discussions of the budget reduction occurred. Your ability to promote and focus these discussions without limiting them helped relieve the tension associated with these difficult issues.

In the midst of all this, when called upon by the university, you served as Vice Chair of the Search Committee for the next President of the university. All of these activities were in addition to teaching History 3, a class of approximately three hundred students, and supervising a section in the course.

What I will remember most about your Senate Chairmanship is the consummate style and grace that you brought to the performance of all of your Senate duties.

## Senate XXV, 1992–1993

*Tribute to Senate Chair William H. Northway  
Presented by Professor Elizabeth Traugott*

This has been an eventful year. You have guided a new President through the Scylla and Charybdis of campus concerns. You have guided us as both “Umpire and Quality Controller” through decisions on such diverse issues as University Orals, property rights for software, conflict of commitment and of interest, sexual harassment, and approval of more interdisciplinary programs than you may care to remember. At every turn you have shown patience, warmth of feeling, and above all the ability to diagnose problems with accuracy and speed.

You have kept us all ears—beeper-watchers have listened in vain for their first chairman known to wear a beeper to be called away, but the beep has persisted in coming to the sidelines, not to the central desk.

As the chairman who canceled a record number of senate meetings, we suspect you may have been gratified by the repeated opportunity to thank both President and Provost for the brevity of their (non)-reports.

We will remember with fondness the day when, unaware that the Senate cannot adjourn itself without a quorum, you let it do so notwithstanding.

But most of all we will remember and honor you for moving us through some long-winded and complicated votes on motions, with fairness and thoughtfulness for all. And although Robert [*of Robert’s Rules*] might on occasion have found cause to grumble, even he would have applauded your resolute determination to make this, the twenty-fifth year of the Faculty Senate, the year of common sense. You have repeatedly prevented us from getting submerged in wordsmithing, and have steered us firmly on the Northway High Road to conceptualization and policy. You have set new standards for the second quarter-century of this august body that future senators will ignore at their peril.

## Senate XXVI, 1993–1994

*Tribute to Senate Chair Patricia P. Jones  
Presented by Professor Robert Simoni*

*Prefacing his remarks with the comment that she was going to be his boss next year (she will succeed Simoni as chair of the Department of Biological Sciences), Simoni cited her leadership in the many legislative and discussion matters that had come before the Senate*

*this year: sexual harassment policy, recruitment and retention of women faculty, faculty housing, the policy on Conflict of Interest and Commitment, and the policy on Grading Practices. But, he said, to broad grins from Senators, that her legacy would be the policy on cross-listing courses, a complicated, contentious issue that had been sent back to committee accompanied by headshaking from all concerned.*

*Simoni praised Jones's "extraordinary time commitment," including her efforts in the matter of students seeking faculty support for Asian American studies. So much was accomplished, Simoni told Senators, because she had extraordinary skills that bring disparate views toward consensus, and had extraordinary patience in listening as "some colleagues blabbed on and on."*

*He referred, too, to her strong interest in athletics: "Those who sit . . . anywhere on the sunny side of the stadium can hear your suggestions to Coach Walsh on football strategy."*

*"Your successor will have an impossible act to follow," he said of himself. He presented her with a gavel as a symbol of "the enormous respect, affection, and thanks of your colleagues."*

## Senate XXVII, 1994–1995

*Tribute to Senate Chair Robert D. Simoni*

*Presented by Professor Gail Mahood*

*(on behalf of Professor John Bender, in absentia)*

Robert Simoni has been well known at Stanford University this year for his good humored yet firm leadership of the raucous crowd that gathers in this room on Thursday afternoons. He has opened the Senate to wide-ranging discussion and brought us to important votes on undergraduate requirements. Secretly, he is known to the Steering Committee for his tireless behind-the-scenes effort to bring this year's complex business to conclusion. For all of this he deserves warm praise and hearty thanks from each of us.

But before the Senate heaps honors upon Simoni, it should consider other aspects of his behavior during this year as chair.

Questions have been asked about his mysterious disappearance during the spring quarter. Although Simoni spread a cover story that he was on a special secret mission for the National Institutes of Health in Washington, the truth is now known because I happen to be visiting France this month.

Simoni actually spent this shrouded time on a wildcat trip to Europe aimed at convincing the French and the Italians of the superiority of California wine in general—and, in particular, of the superiority of that product made annually in Simoni's Palo Alto garage.

After investigation here in the heart of Burgundy I can now report that Simoni left indelible memories. In each of many critical evaluations he condemned the Burgundian

product inferior and, on the basis of his enormous scientific and institutional reputation, decreed in public that the Burgundians had better start growing wheat instead of wine.

I am told that next year's Senate Chair, Gail Mahood, will conduct a thorough investigation of this abuse of power. For today, however, I recommend and so move that Simoni's crimes—great though they have been—be deemed as overbalanced by his remarkable service as Chair of the Twenty-Seventh Senate.

## Senate XXVIII, 1995–1996

*Tribute to Senate Chair Gail A. Mahood  
Presented by Professor Brad Osgood*

Osgood said that his first thought was to compose a brief epic poem. Finding Hamlet to apply more to next year's chair ("There is nothing more in heaven and earth, and in this room, than is dreamed of in your philosophy . . . department, Michael Bratman") and Keats's "Ode to a Nightingale" to be a description of the Senate too accurate to improve upon ("Here, where men sit and hear each other groan. . . . Where but to think is to be full of sorrow and leaden-eyed despairs"), he turned to something more contemporary.

### *Mighty Mahood in the Chair*

The outlook wasn't brilliant for the Senate Twenty-Eight.  
The PPB had just reported, and the budget might be late.

The CUE had said its piece,  
And Simoni had his day.  
The CoC still had ol' Wally  
to cajole, to call, to pray.

But who would sit with strength to muster,  
Who'd be cool, be calm, be fair?  
Who'd stay awake through all the bluster?  
'Twas Mighty Mahood in the chair.

There was ease in Mahood's manner,  
"Sure, this job will be a cinch,"  
Though Marlene, Susan, Patrick, Trish  
called signals in a pinch.

And Gerhard stood behind the plate,  
And tried to say "Play Ball."  
But Condi whispered in his ear,  
"It's football in the Fall!"

## CHAPTER 4

Ramón, he pitched advising,  
and Condi did agree,  
But Mike Fayer threw a curve ball,  
“Don’t forget the Ph.D.!”

Rob Polhemus stretched and gestured,  
To be clear and to the point.  
But when Rembrandt went to Paris,  
He jus’ ’bout broke up the joint.

Now, seasons in the Senate have some ebb and then some flow.  
And student sensibilities might have to take a blow.  
For on that day, that fateful day, of which the *Daily* wrote,  
The kids were apoplectic by the force of Mahood’s vote.

“Kill her! Kill the umpire—er, chair!” said someone in a letter.  
But those of us who know her well, know best or maybe better.  
It wasn’t out of malice, and there is no need to fear,  
But every now and then it’s just that someone . . . has to steer.

Oh, somewhere in this favored land schools sink into despair.  
And Presidents, and Provosts too, give up and pull their hair.  
But we can bask in sunshine and pretend we’re at the fair,  
For there was truly joy at Stanford  
When Mighty Mahood  
Was the chair.

### Senate XXIX, 1996–1997

*Tribute to Senate Chair Michael Bratman  
Presented by Professor David Abernethy*

To mark Bratman’s final session as gavel-wielder, I offer a ditty, whose debt to the literary giant Ogden Nash will be readily apparent (groaning permitted).

This was the year our friend Michael  
Led his colleagues skillfully through the legislative cycle.

In a clear and stentorian voice,  
Our chair posed time and again the fateful choice:

“How many yes, and no, and abstain?  
Can we assume the complete cluelessness of the uncommitted voters  
who remain?”

## SENATORIAL TRIBUTES

During Michael's tenure we had a refresher course in what many  
Stanford acronyms mean:  
C-ACIS, MCL, COC, IDP, TA, C-15.

Although at times the task wasn't what one would call fun,  
Our chair kept us on track to decide the future of Area One.

From now until well past retirement,  
No one in Senate Twenty-Nine will forget that Stanford has a "resonance  
education" requirement.

We boldly debated whether it was misleading, nay, hubristic  
To speak of methodologies humanistic.

Polhemus, Fernald, Zoback, Brutlag, Popp:  
Their labors were impressive, and their recommendations kept us  
busy. But it's time to stop.

Many thanks to our chair for showing the Senate and the Stanford  
community that we don't have to dread  
Directly confronting difficult issues in American higher ed.

## Senate XXX, 1997–1998

*Tribute to Senate Chair Frances K. Conley  
Presented by Professor George Parker*

*Setting off a loud beeper, Professor Parker made the following remarks:*

If a beeper in my hands seems unusual, please note that none of us at the Business School used to carry a beeper until the stock market went over nine thousand. Now we all need to carry one to know when to run for the exit. All in this room are aware that this is the last meeting of the Conley Senate, otherwise known as the Thirtieth Senate of the Academic Council of Stanford University. As a humble member of both your Steering Committee and this Senate, I wish to have the floor for a moment to thank you, Professor Conley, for all you have achieved in capably leading this magnificently heterogeneous, non-affinity group for the past three academic quarters. You have actually made the oxymoron of faculty leadership seem plausible.

It's no surprise that you have been successful in your task, for there is an aspect of your background that is not well known by many here. Your superb credentials as a neurosurgeon are known to all in this room. What is less well known is that you are also a bona fide alumna of Stanford's own Graduate School of Business, where you received a master's degree in 1986 while on sabbatical from the Medical School. To have one of our graduates leading a not-for-profit is not so common. So we are especially pleased

to celebrate it when it comes to pass. And to celebrate, I cannot help but note that you have worn your Business School uniform today [*a bright, tie-dyed T-shirt*].

You have ably and affably presided over fourteen Senate meetings this year. These have included seventeen memorial resolutions, the renewal of thirteen interdisciplinary programs, eleven actions on academic policy, often after animated debate, and ten informational reports from schools and campus support functions. You have also presided over fifteen meetings of your loyal Steering Committee. Your Senate colleagues have watched you indulge our dialogue with consummate patience and without once reaching for your scalpel with the intent of performing an emergency lobotomy. Nor have you ever succumbed to turning on your beeper for relief. Although neurosurgeons are used to wielding sharper, more delicate instruments, it is my pleasure to present you with this blunt instrument, one that is sometimes maximally useful in a faculty gathering—a ceremonial gavel for the Thirtieth Senate of Stanford University.

## Senate XXXI, 1998–1999

*Tribute to Senate Chair Bradley Efron*

*Presented by Professor Elisabeth Paté-Cornell*

It is a pleasure and an honor for me to recognize your leadership in the Thirty-First Senate and your political skills in addressing some of the burning issues of Stanford life.

But of course, you had already solved most of these problems as the editor of the *Chaparral* in the early 1960s. So we decided to go right back to the source to check what we had missed. For those of you who have never seen the Hammer and Coffin, the *Chaparral* was a Stanford campus humor magazine that liked to think of itself as the black sheep of the Stanford family.

Just as he kept the Senate in line, Brad managed to “lead the good-taste parade and ensure that the *Chaparral* could be read to your mom, your kid sister, your minister, and your ASSU representative.” Indeed, Brad, also known as the Old Boy, also known as Mad Dog, had already contributed at that time to

- Engineering, with his famous work on how to make a bookmark out of a beer can;
- Biology, the fetal development of a fraternity man, in which a beer can appears around the eighth month (seems to be a recurring theme); and
- The classical, time-honored field of questionable literature with an immortal rendition of “Lady Chatterley’s Likes.”

But the *Chaparral* under Brad’s leadership had also tackled some of the perennial issues of the Farm. For example, parking. Ah parking, this one will always be with us! In an incisive policy study, the Chappies contemplated some innovative solutions and wondered in print whether the best place to park on campus could possibly be the cactus

garden, the President's driveway, or under Memorial Arch. And you, my esteemed colleagues of the Senate, probably thought that we had exhausted all possibilities!

And now for something entirely different. The Old Boy and his friends kept a file of letters to the Student Admission Office in which I found this intriguing request: "Sirs: I told my mother I did not want to go to college. My mother told me I had to go to college. I told my mother I did not want to go to Stanford. My mother told me I had to go to Stanford. Will you accept my mother?" (Good thing my kids were not born yet.)

In conclusion, ladies and gentlemen, if you think that this year in the Senate was hilarious, it's because (I quote the *Chaparral* at that time): "'Tis better to have thought about Stanford philosophy of education than never to have laughed at all." That was page eight. I think I will censor page nine.

But now, Brad, talking seriously: you were great at that time, you have done great things since then, and you have done a great job as leader of the Senate. What I have enjoyed the most in working with you is the sense of humor that you had then and that you have now, and the sense of independence that allows you to think out of the box, joking or not.

## Senate XXXII, 1999–2000

*Tribute to Senate Chair Mark D. Zoback  
Presented by Professor Brad Osgood*

Now we all agree that it's been a wonderful year in the Senate, with important issues and important discussions. And this is due in no small measure to your leadership. So as a small token of our esteem, I would like to offer a musical appreciation, in swashbuckling style, accompanied by Jack Conway on guitar. I have checked, and I'm protected by tenure for what I'm about to do. And Jack is protected by being a loan officer and holding the mortgages to many homes on campus. I encourage Senators to participate at the appropriate times by either shouting "Olé!" or "Cha cha cha!"

