

Survey of Faculty Opinions Regarding the University Senate

Submitted to:
Auburn University Senate
Rules Committee
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Submitted by:
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Background

In April 2006, the Center for Governmental Services at Auburn University conducted an online survey of University faculty on behalf of the University Senate Rules Committee. As a follow-up to issues addressed regarding the University Senate in the James L. Fisher, Ltd. Report, this study sought to explore faculty opinions about the Senate and to identify needed changes.

The online survey was launched on April 17th and ran through April 24, 2006. Auburn University faculty received an e-mail inviting their participation, which was followed by an announcement in AUDaily. Responses were received from 466 faculty members. Two-thirds of the respondents (67.6%) were faculty members who have never served as Senators, and 68% have been faculty members at Auburn University for longer than ten years.

The following report provides frequencies and cross-tabulations of the survey responses, as well as verbatim comments.

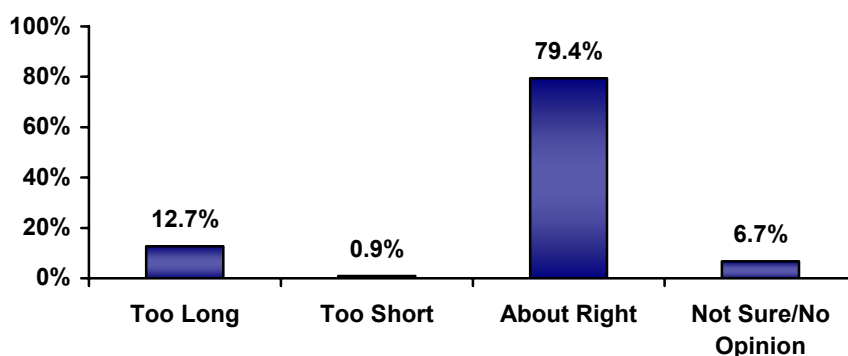
University Senate Survey

Response Graphs and Verbatim Comments

Response Graphs and Verbatim Comments

In this section, responses to each question are presented in bar chart format, followed by verbatim comments that were provided for each question. Comments are grouped by the answer choices for the questions that they address.

Q1. Currently Senators are chosen by academic units to serve a term of three years. Do you think this length of term is too long, too short, or about right?



Almost four-fifths of the participants (79.4%) indicate that the current three-year Senate term is about right in length.

Comments on Question 1:

Three-year length of term is too long (n=59, 12.7%):

- 2 years is better.
- 2 years is enough.
- 2 years max.
- 2 years would be better.
- 2 years would be far better.
- 2 years.
- I suspect that the long term causes some faculty to be unwilling to be a senator.
- More turnover is needed. Change in leadership is needed for the senate to be credible anymore. Senate seems to wish to avoid change in any way, shape or form.
- Need to have time to learn the ropes, but it's a long time for an individual to commit to serve -- two years seems right.
- New blood and new ideas are needed on a more regular basis. Many faculty do not go to these meetings because they hear the same individuals talking about the same (often trite) issues over and over for years on end.
- Should be two years to allow more participation.
- Some worthy candidates do not want to commit for the three-year period. I would suggest two-year terms.
- The Senate can be a killer of a commitment. Three years may drive off people who might be willing to give it a try at two. Those who like it should be able to run again, probably for a total of six years.
- There may be more faculty willing to participate if they thought it was only a 2 year commitment, and learning what the Senate is doing does not take that much up-front learning.
- Two-year terms needed.
- Two years at the most.
- Two years seems more reasonable, considering other responsibilities involved in working at a University
- Two years would be better.
- Two years would get more participants.

Three-year length of term is too short (n=4, 0.9%): No comments

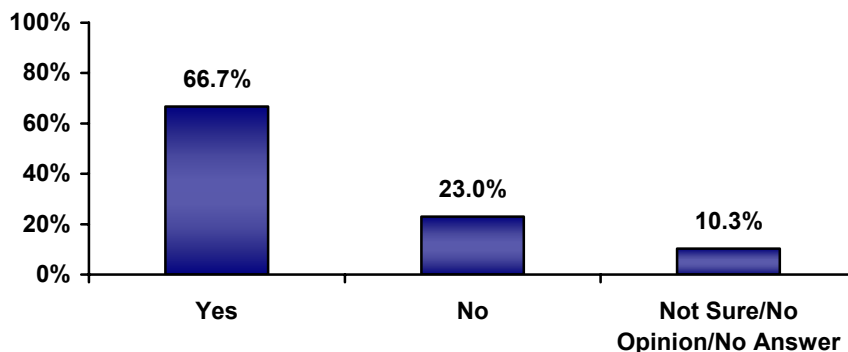
Three-year length of term is about right (n=370, 79.4%):