*To the tune of "Theme to the Mark of Zorro"*

He came from the west  
Just outside of Tucson.  
In his time at Stanford  
He put the right moves on.  
When the Judicial System went all out of whack  
Who did they call?  
They called Mark Zoback!  
  
Zoback! Zoback! Zoback!  
In moments you will be free.  
Zoback! Zoback! Zoback!  
Next year . . . it will be me!

## CHAPTER 4

The protesters came  
They made quite a ruckus.  
But he didn't budge  
He sat on his ... chair.  
  
Every issue he did fearlessly attack.  
That's the Mark, the Mark of Zoback.  
Yes, he's Mark. Oh he's Mark Zoback!

*The projection screen rose to reveal a large Z on the blackboard behind Zoback. Osgood bounded to the front of the room and, with a bow and a flourish, presented the chair with the traditional gift of an engraved gavel.*

### Senate XXXIII, 2000–2001

*Tribute to Senate Chair Brad G. Osgood  
Presented by Professor John Rickford*

With apologies to Gilbert and Sullivan and their “Major General” song (from “The Pirates of Penzance”) and with thanks to Luke Rickford, Professor David Abernethy, and Irina Sharogradskia, who are assisting with lyrics, singing, and Clavinova accompaniment, respectively, I encourage everyone to join in on the refrains, “since we need all the help we can get.”

He is the very model of a modern Stanford Senate chair,  
He talks so fast he gets us through two years of work in just one year.  
He power-points us forward with good focus and efficiency  
And won't participate in plagiarism or delinquency.

His ethics and his reasoning are perfect and exemplary  
He caters to the students, staff, and faculty inseparably.  
Nike swooshes on our name-cards are not something that we fear  
With lion-hearted Osgood as our leader in the Senate chair.

*Refrain:*

With lion-hearted Osgood as our leader in the Senate chair.  
With lion-hearted Osgood as our leader in the Senate chair.  
With lion-hearted Osgood as our leader in the Senate chair.

He is the very model of a modern major general,  
Or rather, we should say, he is a modern Stanford liberal.  
He tolerates opinions from conservative to radical  
And even hears out points of view that some would call fanatical.

SENATORIAL TRIBUTES

*Refrain:*

He tolerates opinions from conservative to radical.  
And even hears out points of view that some would call fanatical.  
Brad's even-handed, fair, indeed he's always rather affable.  
He never stoops to mockery of statements that are laughable.  
He's never been pedantic, and his jokes are all hilarious.  
The minutes fly in double-time with Osgood taking care of us.  
In turn we've taken care of all the business that's been thrust on us,  
Reforming residency rules and Biz School grades without a fuss.  
We've grappled with the problems of accommodating IDPs  
Reauthorizing seven, and creating Archaeology.

*Refrain:*

Reauthorizing seven, and creating Archaeology.  
Reauthorizing seven, and creating Archaeology.  
Reauthorizing seven, and creating Archaeology.  
We've also heard reports on housing, GUP, and women faculty  
And ventured forth to SLAC in buses all their goings-on to see.  
We close today with budget and community relationships.  
Then Brad is off to Paris, au revoir, adieu, enjoy your trip!

*Refrain:*

We close today with budget and community relationships.  
Then Brad is off to Paris, au revoir, adieu, enjoy your trip!

## Senate XXXIV, 2001–2002

*Tribute to Senate Chair John R. Rickford  
Presented by Professor Hank Greely*

The recent tradition of having the vice chair sing a tribute to the outgoing chair stops now. Wandering “from the foothills to the bay,” searching for the right words of praise, I found a bottle of Caribbean rum, with, to my amazement, a note in it, which I will read.

### Sonnet xxxiv

How thou didst promise such a beauteous day  
When to the Senate chair thou wert elect  
To us from far Guyana's distant sway  
Thou camst by paths subtle and indirect  
Thou from the Carib sea did bring thy work  
On England's progeny, far flung creole  
But Oakland's new Ebonics thou'd not shirk

Thine broad research we dar'st not pigeon-hole  
 The Senate chamber rang oft loud and hot  
 On mysteries deep and dark—five years or eight?  
 Thine calm and grace, Johnny on the spot,  
 Each tempest in its turn thou didst abate  
 All present here sing praise to thee, our John  
 For Senate Thirty-Four thou wert “da Mon”

Greely then added a limerick, “for those with lower tastes,” while presenting Rickford with the traditional gift of an engraved gavel and a framed certificate.

As the Senate through its year did travel  
 Our chair's calm not once did unravel  
 He came from Guyana  
 To be top banana  
 But all that he gets is this gavel

### Senate XXXV, 2002–2003

*Tribute to Senate Chair Hank Greely*

*Presented by Members of Senate Steering Committee XXXV*

PROFESSOR JONES: I'm actually quite concerned about a project that I've heard you are doing with some colleagues at the Medical School. I know you're interested in, and an expert on, cloning. I also have been given inside information that there is a secret project in full force, with undisclosed amounts of financial support from Cloning Technologies, to generate a bunch of Hank Greely clones to perpetuate your role with the Steering Committee and in the Senate.

DEAN PIZZO: The proposal was initially rejected as being unethical, but if it succeeded would be declared ethical.

PRESIDENT HENNESSY: The Law School has given its blessing to the project.

JONES (*puzzled*): Will success in this awful idea (after all, they have recently cloned a mule, haven't they?) generate a conflict of interest?

*[Suddenly, from the wings, arrived the clones! Six Greely look-alikes—obviously clones—appeared. They each had white scraggly hair, wore knit sweaters (large), and sported white mustaches. All in attendance were taken aback. The trustees in attendance were somewhat scandalized.]*

CHAIRMAN GREELY: This intrusive bunch looks like the Steering Committee of Senate Thirty-Five. I realized this morning that I had remarkably few awful sweaters in my drawer to choose from.

SENATORIAL TRIBUTES



Multiple “Hank Greelys” pay tribute to Greely, the outgoing Senate chair (left to right, Steering Committee members Deborah Gordon, Brad Osgood, Elizabeth Bernhardt, David Palumbo-Liu, Norman Naimark, and Eamonn Callan). June 12, 2003

THE CLONES (*chanting a poem resembling Samuel Taylor Coleridge’s “Kubla Khan”*):

In Senate, would the Greely clone,  
A stately new regime decree,  
Where resolutions and reports  
On budgets, majors, rules, and sports  
Would proceed in numbers infinite  
So twice the senators, at least,  
Would be here every time we meet.  
And in discourse bright with phrases long  
Would blossom many a well-crossed *t*  
Nothing would ever be done wrong  
We’d work carefully and colorfully  
If the Greely clones in the Senate did sit.

DEAN PIZZO: Despite the failure of this cloning experiment to go through the Institutional Review Board, I am always on the side of successful ventures. The attempt to clone succeeded! Now the marketing and sales campaign for this product can begin.

## Senate XXXVI, 2003–2004

*Tribute to Senate Chair Thomas Wasow  
Presented by Professor Norman Naimark  
(on behalf of Professor Hester Gelber, in absentia)*

Before I read the following remarks and comments from our vice chair, Hester Gelber, who is at Oxford at the moment and regrets not being here today, I want to thank you, Tom, personally, on behalf of the Steering Committee of the Senate and on behalf of the entire Senate for your sterling job as our chair. Your Dinkelspiel Award is well deserved for your service to Stanford, for your service to the Faculty Senate, and for your service to faculty governance. And, I remind you, I am very pleased that you only told me *once* to “shut up!”

*“Norm, shut up!” said Chairman Wasow, with a smile.*

That is the second time! Thank you. I feel better. Now, colleagues, pretend this is Hester Gelber speaking:

We’re about to say farewell to your leadership of what has been an eventful Senate year. It has been a time of both controversial and informational reports. Action items that produced much discussion and others that went through with barely a ripple. Budget constraints meant fewer meetings, and the elimination of coffee, and the first-ever recorded Senate session to go up on the Web site. Well, not really [*because of technical problems*]. But we’ll worry about that later on. Among the more heated topics of the year, we looked at the reorganization of the general education requirements, the rollout of the new Oracle financial system, the predatory pricing policies of some large publishing houses, which will remain unnamed, at least here, with a call for faculty not to cooperate, and new conflict-of-interest guidelines.

We’ve had very significant reports as well, from the Advising Center, from Overseas Studies, from the Provost, who has suggested changes in retirement benefits, from the Vice Provost for Student Affairs, from the survey of Faculty Quality of Life, from the dean of the Law School, and from the Provost’s Advisory Committee on the Status of Women. Last but not least, we should not forget the announcement of the birth of Bob Simoni’s new grandchild! You have managed this eventful year with grace and an evenhanded recognition of senators’ hands raised in the air, and the ability to keep us all on track through a busy agenda. And this, parenthetically, is true of your management of the Steering Committee as well.

Therefore, commemoration of your deft leadership cannot go by without the appropriate poetic celebration (and remember, this is Hester Gelber, your vice chair, writing and speaking):

SENATORIAL TRIBUTES

With quiet mien  
And soft refrain  
Our leader's led us true;  
'Gainst Elsevier  
And Oracles drear  
Our leader's led us through.

No athlete proud  
Nor budget cloud  
Our leader did dismay;  
Through time constraints  
And Senate 'plaints  
Our leader saved the day.

Magnanimous  
And generous  
As we can all report;  
Life's quality  
And equity  
Our leader did support.

At the end of the year  
With summer near  
The gavel's here well tendered.  
Three cheers for Tom  
Who's always calm  
The gavel's here well rendered!



Senate chair Wasow receives the traditional gift of an engraved gavel from Professor Norman Naimark at the final Senate meeting of the year. June 2004

## Senate XXXVII, 2004–2005

*Tribute to Senate Chair Robert M. Polhemus*

*Presented by Professor Phyllis Gardner*

Ever since Trish Del Pozzo told me I had to do this, I must warn you, I'm frightened. [*President Hennessy, among others, had difficulty believing this.*]

I've been dreading it, dreading it, and dreading it, because I knew I would be surrounded by eloquent colleagues and I would have to follow this eloquent soliloquy by our chairman. . . . I worked very hard on this on the airplane today. On behalf of my steering committee colleagues—Al Camarillo, Harry Elam, Andrea Goldsmith, Roger Noll, Doug Osheroff, Provost Etchemendy, Academic Secretary Ted Harris, and Assistant Academic Secretary Trish Del Pozzo—I am honored to present these thanks to you, our most august and revered of Faculty Senate chairs, Rob Polhemus.

As Diane Middlebrook said about you when discussing your book *Atonement*, you are one of the most passionate, popular, and honored teachers of our time as well as the author of numerous works about the role that fiction plays in revealing us to each other. She talks about your sweep and your approach to literature. So . . . I thought it was only fitting that I should draw on literature to do my toast to you. This is a slightly improvised Cervantes, because you are a modern-day Don Quixote.

May I set the stage? I shall impersonate a man. Come enter into my memory and see him. His name: Rob Polhemus, an English professor. No longer young, bony, hollow-faced, but with eyes that burn with the intensity of inner vision. Being tenured, he has much time for books. He writes from morn to night, and often through the night as well. He also reads, and much that he reads oppresses him. It fills him with the indignation of man's betrayal of man and science's of the arts. So he conceives of a method to address the oppression. He shall become Chair of the Senate. He shall sally forth with a great passion to right these wrongs. No longer shall he be a "plain English professor," but a fearless and undaunted university leader. Though inconsistencies, weaknesses, and professional horrors may abound, a holy endeavor of truth and knowledge will succeed.

*Then, incredibly, Phyllis Gardner began to sing, in a delicate voice, a contralto verging upon a soprano, with a haunting tune. The music itself has dissipated into the air of the Law School . . . only the words remain.*

Hear me now, oh, though bleak and unbearable world, thou art  
based and debauched as can be. But the chair with his gavel all  
bravely unfurled, now hurls down his gauntlet to thee!

Now, think, Oppenheim's sculpture, "The Church," hurling down.  
I am I, Rob Polhemus, the chair of the Senate.  
My destiny calls and I go.

Vast dollars from dollars will carry us onward.  
To arts and humanities, money will flow!

*As the notes died away, there was vociferous applause and cries of "Bravo!" and "Encore!" from the senators and guests who had crowded into the standing-room-only sections. For her encore, speaking, not singing, Professor Gardner continued:*

I want you to know that through your eloquence, your great perspicacity, with the support of big brain Noll, and with the perspicacious questioning of Bob Simoni, et cetera, et cetera, you have prevailed! President Hennessy and Provost Etchemendy have agreed to double the budget of the English department!

## Senate XXXVIII, 2005–2006

*Tribute to Senate Chair Eric Roberts  
Presented by Professor Albert Camarillo*

I want to thank you for your excellent leadership of the Thirty-Eighth Faculty Senate. With great care and expediency you have managed the work of the Faculty Senate through academic year 2005–6. You made it one of your objectives to reach out to undergraduate and graduate students so their voices could be heard. You have moved along our meetings with dispatch by introducing parliamentary procedures few Senate chairs have used in the past. You were tough but kind with time limits for those who made presentations and reports to the full Senate, and you prepared them well during their time at the Steering Committee meetings. You did all of this and more with a smile on your face and with wit and charm. And for this, we thank you for your able leadership of this august body.

*He then broke into song, providing his own creative lyrics for the tune "Blowin' in the Wind" (which he said was written by Peter, Paul and Mary). Readers were encouraged to sing along.*

How many times did we hear him say, unanimous consent is the way?

And how many times did he limit reports, report after boring report?

The answer, my Senators, is sitting in this chair, the answer is Eric our dear chair.

How many times did he lead us upstairs, he thought Executive Sessions were such fun?

And how many meetings did he end right on time, he kept a tight rein on us all?

The answer, my colleagues, is sitting in this chair, the answer is our distinguished Senate chair.

*When Roberts pointed out that Bob Dylan wrote the song, not Peter, Paul and Mary, Camarillo accepted this correction from his elder.*

## Senate XXXIX, 2006–2007

*Tribute to Senate Chair Sheri D. Sheppard  
Presented by Professor Russell Berman*

This is not a motion, but it is full of emotion. We've come to the time of year when ancient custom calls upon me, in the name of this distinguished assembly, to thank you for your accomplishments as Chair of Senate Thirty-Nine. Well done!

Wise custom also mandates that this gratitude be more than a mere thanks, but rather transformed into a roast. A roast. How can one roast what is so well done? Well, this is no paradox. A well-done roast is truly a wonderful thing. No one could have a beef with that. Surely ribbing is required to garnish your many accomplishments appropriately.

But at this rump of the year, and before I further butcher this prime metaphor, let me get to the point. Thank you, dear Engineer. You have clanged us faithfully to this ca-boose of the year. Thank you, Sheppard, who has been our shepherd, for ensuring that the cup of our agenda hath never runneth over timeth. You have guided us through the murkiest matters of the year, even when our inner valedictorians have waxed eloquent, and as a poet wrote of this Senate very long ago, "The fog comes on little cat feet."

These cats, too, you have herded, or shepherded, nipping their plentiful words, which now duly litter our pungent minutes. Your good spirits have lightened our meetings. And I must turn to another poet, "We were tired, we were merry," just so I'd have something to rhyme with "Sheri."

Yet the hour calls for something bolder, something more senatorial, something more ponderous, something that can hammer home your achievements. Hammer? Yes, it is about the hammer, the gavel, which I will present you symbolically in a moment as token. You have wielded the gavel thunderously, like Thor beating the rhythm of the year above the din of our battles. And so, in martial tones, and with due apologies to friends of Will, I give you this:

This day is called the feast of Sheppard.  
We who outlive this Senate, and come safe home  
Will stand on tiptoe when this year is named,  
And rouse at the name of Sheri.  
We who attend this day, and return to our  
departments,  
Will, biweekly on Wednesdays, whine to our chairs  
And say, "Tomorrow is Senate Thursday."  
Then will strip a sleeve and show the scars.  
And say, "These wounds I earned on Senate Thursday."  
What feats she did this year: soon shall the names of  
the Committee on Steering,

SENATORIAL TRIBUTES

Familiar in our mouths as household words  
Sheri the chair, Harris and Hinton,  
Cook and Loeb, Stevenson and Bresnahan,  
Be in flowing cups freshly remember'd.  
This story shall good Provost teach the Board.  
And Senate Thursday shall ne'er go by,  
From this day to the ending of the world,  
But that this year at Senate shall be remember'd;  
We few, we happy few, we band of teachers  
For you today who hail our Chair with me  
Shall be my colleague; be you ne'er so techy.  
This day shall gentle your condition:  
And scholars now in libraries and labs  
Shall think themselves deprived they were not this year  
at Senate,  
And hold their sabbaticals cheap whilst any speaks  
That joins now with me in applause upon Chair  
Sheppard's day!



Senate chair Sheri Sheppard receives a ceremonial gavel  
at the final Senate meeting of the year. June 2007

## Senate XL, 2007–2008

*Tribute to Senate Chair Eamonn K. Callan**Presented by Professor Debra Satz*

On behalf of your Senate colleagues, I want to thank you for your fair and judicious leadership of the Fortieth Faculty Senate. I have especially appreciated your heroic labors to raise the intellectual level of the Senate, your efforts of reaching out to new senators, and your ability—so rare!—to get to the heart of the matter with respect to reports and presentations.

In faithful deference to our tradition, I will attempt to pay you your due in verse.

To call or not to call, yet another Senate question:  
 Whether 'tis nobler for the chair to suffer  
 The slings and arrows of over-loquacious colleagues,  
 Or to take action against the sea of proposals  
 And, by voting, kill them. To postpone, to table.  
 No more; and by tabling we end  
 The boredom and the thousand bureaucratic acts  
 That Senate committees are heir to. 'Tis a solution  
 Devoutly to be wish'd. To postpone, to table.  
 To table, perchance to die. Ay, there's the rub;  
 For in the act of postponement, what IDPs may languish  
 When we have yet deferred another Senate review  
 Must give us pause. There's the respect  
 That makes calamity of so long meetings;  
 For who would bear the debates and motions about Rumsfeld,  
 The library's hours, the cost of graduate housing,  
 The pangs of over-long reports, the truth's delay,  
 The infinity of papers, and the yawns  
 That patient merit of the wordy takes,  
 When he might his chairing break  
 With a red burgundy? Who would budgets bear,  
 To grunt and sweat under a report on Area One,  
 But that the dread of something more than majors, rules, and sports,  
 The undiscovered documents from whose bowels  
 No senator returns, puzzles the will  
 And makes us bear those academic policies we have  
 Than fly to others we know not of?  
 Thus, conscience does make filibusters of us all;  
 And thus the Irish hue of resolution

Is covered over with the pale cast of thought,  
 And enterprises of research ethics and justice  
 With this regard, they turn to after-hours meetings,  
 And lose the name of Senate action.

Soft you now!  
 The fair kind Eamonn! Leader, in thy orisons  
 Be all our tributes remembered.

## Senate XLI, 2008–2009

*Tribute to Senate Chair Karen S. Cook  
 Presented by Professor Harvey Cohen*

I know that medical record privacy is covered by certain regulations; however, since we are not in the Medical Center, I have nullified all HIPAA [*Health Insurance Portability and Accountability Act*] regulations to present to this august body important medical information about our fearless leader.

Here is Karen Cook's latest Medical Center visit:

*Chief Complaint:* This is the first Stanford University Academic Faculty Senate Chairmanship for this incredibly accomplished and delightful Stanford superstar, who comes to the clinic with the chief complaints of “which budget crisis are we dealing with now” and “why there are no Faculty Senate members going to graduation in bathing suits.”

*History of Present Illness:* The patient was in her usual state of academic health and directing the very successful sociology program with a specialization in “Whom do you trust?” until last spring, when a retired nephrologist implored her to run for the Chair of the Academic Senate. She agreed to do this—although no mental status examination was done at the time.

Despite a difficult and ugly campaign against a highly disreputable opponent . . . she was victorious, much to the benefit of Stanford University. She brought her formidable intellect, dynamic drive, and most importantly, her sense of the absurd to this role. Her major skill, developed in her prior life as a cognizant dean (and I thought deans were never cognizant—silly me) and chair, was being able to herd cats and end all meetings by 5:00. She was cruising in this role, leading a discussion on whether we should increase the number of undergraduates, in response to a Washington pathogen named Grassley and his attempt to infect University endowments. Then suddenly, without warning, there was a report by the provost of a “slight” problem with our endowment. It began with a “slight” bleed in September, followed by an autumn hemorrhage, leading to a winter state of shock.

What had Karen done to cause this?

As a sociologist, she felt she should have been less “trusting” and anticipated the evils of society. To complicate matters, there was a nasty battle on Academic Senate Faculty disappearance from graduation ceremonies, and the appropriate use of bathing suits at graduation. The combination of these events resulted in Karen’s decision to seek medical intervention.

After a thorough mental status examination, it was decided that Karen Cook is incredibly healthy, not so wealthy, and very wise . . . but that Stanford University was suffering from two grave illnesses: poverty and apathy. To cure the University, we as Senators, must help Karen by soliciting all our friends and families to support our poverty-stricken University, and by donning our bathing suits and academic regalia—do you hear that, Philippe [*Professor Buc*]?—and by joining Karen and me at the Stanford graduation.

My prognosis is that Stanford will survive and thrive, but that most of us will look terrible in our bathing suits.

My recommendation for Dr. Cook is that she keep smiling, never change, and have lunch with me often!

## Senate XLII, 2009–2010

*Tribute to Senate Chair Andrea J. Goldsmith  
Presented by Professor Jeffrey Koseff*

As you know, it’s normally the tradition for the Vice Chair of the Steering Committee to regale, roast, and toast the outgoing chair. It was our intention that you, the Berkeley radical activist Chair, be the first chair to be roasted by a Nobel Laureate [*Professor Andrew Fire*]. Unfortunately, Andy has been called away, so I’m here to announce that there will be no Fire.

But there will be water. That’s me. I don’t have anything prepared, because I was just told about this a very short time ago. But let me just say a few things that I could put together in this short time.

First of all, on behalf of the Steering Committee and Trish, Rex, John, and everybody, we want to say what a great pleasure it was serving with you this year. It really, truly was. We had a lot of fun, folks. If you heard lots of laughter coming out of Building 310, it was because Andrea made it a really interesting, intriguing, and engaging time to be together, not only to discuss important issues but to do it in a way that was respectful and also fun. And we thank you, really and truly thank you for that.

As a personal note, I’m actually going to miss every second Tuesday quite a bit, so we’re going to have to find other ways to meet, my dear Natasha. But in lieu of that, because it is important, I will read this for everybody’s benefit. It’s not often that you get a document

that's signed by both the President and the Provost: "On behalf of the faculty and students of Stanford University, in grateful recognition for your dedicated service as Chair of the Senate of the Academic Council and its Steering Committee, 2009–10, Andrea Goldsmith." And we have this ceremonial gift [*an engraved gavel*]. Don't use it on anybody.

GOLDSMITH: Not even my husband?

KOSEFF: No, especially.

GOLDSMITH (*in the spontaneity of the moment*): All right! So drinks every other Tuesday!

KOSEFF: There we go!

## Senate XLIII, 2010–2011

*Tribute to Senate Chair David Spiegel  
Presented by Professor Palumbo-Liu and Others*

*Palumbo-Liu, wearing a doctor's white lab coat with a stethoscope in the pocket and the name on the front pocket reading "David Spiegel, MD," announced that the Steering Committee had heard a report of a psychiatric emergency and wanted to consult with him.*

*A sign, "Doctor is in," appeared and was displayed prominently. A group, including a woman in a nurse's uniform, gathered at the floor of the Senate. The nurse looked remarkably like Trish Del Pozzo, Assistant Academic Secretary.*

"DR. SPIEGEL": Nurse, can I see my first patient?

NURSE DEL POZZO: The patient is here.

FIRST PATIENT (*who looked strikingly like Professor Mark Zoback*): Doctor, doctor, please help me. I am having recurring nightmares. Year after year, it's faculty meetings, Senate meetings, meetings about meetings. There is even a committee about committees in my dreams. Can you help me?

"DR. SPIEGEL" (*whose eyes lit up*): Ah, a true case of repetition compulsion, a common malady amongst university professors in deliberative bodies. But let me ask, are you sure you're asleep when this happens? In any event, we must break this endless cycle. My advice: it's probably not going to get any better, so take two pills and get used to it. And don't forget the co-pay on your way out.

[*"Dr. Spiegel" handed the patient some white pills that looked as big as marbles.*]

Next!

SECOND PATIENT (*the spitting image of Professor Brad Osgood*): Hello, doctor, it's me again [*hands shaking and looking very nervous*].

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“DR. SPIEGEL”: Oy vey.

SECOND PATIENT: The pill you gave me last time was great, but the problem is still there and it’s not going away. It’s accreditation, doctor. I don’t know what to say. I can’t eat, I can’t sleep, I wake up at night thinking of measuring student learning outcomes. Doctor, can you do something for me?

“DR. SPIEGEL”: Well, the problem is that it actually means nothing. The first step in recovery is to recognize that. This time, take two pills and wait two more years.

SECOND PATIENT: Two more years?

“DR. SPIEGEL” (*nodding*): If it persists, give me a call. And don’t forget the co-pay.

[*Some of the large pills were given to the patient.*]

THIRD PATIENT (*looking very much like Professor Martha Cyert*): Hi Doctor, I hope you can help me. My name is Shirley Ballistic. I’m a student at Stanford and I feel like I should be getting more out of life. I’ve already taken all the upper and lower division courses in aeronautics, astronautics, and astrophysics. But I’m just not feeling fulfilled.

“DR. SPIEGEL”: You’re the Ballistics student I’ve been hearing about. Clearly you’re suffering from SUES Syndrome. This might take years to resolve. My advice is get used to it, take these pills, and sign up for a course on French cinema. You’ll feel much better. By the way, don’t forget your co-pay on the way out.

[*Some of the pills were handed to the patient.*]

“DR. SPIEGEL”: Are there any more patients?

NURSE DEL POZZO (*nodding*): Yes, you have one more.