- 2 might be better, but 3 works well I think.
- As a past senator, it takes a while to figure out what is happening. It really isn't until the second year when you can become a more effective spokesperson for your department.
- Gives them enough time to get in the flow of things but still allows replacement in due time.
- I assume that a procedure is in place for units to remove non-performing Senators.
- It takes a bit of time for new Senators to become acquainted with the process.
- It takes time to get to know the issues and feel comfortable in speaking out on the issues. Three years is long enough to get to know the issues, people, players and rules and functioning of senate. A shorter length would mean a senator would not be as informed in terms of "history" of previous actions etc. It takes time to learn the ins and outs of the university system.
- It takes time to learn the ropes before being able to fully understand the role. Therefore, I think that 3 years is a good length of time.
- Need one year to get accustomed, and after three, the average faculty member wants to do something else.
- One concern is that some senators seem to gain an unwarranted sense of empowerment and importance when they serve in the Senate. These individuals do not represent my voice, nor (as I have come to understand) the voices of my colleagues.
- Senate needs to enforce the term carefully.
- Takes a while to learn procedures and develop perspective.
- The Senate benefits from experience and continuity.
- The three-year term allows for 1/3 to rotate off every year.
- This gives the person time to become really involved and knowledgeable.
- Three year terms allows for appropriate turnover of senators. No one person "owns" the job.
- Three years for the first term was about right.
- Two years would be enough. Should be able to replace a poor senator sooner than later.

Three year length of term is ...Not sure/No opinion (n=31, 6.7%):

- What many do not understand is different views of Senator. In some units, the person selected is the one who is absent the day of the vote, or the one the department chairs ask to serve. In some other parts of campus, to be selected is a sign of faculty leadership.

Q2. Currently Senators may serve two consecutive terms of three years. If Senate terms continue to be three years, should Senators be allowed to serve two consecutive terms?



Two-thirds (66.7%) agree that Senators should be allowed to serve two consecutive terms, even if Senate terms continue to be three years in length.

Comments on Question 2:

Yes – Senators should be allowed to serve two consecutive terms (n=311, 66.7%):

- A majority of faculty represented should vote to elect (or re-elect) a senator, not just a majority or those voting.
- As a general rule, it is best for Senators to serve a single 3-year term, but some units may be so small that making this a requirement would prove difficult and unnecessarily restrictive.
- As long as their units agree, why not? Experience and motivation are everything in the senate.
- But no more than two consecutive terms.
- However, two terms should be the limit!
- I think that allowing a second 3-year term is fine. However, in my department, faculty expect a senator to serve a second term, since most of them don't want to serve. This means the senator serves for 6 years, which is too long (I was burnt out by the end of the 2nd term).
- If a department wants their senator to continue, they should have the option to elect the senator for a second term. If the department doesn't want their senator to continue, they can elect a new one.
- If supporting faculty approve from that senator's unit
- If they want to, and their academic unit thinks they are doing a good job, why not?
- It is considered a negative job - we draft a "volunteer" so if they will do it, we would like for it to be as many terms as desired.
- Need some continuity.
- Or even 3 terms if they agree.
- Small departments would have difficulty if there could not be the two terms.
- The idea is that the senators represent their constituents. If the constituents re-elect them, who's to argue?
- Too bad we can't apply these same term limits to the Board of Trustees and administrators.
- Why not serve more than two consecutive terms?
- Yes, if their department concurs.

No – Senators should not be allowed to serve two consecutive terms (n=107, 23.0%):

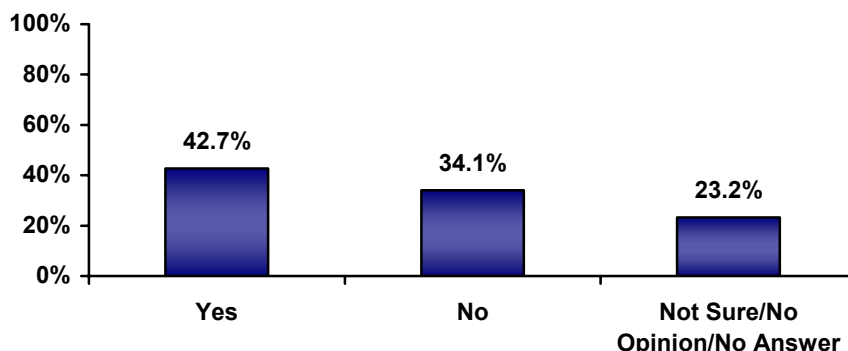
- 2 terms.
- I believe six years is too long. Two two-year terms would be fine.
- If consecutive terms are an option, the terms should be 2 years in length.
- It seems that some academic units allow specific individuals to represent their interests far beyond the six years of two terms. One individual has been representing an academic unit within the vet school almost from the time I came to this university over 16 years ago.

- It would be too easy for one person to become "the representative" and the others to avoid any involvement. Differing viewpoints need to be represented. I suppose in very small units ongoing terms might be the only way to get representation but in larger units it would be better to rotate.
- Limiting service to one three year term would allow more faculty to become involved in the faculty senate. Sometimes faculty get the impression that it is the same folks who are always on the senate and taking the leadership of the senate.
- No, too many entrenched interests stay there for too long.
- No. And unless the unit is very small, they should not serve more than 3 years out of every ten or twelve. We have a couple of people who appear to have made a career out of Senate service. Some of them are very good members of the Senate, but it does lead to the perception that the Senate doesn't represent the broad faculty views.
- See previous response about unwarranted sense of importance. *(One concern is that some senators seem to gain an unwarranted sense of empowerment and importance when they serve in the Senate. These individuals do not represent my voice, nor (as I have come to understand) the voices of my colleagues.)*
- Since service on such bodies is seen as "leadership", "service" and or other indication of "merit" I believe that the opportunities should come more often for other members of the faculty unit being represented.
- Some departments may have a problem getting faculty to volunteer. If this is the case, then I suppose exceptions should be allowed.
- Three years is a generous contribution of time and probably is a good length of time to learn the ropes. However, if faculty can serve two terms, then you encourage department's just leave that person in place and it goes stale. Also it reduces the involvement by a larger variety of faculty.
- Two years is plenty. It is too easy currently for anyone to continue which seems like an eternity and disallows participation.

Not sure/No opinion about whether Senators should be allowed to serve two consecutive terms (n=48, 10.3%):

- How is compliance with this rule monitored?
- If senators are appointed by department heads, without a faculty vote, then serving two consecutive terms may be detrimental to the process of having faculty voices truly heard.
- Same comments as on #1. *(What many do not understand is different views of Senator. In some units, the person selected is the one who is absent the day of the vote, or the one the dept chairs asks to serve. In some other parts of campus, to be selected is a sign of faculty leadership.)*
- Six years is a long time. On the other hand, it can be tough to find new people to run.

Q3. Do you believe changing from a University Senate to a Faculty Senate would be a positive development?



Faculty are somewhat divided on the issue of whether to change from a University Senate to a Faculty Senate, and almost one-fourth of the participants (23.2%) did not express an opinion one way or the other.

Comments on Question 3:

Yes – Changing from a University Senate to a Faculty Senate would be a positive development (n=199, 42.7%):

- A university is a faculty and a library. Administrators are here to help faculty do their jobs well. Students are here to learn. Administrators and students are the worst sort of special interest groups and should be excluded. (Although at Auburn, I'm grateful that the athletic department doesn't have 6 votes.) Administrators should not be a part of the Senate.
- As it is now, the Senate functions as the so-called voice of the faculty, not the other groups. Senate is now dysfunctional and irrelevant to many.
- Each of these groups (faculty, administrators, A&P, and Staff) need to have their individual voices heard. The present system drowns out all but the faculty voices.
- Eliminate undergraduate students and, perhaps, graduate students.
- Except, if we went a faculty senate would that leave the other groups without "representation"?
- Faculty dominate the senate. I think the faculty should meet with the other councils but not really as a senate.
- However, some mechanism for the administration to voice opinions and give input on university senate committees should be included.
- I think of them as the "Faculty Senate" and am always surprised to be informed that a moderately equivocal vote (say 60% yea) is usually heavily discounted (or re-weighted) with comments about how many of the voting parties were not voting in the faculty.
- If the Senate is going to "represent interests" (see later questions on this survey), it should be a clearly defined interest group.
- In practical terms, most people think of this as the Faculty Senate anyway. I think the current model works fine but does introduce some ambiguity.
- It could not be worse than the University Senate.
- It seems odd the A&P people have an assembly restricted to their interests, the staff have a council devoted to their interests, but the faculty are expected to incorporate everyone's opinions. On the other hand, there needs to be somewhere where opinions are brought together and it is hard enough to get faculty to one senate, let alone that plus a "super-Senate". Most administrators here at Auburn University are IDIOTS! True IDIOTS!
- Others have token participation. It would be better to form separate groups, analogous to the SGA, for their members.
- Provided staff and administrators still retain seats as non-voting members.
- Regardless of intent, the "University Senate" effectively only represents faculty now. The other groups defer to their own representative groups for voice. Thus we currently only attract faculty.
- Senior administrators do not need representation.