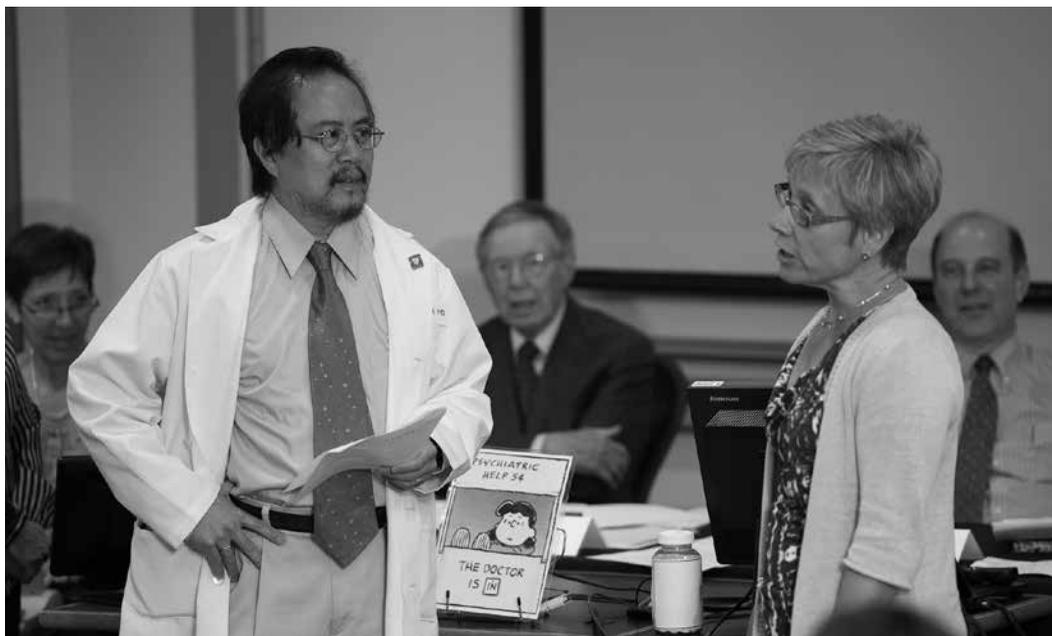
[*She went over to a “computer” and pressed a button. A voice that for all intents and purposes could have been that of Professor Hank Greely was heard.*]

FOURTH PATIENT: Doctor, you’ve got to help me. I’ve been feeling out of touch, distant, like I’m not around . . . almost disembodied. I first noticed this when President Hennessy started talking about a New York City campus. But it’s driving me crazy. Help me, please.

“DR. SPIEGEL” (*smiling grimly*): Well, that’s the distance teaching syndrome! It may become a Stanford epidemic. [*Waving the bottle of pills at the recorder:*] We’ll send you some pills. Take two and don’t forget to mail us the co-pay.

“Dr. Spiegel” removed his coat. His true identity revealed, Professor Palumbo-Liu turned to the real Dr. Spiegel, Chair of the Senate, and said:

In all seriousness, David, thank you for a year of wonderful leadership in the Senate, and good mental health, and we hope that we haven’t disrupted yours too much. If



David Palumbo-Liu and Martha Cyert in a skit paying tribute to Senate chair Spiegel (in background, Spiegel at right, academic secretary Rex Jamison in middle, real-time reporter Laura Brewer at left). June 2011

that's the case, please, take the bottle [*handing the real Chair Spiegel the bottle of pills*] as well as a handsome engraved gavel.

*Chair Spiegel, looking at the bottle, said:*

I'm really touched by this. And I'm touched without it, too. I want to say what a privilege, a pleasure, and an honor it has been to serve you as the Senate, the Academic Council, and the University. Now that you've had a year of group therapy, I hope you're all feeling a whole lot better. And the story about the sleep problem reminds me that Max Lerner, a professor in New York—which may be our new home—once said that he had a dream that he was lecturing to his classes and woke up to find out that he was.

## Senate XLIV, 2011–2012

*Tribute to Senate Chair Rosemary J. Knight  
Presented by Professor Joseph Lipsick and Others*

Those of you who are avid readers of the *Stanford Report* will recall a particularly informative and inspiring article in the December 11, 2011, issue entitled, "Rosemary Knight, Geophysicist, Senate Chair, Hitchhiking Advocate." As one who made my own way west via the Greyhound bus and the kindness of strangers, I am particularly honored to present Rosemary with a small token of our appreciation for her tireless efforts on

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behalf of all hitchhikers. It is a gift that I am sure she will find useful wherever the road may take her. [*Opening a large FedEx package, Lipsick removed a magnificent giant thumb made of foam and presented it to Chair Knight.*]

*The members of the Steering Committee and Trish Del Pozzo gathered in front of the Senate.*

SAM (*Professor Russell Berman, wearing a tall stovepipe cloth cap with red and white rings, a striking resemblance to the hat worn by Dr. Seuss's Cat in the Hat*):

I am Sam  
Sam IHUM.  
To my classes  
Frosh must come.

STUDENT (*Professor Ray Levitt*):

That Sam IHUM.  
That Sam IHUM  
I do not like  
His curriculum.

SAM: Do you like  
Green eggs and IHUM?  
Would you like them  
Freshman year?

STUDENT: I would NOT like them  
Freshman year,  
I would not like them  
With a beer.  
I do not like  
Green eggs and IHUM.  
I do not like them,  
Sam IHUM.

PROVOST (*himself*):

That's my cue!  
Where's Jim? Where's Sue?  
I have something fun  
For you to do!  
Please prepare a report.  
I know just the sort!  
A provost's dream  
We'll call it SUES for short!

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SUE (*Professor Elizabeth Hadly*):

Okay, Okay.  
Whatever you say.  
Sue's Report.  
I like the name.  
Sign me up.  
I guess I'm game.

JIM (*Professor Blas Cabrera*):

SUES Report?  
But of what sort?  
What about the name?  
If it's all about the same  
Why not Jim's and Sue's?  
Or Sue's and Jim's?  
Oh, that Provost  
And his whims.

SAM: A SUES Report?  
I have just the thing!  
It has a nice ring!  
"Oh the places you'll go!"  
It will make you sing!

SUE: But which songs will they sing?  
And what will they see?  
Can they still count one thing  
As if it were three?

JIM: A SUES Report?  
With IHUM now in tatters,  
Let's show them Thinking Matters.  
They need depth,  
They need breadth,  
They need things of all hue.  
Things that are red,  
And things that are blue.

JUDY (*Professor Tom Wasow*):

But how many to do?  
More than a few?  
That age-old riddle, thing one or thing two?  
Which plan to anoint

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Is my question to you.  
It's the C-USP of the point.  
It is peer review.

TRISH (*herself*):

Outside in the distance  
The students did growl.  
Two plans were approaching  
And the microphones did howl . . .

[*Every member of the cast starting to talk*]

REX (*the Academic Secretary*):

Don't talk all at once!  
Please, one at a time!  
It will all end well.  
It will all end quite fine.  
Thanks to sage Rosemary  
and her parsing of time.

*Looking at Vice Chair Berman, Knight asked, "But he's keeping the hat, right?" Professor Berman nodded, "I won't give it back!"*



John Etchemendy, Russell Berman, and Ray Levitt perform a skit with others in honor of Rosemary Knight's year as Faculty Senate chair. June 14, 2012

## Senate XLV, 2012–2013

*Tribute to Senate Chair Raymond E. Levitt  
Presented by Professor David Palumbo-Liu  
and Steering Committee Members*

*Professor Palumbo-Liu:* We've always wondered how it is that Ray has been so successful leading the Senate. Thanks to Susan Holmes, we found a PowerPoint on the website by Ray, which I think reveals an awful lot: "Using IP Capacity to Run the Faculty Senate." IP means intelligence and persistence, and obviously you have to start with Big Ideas [*shown in the next slide*]:

1. Validated analysis tools are central to design; they distinguish real design from trial-and-error experimentation!
2. Physical-science-based analysis tools help engineers design bridges, airplanes, semiconductors, pharmaceuticals, etc.; social-science-based analysis tools can help managers design their universities systematically.
3. The provost suggests we aim for healthier practices in the design of our universities; sports and exercise being our most useful tool.
4. These tools are available to prevent health risks, bottlenecks, delays, and quality decrease.

*Professor Stedman:* "Simulating Managerial Interventions: What-If Analysis of Steering Committee" [*next slide*]. We would be deceiving you to say that this analysis went smoothly. Ray has very high standards, and, unhappy after our first meeting of the Steering Committee, he started the second committee meeting by showing his "what if" analysis of the committee. This analysis shows very clearly that if you increase the committee size by three to five engineers, the duration is better, but if you simply got rid of all the nonengineering members and replaced them with experienced engineers, you'd have an even better outcome. Ray then proposed that analysis to the Provost, who said, "You can't do that, Ray!" Showing another example of Levitt's use of analysis tools that enable project design, he admitted that none of them could understand it.

*Susan Holmes (showing another slide):* I want to explain to you this analysis tool in the context of one of the discussions that we had during the Steering Committee meeting about class scheduling. What you have here is a definite nonlinear curve. The student support is here [*pointing*], and everyone else being in favor of it is over here. But it's not increasing like a regression line; instead, what you have is a logistic curve. And we had this complementarity, which seems to be a universal law—that the importance of the issue is negatively correlated with student support.

*In subsequent slides illustrating his explanation of why fast-track projects fail due to information overload, Ray was depicted riding a surfboard on an ocean wave of information flow, and riding a skateboard on a nonlinear curve of costs. The final slide showed him as a quarterback on Stanford's football team, the ultimate successful organization.*

## Senate XLVI, 2013–2014

*Tribute to Senate Chair David J. Palumbo-Liu*

*Presented by Professor Andrew Fire*

'Twas just right before Senate, when all through the foyer  
 Not a member was chatting, not even a lawyer;  
 Agendas were pulled out of backpacks with care,  
 In hopes that chair David soon would be there;  
 Reporters were nestled all snug in their Keds;  
 While visions of bylines danced in their heads;  
 And Trish with her wisdom, and Rex with his pen,  
 Had taken their places, if not, so what then,  
 When out on the crowd there arose not a sigh,  
 Indeed showing members: chair David was nigh.  
 All to their seats, they flew like a flash,  
 Plunked down their agendas and read every last dash.  
 The microphone lights with luminous glow,  
 Gave a luster of gravity to people we know,  
 When what to our wondering eyes did appear,  
 But our steering committee all decked out in cotton,  
 With a venerable chair . . . You say, "Who?"  
 From his careful demeanor, "David Palumbo-Liu."  
 More rapid than eagles his colleagues they came,  
 And carefully and clearly he calls them by name:  
 "Now, Yakov! now, Paula! now Hank and Etch!  
 On, Davids! on, Al! on, Andy, don't kvetch!"  
 And calling to order the full senate crew,  
 David brought up big issues, he knew what to do!  
 Of online learning they heard more than a peep,  
 Of lectures worldwide and exams that go "beep";  
 Of concerns that the faculty might be replaced  
 By computers with origins not to be traced!  
 Of millions of students awake at all hours,

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Of wonderful housing in plazas and towers.  
With the year drawing on, they began to hear more  
Of BigFix, and Two-Step, and Backup/Restore  
Of joint major programs, combining logistics  
Of CS and music; hockey, linguistics?  
Concerning the budget, we need not demur.  
With careful attention, and nylon, not fur!  
Providing students a platform, a key part of our roles,  
Giving voice to ideas and defining our goals;  
Making safety in labs and on roads and on bikes,  
Woven in culture and not part of “yikes”;  
Of faculty diversity, in word and in deed,  
Of making this part of community creed.  
Through this all, there was David with constant support,  
For dialog, discussion, on every report;  
For thought and reflection on every decision  
For collegial atmosphere, with no sense of derision.  
David, we thank you for your yearlong effort,  
With nary a week that did not need a shepherd.  
And we wish you the best for your Senate vacation,  
Starting just now, despite our trepidation,  
Enjoy years off, not just one but two.  
After that, maybe back, right here in this Zoo.

### Senate XLVII, 2014–2015

*Tribute to Senate Chair Russell A. Berman  
Presented by Professor Brad Osgood*

Throughout the year, the Senate has dealt with substantive and sometimes vexing issues and it has never lacked for interesting debate and discussion. This is due in no small measure to your thoughtfulness, experience, and expertise. But . . . [*breaking into song invoking Cole Porter*]:

The Prez is here, the Provost too,  
But the man in charge, well it's you know who.  
He's delightful, he's de-lovely, he's de-Berman!  
  
A scholar deep, a writer clear,  
But to read his work, I'm afraid my dear  
Better study, better bone up, on your German!

Oh, if you think growing old  
 Is a tale that's just gotta be told,  
 And you think that takin' a toke  
 Is hardly a joke,  
 Russell's your bloke!

So thanks a lot, and all the best,  
 Bring the gavel down and then take a rest.  
 He's de Chairman, he's de Bossman  
 He's delightful, he's delirious,  
 He's de-limit, he's de-lovely  
 He's de-Berman!

## Senate XLVIII, 2015–2016

*Tribute to Senate Chair Kathryn Ann Moler  
 Presented by Professor James Campbell*

*Professor Campbell, impersonating Henry Higgins of "My Fair Lady" fame, was ably accompanied by Steven Chanan (Stanford '91) on the synthesizer.*

Damn, damn, damn . . . I've grown accustomed to her face.

I've grown accustomed to her face.  
 Her emails make my day begin.  
 I've grown accustomed to the tune  
 That she imposes on the room.  
 I clown, she frowns,  
 The temperature goes down.

It's just the way that she was trained,  
 In some dark dungeon of a lab.  
 And you can see she studies physics  
 And not something more humane.  
 Fussing about "data,"  
 It can drive a man insane.  
 And yet there's something of a trace  
 Of wisdom in the air—  
 Accustomed to her face.

I've grown accustomed to this place.  
 Where these wise Solons have their say.  
 Should we endorse civility,  
 Change GERs to "Ways,"

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Put a cap on engineers  
Before we're Cal Tech by the Bay?  
Should we ban smoking on the Quad?  
Or change the name of Serra Mall?  
And Stanford in Manhattan, alas  
It wasn't in the cards.  
I guess I'll never teach there now,  
Give Broadway my regards.  
And yet there's something of a trace  
Of prudence in the air—  
Accustomed to this place.  
A fond adieu, John Hennessy,  
On your achievements all agree.  
And Provost Etchemendy  
There's one thing that you should know  
Your budget PowerPoints are dazzling  
Please do one more before you go.  
Because there's wisdom in this place,  
And hope and prudence too—  
Accustomed to her face.



Senate vice chair James Campbell salutes outgoing chair Kathryn (Kam) Moler in song, June 9, 2016

## Senate XLIX, 2016–2017

*Tribute to Senate Chair Debra Satz**Presented by Professor Julie Parsonnet and Others*

*Professor Julie Parsonnet:* Due to a conflict of interest, I have been asked to step in for Debra at this, mercifully, the last meeting of the Spring Quarter of the Forty-Ninth Senate. At our meeting today we are first going to have a review of the Chair of the Faculty Senate, Debra Satz. This will be followed by a discussion on the status of squirrels on campus, a proposal for starting a new combined major in Computer Science and Mortuary Affairs, and plans by President Tessier-Lavigne to replace the Main Quad with an ice hockey rink, a Tim Horton's, and a poutine stand.

First, though, we are approving the minutes of our meeting on January 26, 1998, Senate Document Number 2,000,416. The minutes were sent to you by dogsled and Snapchat. Are there any amendments or corrections? Seriously, did any of you read the minutes this year? No? Okay, so I am going to approve them, without a vote, just as is my tradition when I am sitting in for Debra.

Because we have no voting items on the agenda today, we do not have to pretend to know Robert's Rules of Order. I wish to remind you, though, that once more our meeting format is a bit different; presenters will give short presentations followed by substantial, and usually pointless, discussion. This is made possible by Senators having pretended to have read the material that we sent to them ahead of time. Today, to make sure that you *have* read the materials, we will have a brief quiz. Anyone who fails the quiz will be relegated to asking a question of the President or the Provost for the next forty Senate sessions. Adrienne will be passing the quiz around shortly.

Moving on, Dean Saller will now present on "Debra Satz, the Chair of the Faculty Senate"; he will have 3.141519 minutes followed by 2.71828 minutes for discussion.

*Dean Richard Saller:* Thank you, Julie, and good afternoon. I have a short slide presentation to make as we review the Chair of the Faculty Senate, Debra Satz [*slides then shown*].

As many of you know, Debra has worked at my side for the past seven years as Senior Associate Dean for the Humanities and Arts, and she is also the Martha Sutton Weeks Professor of Ethics and Society in the Department of Philosophy. When I think about what Debra has done this past year as Chair of the Faculty Senate, I connect all of those things to her background as a philosopher. Philosophers believe in giving reasons for things, and in dialogue, debate, and discussion. You know what I am talking about here: reading in advance, short presentations, more questions from the floor.

This won't surprise many of you, but what might surprise you is what Debra is proposing for next year's Faculty Senate. She shared with me a draft of her proposal, which I have the privilege of sharing with you today. The idea is drawn from her award-winning

book of 2011, *Why Some Things Should Not Be for Sale: The Moral Limit of Markets*. After deep philosophical reflection, Debra has concluded that the seats on the Faculty Senate *are exactly the sort of thing that should be for sale*.

So beginning this summer, seats on the Faculty Senate will be auctioned off to interested faculty. She believes that this will improve efficiency and boost attendance at Senate meetings; moreover, all proceeds will go to support better drinks and snacks at Senate meetings.

Side note: We have an inside prediction game on what bid will be needed by faculty to purchase a Senate seat. Members of the Forty-Ninth Faculty Senate, please prepare to open your wallets if you wish to remain in your seats. How much do you think will be necessary? Last time I checked eBay, the bids exceeded eight dollars.

Debra has worked tirelessly to improve the university—from her efforts in the Philosophy Department, in the Center for Ethics in Society, in the Dean's Office, and now in the Faculty Senate. These efforts have been appreciated and recognized by many of us. But not by everyone, and evidently not by her lovely son, Isaac, because Isaac has chosen to decline Stanford's offer of admission in order to go to Swarthmore next year. Evidently, reason-giving and deliberation has its limits in the Satz household!

*Parsonnet*: Thank you very much, Dean Saller, for that very erudite presentation, but it was way too much talking. We are now open for discussion. For efficiency, I am going to bundle questions together. If you want to ask a question in a new domain, please raise one finger; if you want to follow up on a previous point, raise two fingers; if you want to order pizza, please raise three fingers; and if you simply want to leave, wave both hands in the air while singing the last verse of "Hail Stanford Hail"!

*Professor Hank Greely*: Thank you, but first I do have to congratulate Dean Saller—Sailor? Sallert? Salieri? whatever—for that really incisively turgid presentation. You know, I don't care who hears me say this, but I think you have been the greatest H & S dean this decade! But to paraphrase Habermas, what I really want to obliterate about is this book—by this philosopher, or philologist, or whatever—this *Some Things Should Not Be for Sale*, which I think has immediate, pressing implications for the Stanford Faculty Senate and indeed for the future of all sentient, or possibly sentient, life in the observable universe, which does make it kind of surprising that it is currently ranked number 369,252 on Amazon; but of course that's the paperback edition. Which seems kind of an immoral waste of trees, frankly, so maybe that is something that shouldn't be for sale, except as an e-book, but that was this morning, so it's probably gone up a little, or not, but anyway, my point is—and I do want to stress that this is not a planted question, and in fact may not be a question at all—would it be wrong for me to sell the remainder of my 2.71828 minutes of speaking time, if I could get a really good price?

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*Professor Ross Shachter:* As the Senior Senator from Management Science, I commend Dean Saller on his remarks and Professor Greely on his remarks, and what the heck, me on mine! Because I think this is a most important question, and while everything that could be said about it has already been said, everybody has not yet had a chance to say it. Therefore, this would be a most opportune moment for us to break into our Senate Discussion Groups.

*Professor Judith Goldstein:* Thank you. Thank you, Dean Saller, as ever, for your, as ever, insightful remarks, and they were so good. And thank you, Hank Greely, for your gracious comments on Debra's book, they were so good. And Ross [*Shachter*], what was that question?

I think we need to pause and ask ourselves a fundamental question, since we are here thinking about Debra, and that question is so fundamental: if we are going to think about creating a market, we need to ask ourselves what the correct price is for a Humanities program? Or for Humanities at all? Or for a Humanities instructor, or maybe even for a department? And do we really need those people? And by the way, what is going on in those offices? Aren't they the bad people; is that the deep state? I guess we really need to ask ourselves about purpose—unnecessary—bad, just so bad.

*Parsonnet:* That is a very interesting question, but I am sorry we ran out of time, and we will need to table it until our next opening in the Faculty Senate agenda, which I think is in 2104.

Next on today's agenda, I want to thank Debra Satz, on behalf of the Senate, for her leadership as Chair over the last year. She was, as you all know, a really brilliant leader of this body, creating a comprehensive and wonderful agenda, always intent on getting us to participate and to form consensus, while leading us efficiently, and with a great sense of humor. It has been a productive and engaging year. For those of you who don't know, being Chair of the Senate and the Steering Committee is a lot of work, and Debra, of course with Hans and Adrienne at her side, seemed to make it effortless. Thank you so much, Debra. I would like to present you with a certificate and a gift of a gavel that you can use to whip your dog and kids into shape.



Hank Greely performs in a skit honoring outgoing Senate chair Debra Satz. June 15, 2017



# *Appendix I*

## *Fifty Faculty Senates at Stanford, 1968–2018*

AN ANNOTATED INDEX

*Laura Guzman and Hans N. Weiler*

This index provides an overview of the fifty years of the Faculty Senate's work. It begins in the inaugural year, 1968–69, with Leonard Schiff (Physics) as chair and Don Winbigler as the first academic secretary, and it ends at the current, fiftieth year, 2017–18, with Liz Hadly (Biology) as chair and Tom Wasow as Stanford's eleventh academic secretary. The index includes the name and academic department of each year's Senate chair, the name of that year's academic secretary, and a condensed listing of the primary topics on each year's Senate agenda. The topics were excerpted from the Senate minutes by Laura Guzman of the Academic Secretary's Office and edited with the help of information provided by former Senate chairs.

The list of topics is not meant to provide an exhaustive inventory of the Senate's agenda for each year, but rather an indication of the scope and diversity of the issues with which the Senate dealt over the years. In addition to the listed topics, the Senate regularly heard and debated reports from the president and provost and from deans, vice provosts, and other university administrators as well as from the chairs of the Senate's and the Academic Council's committees. More information and context can be found in Chapters 1 and 3 of this book. The full set of the Senate's records—including agendas, minutes, memorial resolutions, and supporting documents—has now been fully digitized and is available online (for Stanford users) at <https://exhibits.stanford.edu/stanford-senate>.



Leonard I. Schiff, February 1967

## Senate I, 1968–1969

*Chair: Leonard I. Schiff (Physics)*

*Academic Secretary: H. Donald Winbigler*

Topics of discussion:

- Student-faculty relations
- Study of Education at Stanford (SES): reports and recommendations
- Status of the Reserve Officers' Training Corps (ROTC)
- Classified research on campus
- The relationship between the university and the Stanford Research Institute (SRI)

## Senate II, 1969–1970

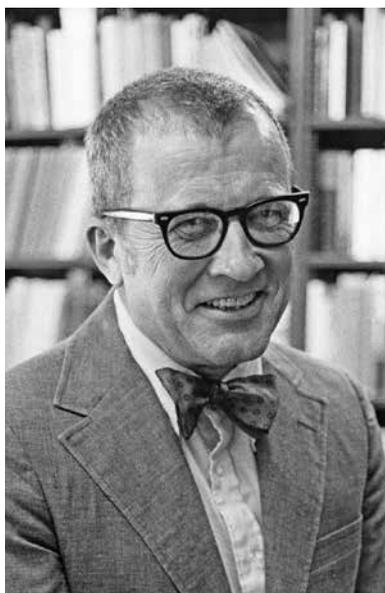
*Chair: William A. Clebsch*

*(Religious Studies)*

*Academic Secretary: H. Donald Winbigler*

Topics of discussion:

- SES reports and recommendations
- Committee structures
- Minority affairs
- ROTC (challenges of obtaining military training concurrently with one's university education)
- Campus disturbances
- US involvement in Cambodia during the war in Southeast Asia
- Housing



William A. Clebsch, September 1979

## Senate III, 1970–1971

*Chair: Sanford M. Dornbusch (Sociology)*

*Academic Secretary: H. Donald Winbigler*

Topics of discussion:

- Faculty self-discipline and penalties

- Graduate education at Stanford (graduate student teaching, PhD dissertations and alternate degrees, financial aid, and other relevant matters)
- Review and evaluation of the functioning of committees under the reorganization of faculty governance

## Senate IV, 1971–1972

*Chair: Daniel Bershader  
(Aeronautics and Astronautics)*

*Academic Secretary: H. Donald Winbigler*

Topics of discussion:

- Academic appraisal and achievement
- Use of Stanford land, specifically as related to military purposes
- Education and employment of women
- Principles concerning research
- How to respond to campus disruptions



Sanford M. Dornbusch. February 1969



Daniel Bershader. August 1977



H. Donald Winbigler. November 1973

## Senate V, 1972–1973

*Chair: Halsey L. Royden (Mathematics)*

*Academic Secretary: H. Donald Winbigler*

Topics of discussion:

- Minority affairs
- Foreign study programs: which programs to end or continue, and the purpose of such programs
- Affirmative action in graduate programs
- Education and employment of women
- Grading and credit transfers



Halsey L. Royden. August 1977

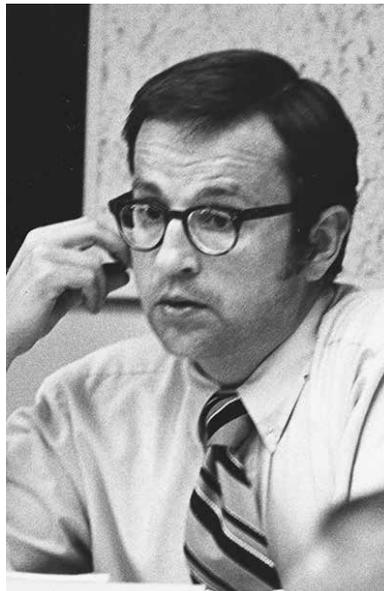
## Senate VI, 1973–1974

*Chair: J. Dirk Walecka (Physics)*

*Academic Secretary: H. Donald Winbigler*

Topics of discussion:

- Need for a major study of intercollegiate athletics
- Teaching evaluations: how best to examine teaching practices, how to support students with teaching responsibilities, and the value of student voices in teaching evaluations
- Leaves for graduate students
- Affirmative action for staff
- The professoriate at Stanford
- Academic freedom



J. Dirk Walecka. April 1972

## Senate VII, 1974–1975

*Chair: Gordon A. Craig (History)*

*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Rules for handling grievances by the Advisory Board under the statement on academic freedom
- Matters concerning nonprofessorial academic staff, such as length of academic staff appointment prior to continuing appointment and criteria for entrance to the adjunct professoriate



Gordon A. Craig. March 1971



Eric Hutchinson. April 1982

- Budget cuts and changes
- Financial aid for minority students, especially concerning the rising cost of education
- Grading practices and guidelines for dropping courses

## Senate VIII, 1975–1976

*Chair: Eugene J. Webb (Business)*

*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Requiring PhD programs to be completed in four years
- Report on the effects of financial aid packaging
- Standing rules of procedure governing the filing of grievances
- Proposed library cooperation between Stanford and UC Berkeley
- Annual report from the Dean of Graduate Studies concerning a decline in enrollments of minority students in nonprofessional graduate programs



Eugene J. Webb. September 1984



Byron D. Sher. March 1974

## Senate IX, 1976–1977

*Chair: Byron D. Sher (Law)*

*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Pending legislation affecting School of Medicine admissions
- Responses from the Committee on Undergraduate Studies (C-US) to the final report of the Committee on Reform and Renewal of Liberal Education at Stanford
- Resolution concerning an undergraduate language requirement
- University investment practices, especially with regard to investments in multinational corporations with a presence in South Africa
- Reports from the Advisory Panel on Recombinant DNA



Peter D. L. Stansky. January 1981

## Senate X, 1977–1978

*Chair: Peter D. L. Stansky (History)*

*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Annual report from the Committee on Libraries (C-Lib) regarding library privileges (differences in policies for students and faculty)
- Statement of reaffirmation of the Honor Code proposed by the Steering Committee
- The impact of government regulations on higher education
- A resolution on affirmative language
- A Western Culture requirement

## Senate XI, 1978–1979

*Chair: William W. Chace (English)*  
*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Developments in computing and their impact
- Research policies and access to funding, specifically focusing on cases of discrimination on the grounds of citizenship
- Development of a strong Dead Week policy
- Faculty salaries and retirement
- Stanford's overseas programs



William W. Chace. May 1978

## Senate XII, 1979–1980

*Chair: Albert H. Hastorf (Psychology)*  
*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Housing cost and difficulties
- Impacts of Congress establishing the U.S. Department of Education and the implementation of “Circular A-21”
- The lack of representation of women and other minority groups among Stanford faculty
- Nondiscrimination in research contracts sponsored by foreign agencies
- New interpretations of Title IX
- Government and university relations, especially with regard to land use, environmental matters, and human subjects in research
- Western Culture requirement
- Distribution requirements
- Long-range financial forecast



Albert H. Hastorf. August 1984

## Senate XIII, 1980–1981

*Chair: Nannerl O. Keohane (Political Science)*

*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Report of Task Force on Computing; formation of a Committee on Academic Computing and Information Systems (C-ACIS) and a Senate Committee on Emeriti
- Revised policy of end-quarter grades on transcripts
- Length of the academic term (quarter versus semester)
- Consequences of the new “A-21” regulations on indirect cost recovery
- Interface between academic research and industry: the “commercialization” of research findings
- Role of foreign language studies at Stanford; foreign language requirement
- The Western Culture Program and distribution requirements
- The Honor Code
- Recruiting faculty and the cost of housing



Nannerl O. Keohane. March 1981

## Senate XIV, 1981–1982

*Chair: David B. Abernethy (Political Science)*

*Academic Secretary: Eric Hutchinson*

Topics of discussion:

- Policy proposals on development of sponsored research (including participation by the university in the commercial development of Stanford-based research results)
- Teaching evaluations
- Federal cuts in research support
- Retirement policies for faculty members
- Regulations regarding the termination of graduate students on academic grounds

- Impacts of government concerns on the possible loss of technological information with a bearing on military security
- Continued development of the Western Culture Program
- Status of adjunct professors

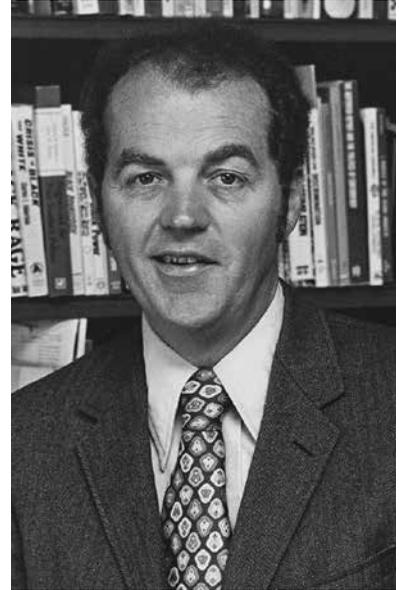
### Senate XV, 1982–1983

*Chair: Alexander L. Fetter (Physics)*

*Academic Secretary: Clara N. Bush*

Topics of discussion:

- Weapons-related research at Stanford
- Distribution requirements
- Faculty salaries and benefits
- Formation of a committee to explore and reassess the relations between the Hoover Institution and the university
- Student evaluations of teaching



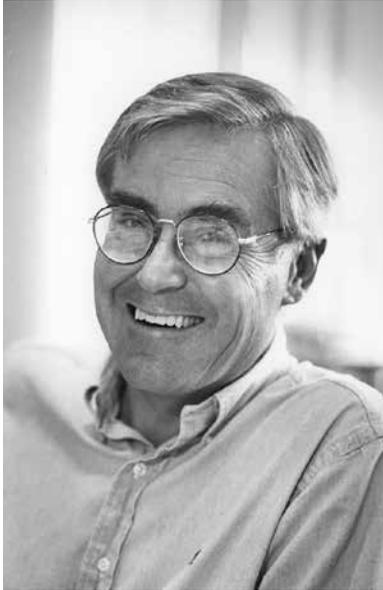
David B. Abernethy. February 1981



Alexander L. Fetter. June 1986



Clara Bush. March 1988



H. Craig Heller. May 1994

## Senate XVI, 1983–1984

*Chair: H. Craig Heller (Biology)*

*Academic Secretary: Clara N. Bush*

Topics of discussion:

- Stanford-Hoover relationship
- Proposal for a Reagan Library at Stanford
- Institutional and individual ethical responsibilities associated with the potential use of research results
- Compliance with the university's consulting policy
- Weapons-related research at Stanford
- Financial aid and procedures for diversifying the student body
- Budget deficit in the Athletics Department
- Overseas Studies Program
- Renovation of the Inner Quad



John Henry Merryman. October 1981

## Senate XVII, 1984–1985

*Chair: John Henry Merryman (Law)*

*Academic Secretary: Clara N. Bush*

Topics of discussion:

- Housing needs
- Potential conflicts of interest for faculty and students in university-industrial relationships
- Reagan Library
- The Ward Report on the Hoover Institution
- Investments and Stanford's conditional divestment of Motorola
- NCAA regulation that freshman football and basketball recruits not be eligible to play
- Centennial Campaign planning
- The university's investment policies as they relate to South Africa

## Senate XVIII, 1985–1986

*Chair: Elie Abel (Communications)*

*Academic Secretary: Clara N. Bush*

Topics of discussion:

- Rationale for the university's policy regarding the arrest and charging of persons arrested on the campus
- Negotiations between Stanford and United Stanford Workers
- Discussion of whether the Hoover Institution has a political mission and whether Stanford should end its relationship with the Hoover Institution
- University policy guidelines on secrecy in research
- Centennial Campaign
- The possible nonextension of Section 127 and its impact on student financial aid
- Graduate student housing
- Faculty overdue library materials
- The university's investments



Elie Abel. September 1980

## Senate XIX, 1986–1987

*Chair: Kenneth J. Arrow (Economics)*

*Academic Secretary: Clara N. Bush*

Topics of discussion:

- South Africa and divestment
- Senate oversight of Overseas Studies Program
- Ronald Reagan Presidential Library plans
- University governance issues, especially focusing on the lack of a structure to deal with neighborhood concerns of the residents of Stanford's campus and the decision-making process used with respect to the Ronald Reagan Library
- New initiatives to recruit and retain minorities in nonprofessional graduate programs



Kenneth J. Arrow. February 1984



Gerald J. Lieberman. October 1992

## Senate XX, 1987–1988

*Chair: Gerald J. Lieberman (Statistics)*

*Academic Secretary: Clara N. Bush*

Topics of discussion:

- Proposed legislation on Area One requirement: Cultures, Ideas and Values (CIV)
- The possibility of establishing a continuing education program at Stanford
- Connective elements of the Near West Campus design
- Centennial Campaign
- Stanford's proposed building plans and new Santa Clara County regulations

## Senate XXI, 1988–1989

*Chair: John Kaplan (Law) (Fall and Winter);*

*Patricia P. Jones (Biology) (Spring)*

*Academic Secretary: Arthur P.*

*Coladarci*

Topics of discussion:

- Restructuring relations between the Hoover Institution and Stanford University
- Decline in time available for faculty to conduct research due to service on committees and the need to spend more time applying for grants and contracts
- Implications of a Continuing Studies Program
- Report from the Second Senate Ad Hoc Committee on the Professoriate
- The university's policy of selective divestments from institutions doing business in the Union of South Africa



John Kaplan. June 1989

- Whether Native Hawaiian students and Puerto Rican students should be included in the “targeted minorities” category
- Programs to help Stanford personnel become better acquainted with new computing systems
- A policy on the use of animals in teaching
- Outlook for the university’s budget
- Establishment of a Faculty Council of the School of Medicine
- Frequency of reviews for interdisciplinary programs
- Recommendations from the Committee on Academic Appraisal and Achievement (C-AAA) on the use, training, and supervision of teaching assistants
- Timing of midterm exams



Patricia P. Jones. January 1994



Arthur P. Coladarci. August 1963

## Senate XXII, 1989–1990

*Chair: Carolyn C. Lougee (History)*

*Academic Secretary: Arthur P. Coladarci*

Topics of discussion:

- Webb Ranch farmworker conditions
- Recommendations from the Second Senate Ad Hoc Committee on the Professoriate at Stanford



Carolyn C. Lougee. January 1992

- Student Conduct Legislative Council interpretation of Fundamental Standard: free expression and discriminatory harassment
- Policy guidelines for multiauthored papers
- Earthquake damage assessment and prioritization
- Support for a multicultural curriculum
- Restructuring for the university's second century: action plans for change
- Visit by Mikhail Gorbachev (with briefing by the chair about the Faculty Senate)

## Senate XXIII, 1990–1991

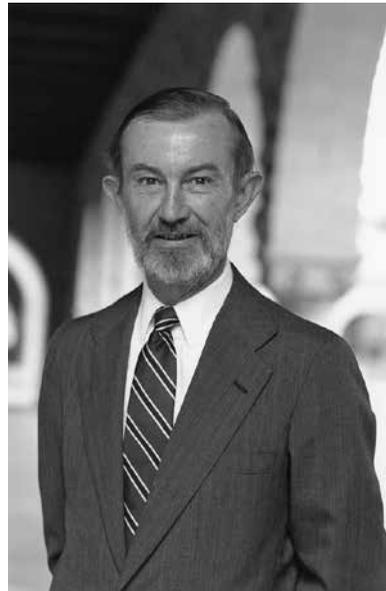
*Chair: Charles H. Kruger (Mechanical Engineering)*

*Academic Secretary: Arthur P. Coladarci (Fall);*

*Clara N. Bush (Winter and Spring)*

Topics of discussion:

- Report on the existing structure of budget decision-making and recent changes
- Report on indirect cost negotiations
- Faculty governance issues
- Proposal for a Master of Liberal Arts degree in the Continuing Studies Program
- Amendments to distribution requirements
- Need to sustain a strong culture of teaching in a research university
- Petition for a Senate bill on benefits parity for domestic partners
- Establishing an Ad Hoc Senate Committee on Education and Scholarship at Stanford



Charles H. Kruger. March 1993

## Senate XXIV, 1991–1992

*Chair: James J. Sheehan (History)*  
*Academic Secretary: Clara N. Bush*

Topics of discussion:

- Budget crisis and its implications
- Recommendation for a Senate Planning and Policy Board (PPB)
- Report on the decentralization of graduate studies
- Proposed modification to the policy on principal investigator eligibility and exceptions
- Tuition remission
- Report from the Senate Committee on Education and Scholarship at Stanford, focusing on administrative services, graduate and professional education, research and scholarship, undergraduate education, and revenue enhancement



James J. Sheehan. May 1991

## Senate XXV, 1992–1993

*Chair: William H. Northway*  
*(Radiology/Pediatrics)*  
*Academic Secretary: Marion Lewenstein*

Topics of discussion:

- Recommendation to revise the intellectual property rights policy for computer software and courseware
- Salary inequities



Marion Lewenstein.  
September 1999

- Decentralization of graduate studies
- Restructuring the School of Humanities and Sciences
- Recommendation on the proposed policy of conflict of interest and commitment
- Recommendation for a sexual harassment policy



William H. Northway.  
May 1998

## Senate XXVI, 1993–1994

*Chair: Patricia P. Jones (Biology); photo on p. 265*

*Academic Secretary: Marion Lewenstein*

Topics of discussion:

- Continuing budget problems
- Webb Ranch
- Revised Sexual Harassment Policy
- Report on a proposed conflict of interest and conflict of commitment policy
- Review procedures for interdepartmental programs (IDPs)
- Grading practices and policies at Stanford
- Report from the Planning and Policy Board (PPB) on the increasing reliance on non–Academic Council faculty in some teaching programs, the role of teaching and research, and the use of limited resources
- Student concerns regarding the future of ethnic studies programs
- Western Association of Schools and Colleges Commission’s Diversity Statement
- Interim report on the Commission on Undergraduate Education (CUE)
- Report of the Provost’s Committee on the Recruitment and Retention of Women Faculty

## Senate XXVII, 1994–1995

*Chair: Robert D. Simoni (Biology)*

*Academic Secretary: Marlene F. Wine*

Topics of discussion:

- Introduction of “Administrative Sessions” for expedited decisions by the Steering Committee
- Report of the Provost’s Committee on the Recruitment, Retention, and Graduation of Targeted Minority Students
- Proposal on proprietary research at the Stanford Synchrotron Radiation Lightsource and the Stanford Linear Accelerator Center
- Report and recommendations by the Commission on Undergraduate Education (CUE), including changes in distribution, writing, language, and science requirements and in Cultures, Ideas and Values (CIV)
- The future of ethnic studies: creation of the program in Comparative Studies in Race and Ethnicity (CSRE)



Robert D. Simoni. October 2009



Marlene F. Wine. September 1985

- Questions of PhD overproduction, shifting costs of research from the government to the university, and the cessation of full cost recovery

## Senate XXVIII, 1995–1996

*Chair: Gail A. Mahood (Geological Sciences)*

*Academic Secretary: Marlene F. Wine (Fall);*

*Susan W. Schofield (Winter and Spring)*

Topics of discussion:

- Report from the Commission on Technology in Teaching and Learning
- Recommendation from the Committee on Academic Achievement and Appraisal (C-AAA) for a three-year experiment in an education program for gifted youth
- Report from the Advising Task Force
- Recommendation for the provision of an undergraduate minor
- Reports and recommendations from the 1994–95 Ad Hoc Committee on the Professoriate
- ASSU (Associated Students of Stanford University) Senate resolution requesting a university-wide review of the status and training of teaching assistants
- Amendments to General Education Requirements

APPENDIX I



Gail A. Mahood. October 1995



Susan W. Schofield. October 2017

- Report on Sophomore Seminars and the Sophomore College
- Recommendations for revisions of the Policy on Secrecy in Research from the Committee on Research
- Proposal from the Vice Provost for Undergraduate Education on Writing in the Major
- Planning and Policy Board recommendations on undergraduate education, graduate education, and departmental reviews
- Update from the Vice Provost for Undergraduate Education on issues in undergraduate advising

## Senate XXIX, 1996–1997

*Chair: Michael Bratman (Philosophy)*

*Academic Secretary: Susan W. Schofield*

Topics of discussion:

- Report from the Provost on departmental reviews
- Status report on advising, and introduction of the Director of Undergraduate Advising
- Report on a new language requirement and Language Center
- Report and preliminary discussion of Committee of 15 (C-15) judicial recommendations

- Interim report from the Cultures, Ideas and Values (CIV) Review Committee
- Long-range financial forecast
- Report on Overseas Studies Programs
- Report on the implementation of the Sexual Harassment Policy
- Update on the report of the Provost's Committee on the Recruitment and Retention of Women Faculty
- Revisions to the charge of the Committee on Academic Computing and Information Systems (C-ACIS) from the Committee on Committees
- Recommendation for the Student Judicial Charter of 1997 from the Committee of 15 (C-15)
- Report on the academic implications of the Stanford/UCSF Hospitals merger
- Report from the Commission on Technology in Teaching and Learning



Michael Bratman. March 1980

## Senate XXX, 1997–1998

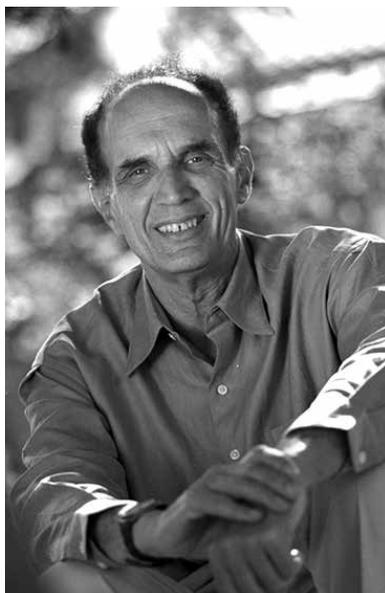
*Chair: Frances K. Conley (Neurosurgery)*  
*Academic Secretary: Susan W. Schofield*

Topics of discussion:

- New policy on the retention of and access to research data
- Report on the Stanford Museum
- Report on Stanford Introductory Seminars
- 1998 Senate Reapportionment Review
- Policy on Minimum Units for Undergraduate Degrees and Transfer Credit (from the Committee on Academic Appraisal and Achievement)
- Revision of the Statement on Academic Freedom
- Revision of the standing rules of procedure governing the filing and appeal of grievances



Frances K. Conley. May 1998



Bradley Efron. October 1998

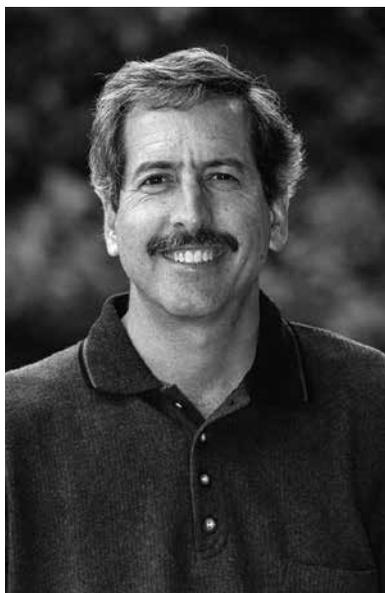
## Senate XXXI, 1998–1999

*Chair: Bradley Efron (Statistics)*

*Academic Secretary: Susan W. Schofield*

Topics of discussion:

- Proposed changes to the Copyright Policy
- Changes to the Tuition Grant Program (from the Committee on Faculty and Staff Benefits)
- Faculty housing issues
- Area One implementation report
- Proposed Statement on Faculty Appeal Procedures (to replace Statement on Faculty Grievance Procedures)
- Junior faculty issues



Mark D. Zoback. June 1998

## Senate XXXII, 1999–2000

*Chair: Mark D. Zoback (Geophysics)*

*Academic Secretary: Susan W. Schofield*

Topics of discussion:

- Recommendation of a new policy on relationships between students and outside entities (from the Committee on Research)
- Draft Community Plan for Stanford University Lands in Unincorporated Santa Clara County
- Revised Policy on the Use of Stanford University Name and Trademark
- Revision of Faculty Discipline Policy
- Interdisciplinary teaching programs
- Student Judicial Charter amendment
- Update on residential education programs
- Faculty Senate and Graduate Student Council joint meeting
- The undergraduate major: guidelines and policy

## Senate XXXIII, 2000–2001

*Chair: Brad G. Osgood  
(Electrical Engineering)*

*Academic Secretary: Susan W. Schofield*

Topics of discussion:

- Revision to the charge of the Committee on Research (from the Committee on Committees)
- Report on undergraduate advising
- Report on faculty housing programs
- Broad discussion of interdisciplinary issues
- Report on child care
- President's Statement on Faculty Diversity
- Recommendations for a policy on minimum progress requirements for graduate students and guidelines for dismissal of graduate students for academic reasons, from the Committee on Graduate Studies (C-GS) and the Committee on Academic Appraisal and Achievement (C-AAA)
- Senate visit to the Stanford Linear Accelerator Center
- Proposed reorganization of the Language and Literature Departments
- Proposal for a revised undergraduate writing requirement
- Stanford in the community: the General Use Permit (GUP) process
- Launching of the Campaign for Undergraduate Education



Brad G. Osgood. September 2000

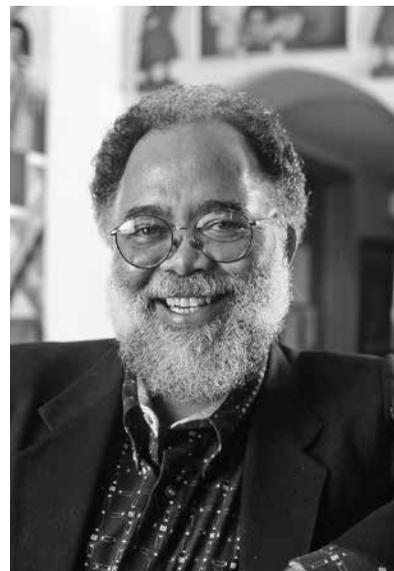
## Senate XXXIV, 2001–2002

*Chair: John R. Rickford (Linguistics)*

*Academic Secretary: Susan W. Schofield*

Topics of discussion:

- Aftermath of September 11, 2001
- Revision of faculty tenure policy
- Institutional approaches to distance learning (from the Committee on Research)



John R. Rickford. January 1997

## APPENDIX I

- Report on new faculty housing
- Leave and tenure provisions for new parents
- Revision of Policy on Sexual Harassment and Consensual Sexual or Romantic Relationships
- Proposal for the realignment of three Academic Council committees (C-AAA, C-US, and C-GS); recommendations of charges for a new Committee on Undergraduate Standards and Policy (C-USP), a new Committee on Review of Undergraduate Majors (C-RUM), and revision of the charge to the Committee on Graduate Studies (C-GS) from the Committee on Committees



Henry (Hank) Greely. October 2002



Edward (Ted) D. Harris.  
October 2001

### Senate XXXV, 2002–2003

*Chair: Hank Greely (Law)*

*Academic Secretary:*

*Edward D. Harris*

Topics of discussion:

- Report and request for action: Judicial Affairs Board
- Resolution on USA PATRIOT Act and its implications for research
- Report from the Provost on budget problems and pay and hiring freezes
- Report from UC Berkeley Senate
- Resolution about affirmative action in undergraduate admissions
- Faculty retirement issues and creation of a position for an emeritus representative in the Senate
- Principal investigator status of Medical Center Line faculty
- Renewal of interdisciplinary programs
- Diversity Action Council Report
- Provost's Advisory Committee on the Status of Women Faculty

## Senate XXXVI, 2003–2004

*Chair: Thomas Wasow (Linguistics)*

*Academic Secretary: Edward D. Harris*

Topics of discussion:

- “Perspectives on Growth” report from the Planning and Policy Board (PPB)
- Stanford’s role in intercollegiate athletics
- Military recruitment on campus
- Cost of academic journals
- Survey on Faculty Quality of Life
- Revisions of two by-laws of the Student Judicial Charter
- Report on undergraduate advising
- Report from the Provost’s Advisory Committee on the Status of Women Faculty



Thomas Wasow. October 2003

## Senate XXXVII, 2004–2005

*Chair: Robert M. Polhemus (English)*

*Academic Secretary: Edward D. Harris*

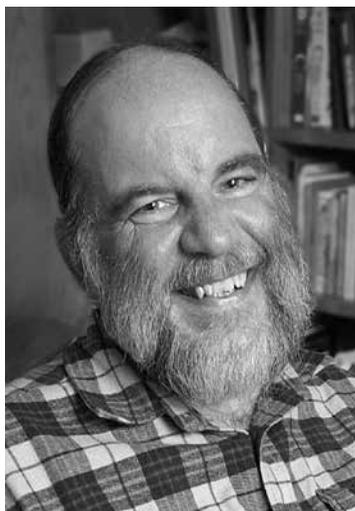
Topics of discussion:

- Parking and Transportation Systems report
- Report on Stanford University Press
- Revisions to the Policy on Conflict of Interest and Commitment, from the Committee on Research
- Faculty recruitment and faculty diversity
- Revision of the General Education Requirements, from the Committee on Undergraduate Standards and Policy
- High Wire Press and Digitization Project



Robert M. Polhemus.  
October 2004

- Final report on the Graduate Student Survey, from the Committee on Graduate Studies
- Stem Cell Research Policy, from the Committee on Research



Eric Roberts. October 2005

## Senate XXXVIII, 2005–2006

*Chair: Eric Roberts (Computer Science)*

*Academic Secretary: Edward D. Harris*

Topics of discussion:

- Commission on Graduate Education
- Environmental Health and Safety report on emergency preparedness
- University Public Affairs
- Report from the Dean of Admission and Financial Aid
- Google Digitization Project
- Revision of the Scientific Misconduct Policy, from the Committee on Research
- Provost's reports on Faculty Gains, Status of Women Faculty, and Faculty Recruitment and Retention

## Senate XXXIX, 2006–2007

*Chair: Sheri D. Sheppard (Mechanical Engineering)*

*Academic Secretary: Edward D. Harris*

Topics of discussion:

- Graduate student diversity
- K–12 education initiatives
- Proposal for changes to the academic calendar, from the Committee on Graduate Studies and the Committee on Undergraduate Standards and Policy
- Ethics Panel
- Creating a Sustainable Future
- The structure of Introduction to the Humanities (IHUM)
- Study of Writing at Stanford
- Professorial gains and losses and composition: Recruitment and Retention Survey; Status of Women Faculty



Sheri D. Sheppard. October 2006

- Principles of research policy: tobacco research funding, from the Committee on Research
- University architect: highlights of the twenty-year campus plan

## Senate XL, 2007–2008

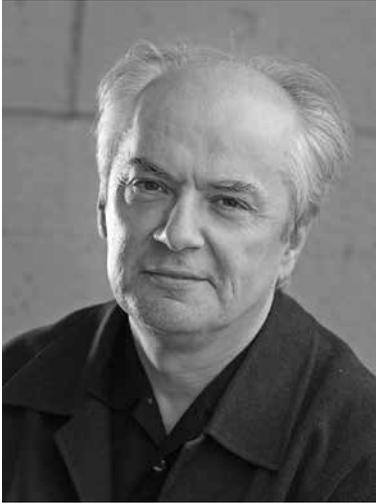
*Chair: Eamonn K. Callan (Education)*

*Academic Secretary: Rex L. Jamison*

Topics of discussion:

- Report on the Coalition of Intercollegiate Athletics (COIA)
- Proposed revision to the Student Judicial Charter, from the Judicial Affairs Board
- Discussion on the criteria of the Hoover Institution's appointment process
- Recommendation to revise the charge to the Committee on Undergraduate Standards and Policy, from the Committee on Committees
- Recommendation for an experimental program in Introduction to the Humanities (Area One)

APPENDIX I



Eamonn K. Callan. October 2007



Rex L. Jamison. November 2007

- NCAA accreditation report
- Policy regarding the approval of joint degree programs (JDPs), from the Committee on Graduate Studies
- Area One of the General Education Requirements, from the Committee on Undergraduate Standards and Policies

## Senate XLI, 2008–2009

*Chair: Karen S. Cook (Sociology)*

*Academic Secretary: Rex L. Jamison*

Topics of discussion:

- Budget problems in the “Great Recession”: budget reduction plans, implications for financial aid
- Dual-career academic couples
- NCAA accreditation: analysis of student graduation rates
- Revision of the Policy on Nondiscrimination in Research, from the Committee on Research
- Information security policy and initiatives
- Update on new facilities in the School of Medicine and how they will transform research and education



Karen S. Cook. January 2009

## Senate XLII, 2009–2010

*Chair: Andrea J. Goldsmith (Electrical Engineering)*

*Academic Secretary: Rex L. Jamison*

Topics of discussion:

- Launching of the Task Force for the Study of Undergraduate Education at Stanford (SUES)
- Report from the Senate Ad Hoc Committee to Examine Non-Academic Council Appointment Procedures
- The role of intellectual property in universities and university-industry partnerships
- Planning and Policy Board (PPB) report on the handling of the budget crisis
- The Honor Code Report and panel discussion
- The role and nature of Stanford institutes
- The Reserve Officers' Training Corps (ROTC): creation of an ad hoc committee



Andrea J. Goldsmith. October 2009

## Senate XLIII, 2010–2011

*Chair: David Spiegel (Psychiatry and Behavioral Sciences)*

*Academic Secretary: Rex L. Jamison*

Topics of discussion:

- Progress report from the Task Force on the Study of Undergraduate Education at Stanford (SUES): revision of the undergraduate curriculum
- The return of ROTC to Stanford (report from Senate Ad Hoc Committee on ROTC)
- Report from President Hennessy on challenges in higher education
- Student mental health and well-being
- Revisions to the charge of the Committee on Undergraduate Admission and Financial Aid, from the Committee on Committees
- A panel discussion on the humanities
- A panel discussion with the Board of Trustees
- Protection of research in the event of an earthquake



David Spiegel. October 2010



Rosemary J. Knight. Circa 2013

## Senate XLIV, 2011–2012

*Chair: Rosemary J. Knight (Geophysics)*

*Academic Secretary: Rex L. Jamison*

Topics of discussion:

- Report on the Study of Undergraduate Education at Stanford (SUES): General Education Requirements; replacing Introduction to the Humanities (IHUM) with “Thinking Matters”; freshman seminars; breadth requirements
- Committee on Undergraduate Standards and Policy recommendations on the freshman year, General Education Requirements, and revisions to the writing requirements
- Online education
- Revisions to the Conflict of Interest Policy and revisions to the Policy on Consulting and Other Outside Professional Activities
- Proposal for a Stanford campus in New York City
- Conclusion of the “Stanford Challenge”

## Senate XLV, 2012–2013

*Chair: Raymond E. Levitt (Civil and Environmental Engineering)*

*Academic Secretary: Rex L. Jamison*



Raymond E. Levitt. November 2012

Topics of discussion:

- Updates on the implementation of the Study of Undergraduate Education at Stanford (SUES) recommendations
- Follow-up discussion on online learning initiatives by the new Vice Provost for Online Learning
- Panel discussion on number of units in majors
- Preliminary report by the University Registrar on class scheduling
- Report from the new Director of Athletics, Bernard Muir

- Update on the potential impact on research of the federal budget crisis, by the Committee on Research and the Dean of Research
- Revisions to the Alternative Review Process from the Board of Judicial Affairs
- Panel discussion on the future of the PhD degree

## Senate XLVI, 2013–2014

*Chair: David J. Palumbo-Liu (Comparative Literature)*

*Academic Secretary: Rex L. Jamison*

Topics of discussion:

- Online education: massive open online courses (MOOCs)
- IT privacy and security
- Pilot program for “CS+Humanities” degrees
- Renewal of principal-investigatorship trial for some postdocs at the School of Medicine
- Task Force on Health and Safety in Research Labs
- Report on faculty gains and losses and status of women faculty
- Managing classroom scheduling and redesign of scheduling blocks



David J. Palumbo-Liu. November 2013



Russell A. Berman. February 2014



Hans N. Weiler. Circa 1995

## Senate XLVII, 2014–2015

*Chair: Russell A. Berman (German Studies)*

*Academic Secretary: Hans N. Weiler*

Topics of discussion:

- State of the humanities at Stanford
- Student mental health
- Issues of civility and controversy in campus debates
- Alternative career patterns for PhDs
- Athletes' head trauma
- A petition for the Senate to recommend that Stanford become a nonsmoking campus
- The Stanford Energy System Innovations Project (SESI)
- Diversity efforts and pipeline issues in faculty recruitment
- Status of late-career practitioners at the Medical Center



Kathryn Ann Moler. November 2015

## Senate XLVIII, 2015–2016

*Chair: Kathryn Ann Moler (Applied Physics)*

*Academic Secretary: Hans N. Weiler*

Topics of discussion:

- The Open Xchange Initiative
- ASSU resolution in support of reaffirming Stanford's commitment to Indigenous and Native American Community, Identity, Dignity, and Space
- Planning and Policy Board (PPB) report on the housing crisis
- Update from the Task Force on Women in Leadership
- State of undergraduate education given changing demographics, social and emotional intelligence, and educational mind-set
- IT security and privacy
- ASSU joint resolution in support of proposed ideas to augment sexual and relationship violence prevention efforts at Stanford



Debra Satz. May 2017

## Senate XLIX, 2016–2017

*Chair: Debra Satz (Philosophy)*

*Academic Secretary: Hans N. Weiler*

Topics of discussion:

- The need for a more holistic and integrated approach to education
  - A report from Bridging Education, Ambition and Meaningful Work (BEAM)
  - Update on Title IX Processes
  - Exploratory discussion on non-tenure-track instructors
  - Report from the Planning and Policy Board (PPB) examining the shift in undergraduate major choice over recent years
  - The relevance of two key first-year programs: Thinking Matters, and Introductory Seminars
- Report on the arts at Stanford
  - Interim report on Ways of Thinking, Ways of Doing

## Senate L, 2017–2018

*Chair: Elizabeth Hadly (Biology)*

*Academic Secretary: Thomas Wasow*



Elizabeth Hadly. September 2004



Thomas Wasow. October 2003

# Appendix 2

## *The Stanford Faculty Senate Oral History Project*

*Natalie Jean Marine-Street*

In honor of the fiftieth anniversary of the establishment of the Faculty Senate, the Stanford Historical Society's Oral History Program launched a thematic interview project focused on the history of faculty governance at Stanford. Through interviews with several former Faculty Senate chairs, academic secretaries, and other historical witnesses, the project captured firsthand accounts of the Senate's origins, its day-to-day operational character, and some of the key issues the Senate has grappled with over the years. Interviewees also reflected on the evolution of the Senate over time and its impact on the university.

The *Stanford Faculty Senate Oral History Project* was supported by the Stanford Historical Society, the Office of the Academic Secretary, and the Stanford University Archives. Staff and volunteers associated with the Stanford Historical Society's Oral History Program conducted the interviews and readied the transcripts and recordings for deposit into the archives and for public use.

In addition to these thematic interviews, the society's collections contain oral histories of faculty members and administrators that, while done outside the purview of this specific project, contain content related to faculty governance. Several examples are indicated by an *asterisk* in the list below.

David Abernethy	Charles Kruger*	Kenneth Arrow	Marion Lewenstein
Michael Bratman	Nancy Packer	William Chace	Ronald Rebholz*
Charles Drekmeier	Susan Schofield	Thomas Ehrlich	James Sheehan
Marc Franklin	Robert Simoni*	Rex Jamison	Peter Stansky
Patricia Jones	Dirk Walecka	Donald Kennedy	Hans Weiler*

Interview transcripts and recordings can be accessed via the websites of the Stanford University Libraries ([library.stanford.edu](http://library.stanford.edu)) or the Stanford Historical Society (<https://historicalsociety.stanford.edu>).



# *Appendix 3*

## *The Faculty Senate's Role in Authorizing Degree Programs*

*Tom Wasow and Susan Schofield*

The Faculty Senate has oversight responsibility for Stanford's educational policies and degree programs. Among its most important duties is approving new undergraduate and graduate degree programs. In principle, each new degree program must be submitted for careful scrutiny by the relevant Academic Council committee (currently either the Committee on Graduate Studies or the Committee on Review of Undergraduate Majors), which in turn brings it forward to the Faculty Senate (or its Steering Committee in administrative session) for review and approval. Departmental degrees are approved without limit of time; their review has in recent years increasingly been handled by the respective school. In the case of interdepartmental programs (IDPs), a hallmark of Stanford education, the authority to recommend candidates for degrees is granted initially by the Senate and reviewed periodically, typically every five years, although renewals can be for anywhere from one to eight years. A significant portion of the Senate's time (in regular or in administrative sessions) is devoted each year to discussing, evaluating, and authorizing or reauthorizing degrees offered by IDPs. The approval to recommend candidates for minors and for honors is governed by a similar set of procedures.

What follows is a comprehensive (but not exhaustive) list of degrees approved by the Faculty Senate over the past fifty years, listed chronologically. During this time, a few degrees have also been discontinued; this does not require Senate approval and they are not listed. Some degree programs have changed their names; for example, what is now Science, Technology, and Society was originally called Values, Technology, and Society. In such cases, the current name is the one listed.

APPENDIX 3

<b>Year</b>	<b>Department/Program</b>	<b>Degrees</b>
1968	East Asian Studies	MA
1969	Comparative Literature	MA/PhD
1969	Latin American Studies	BA
1969	Neurosciences	PhD
1969	Modern Thought and Literature	MA/PhD
1969	African and African American Studies	BA/Minor/Honors
1969	Human Biology	BA/BS/Minor/Honors
1971	Mathematical and Computational Science	BS/Minor/Honors
1973	Russian, East European, and Eurasian Studies	MA
1976	American Studies	BA/Minor/Honors
1976	East Asian Studies	BA
1976	Science, Technology, and Society	BA/BS/Honors
1978	Cancer Biology	MS/PhD
1980	Feminist, Gender, and Sexuality Studies	BA/Minor/Honors
1982	International Policy Studies	MA
1982	Public Policy	BA/Minor/Honors
1982	Biomedical Informatics	MS/PhD
1985	Individually Designed Major, Engineering	BS/Honors
1985	Urban Studies	BA/Minor/Honors
1985	Science, Technology, and Society	Minor
1986	Computer Science	BS
1986	Symbolic Systems	BS/Minor/Honors
1987	Computational and Mathematical Engineering	PhD
1988	Environment and Resources	MS/PhD
1988	Education	Honors
1988	Immunology	MS/PhD
1990	Molecular and Cellular Physiology	MS/PhD
1990	Ethics in Society	Honors
1991	Continuing Studies	MLA
1992	Environmental Science, Technology, and Policy	Honors
1992	Earth Systems	BS/Minor/Honors
1993	Earth Systems	MS

THE FACULTY SENATE'S ROLE IN AUTHORIZING DEGREE PROGRAMS

<b>Year</b>	<b>Department/Program</b>	<b>Degrees</b>
1997	Comparative Studies in Race and Ethnicity	BA/Minor/Honors
1997	Asian American Studies	BA/Minor/Honors
1997	Chicana/o—Latina/o Studies	BA/Minor/Honors
1997	Native American Studies	BA/Minor/Honors
1999	Financial Mathematics	MS
1999	Applied Linguistics	PhD Minor
2000	Archaeology	BA/Minor/Honors
2000	International Security Studies	Honors
2001	Symbolic Systems	MS
2002	Environment and Resources	MS/PhD
2003	Bioengineering	MS/PhD
2005	Computational and Mathematical Engineering	MS
2006	Earth, Energy, and Environmental Sciences	MS/PhD
2006	African Studies	MA
2006	Latin American Studies	MA
2006	Human Genetics	MS
2007	Public Policy (nine joint-degree programs)	MA/MS/MPP
2010	Democracy, Development, and the Rule of Law	Honors
2010	Education	Minor
2011	Stem Cell Biology / Regenerative Medicine	MS/PhD
2013	Feminist, Gender, and Sexuality Studies	PhD Minor
2014	Honors Program in the Arts	Honors
2014	Global Studies (with subplans in African Studies, European Studies, Iranian Studies, Islamic Studies, Latin American Studies, and South Asian Studies)	Minor
2014	Computer Science (with joint degrees in fourteen Humanities areas)	BAS/Honors
2015	Environmental Communications in Earth Systems	MA
2015	Bioengineering	BS/Honors
2015	Laboratory Animal Science	MS
2015	Physician Assistant Studies	MS
2016	Human Rights	Minor

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