- There needs to be one organization that speaks for the AU faculty. Hence I would propose that the Senate be converted to a FACULTY Senate, with one liaison (non-voting) representative from A&P, Staff, Grad and Undergrad Council, and the Administration.
- This allows a CLEAR faculty voice, without the concern that the other 1/4 are being drowned out by the faculty.
- While I believe that administrators should be involved in some way with the senate, allowing them to be voting members of the senate represents a potential conflict of interest.
- Yes, as long as it is recognized it represents the faculty and not the views of the other constituents.
- Yes, provided A&P Assembly, Staff council, and both graduate and undergraduate students have an adequate representative body.
- Yes, the Board of Trustees could not complain so much about the leadership not representing faculty.
- Yes, the senate currently functions this way due to membership bias - mostly faculty. It should be all faculty because the principle issues addressed are academic, governance and faculty appointments. These are issues where the administration should not dilute the votes or perspective of faculty. They have their own constituency. Otherwise it is too much like the paternalistic owner checking up on the inmates (not to mix too many metaphors). We should have senators that are unbiased and representing their faculty colleagues. They should not feel coerced and they should consult/poll their colleagues and not just represent themselves.

No – Changing from a University Senate to a Faculty Senate would not be a positive development (n=159, 34.1%):

- All employees have a vital interest in governance of the university and should be represented.
- Even though the representation is predominantly faculty, having the opportunity for all groups to hear and speak with each other is very valuable.
- Given that the senate meetings are open, anyone can participate and make comment. The only thing that non-members cannot do is to make motions or vote. However, motions are usually the product of discussion among members and non-members, and voting typically is not that close (most of the controversy typically is gone before the vote takes place). So non-members can have as much influence as members for the most part. So I don't see any point to excluding administrators, students, etc. and I think that the open discussion and input they provide is good. Having representation from all on-campus constituencies is a very, very valuable feature of our University Senate because it enhances legitimacy.
- I believe a strictly faculty senate would be ignored by the administration.
- I believe it is important for the Senate to be informed by a variety of stakeholders. The current membership allows this.
- I believe that it is crucial to have the chair of the senate be an elected faculty member and to have the faculty set the agenda, but it is useful to have other constituencies represented.
- I think it's important for there to be a single body where all voices can be heard, but I also think it's important for the faculty to hold the majority of seats when it comes time to vote and take action.
- I think that faculty have the majority now and that others should be involved in the Senate part of governance since they will all be affected by recommendations of faculty.
- I think that it is helpful to have all voices heard at the proceedings. At several points during my tenure on the senate, it was very helpful to hear from the Staff, A&P, or student representatives. If anything, I think those other voices could be strengthened.
- I think the body benefits from having a more diverse representation and exchange of ideas.
- It's important to keep lines of communication open. This is most easily done with all parties in the room at once.
- It's the only place on campus where the various constituencies can have a real dialogue on substantial issues.
- It would be completely ignored.
- Moving to a pure faculty senate would diminish the representation.
- No that just fractures us into little separate groups without a common purpose.
- No, simply add a spot for each of the various entities that are being represented. Why change what works!
- Not a good idea. In present form the Senate gives all in the University a voice. By changing the structure you make the Senate and University administration more adversarial than it currently is. You also isolate the faculty from the administration, which is a bad thing. I am a strong believer in "shared governance."
- Not if the atmosphere of the Senate leadership remains as confrontational as it has been for so long.

- Not unless there is another forum provided for the non-faculty groups to gain representation. It is important that the "voice of the university" is heard on some issues and that "voice" is greater than the faculty alone.
- Senior administrators need to be kept in the loop.
- Since so much of what the senate discusses references the role of the administration, the current arrangement provides an opportunity for dialogue and at the very least ensures transparency.
- Such a change could result in no attention at all being given to senate by the administration.
- Such a move will only weaken the role of faculty in University governance.
- The fact that the University Senate contains other voices but is still dominated by faculty representation actually gives the faculty a more prominent voice in my opinion.
- The faculty voice would be further marginalized if we changed to a faculty senate. Controversial actions taken for the good of the University would likely be ignored by administrators and/or Board of Trustees with the excuse that "it is just the faculty complaining again." At least now we have a body representative of the broader university community.
- The interaction between all factions of the university employees is vital. The faculty senate limits voting, but not participation.
- The senate is already insular. Making it more focused on faculty may worsen this problem.
- The University Senate structure allows for input and participation from all key segments of the University and is a more democratic structure.
- There ought to be one senate, and it should give voice to all campus constituencies
- This would further allow an unfriendly administration to marginalize the Senate. I'd like to see the numbers of faculty increased instead. Many have been lost due to mergers and reshufflings.
- We already have a representative body in the University Senate. By including representatives of other sectors of the university in the University Senate, we get to hear a wider diversity of opinions and experiences. Further fragmenting the University by creating a faculty senate, especially if this is to take the place of the current University Senate, is a bad idea.
- We do need to hear each others' concerns and perspectives and need to share governance with all stake holders
- We do not operate in a vacuum. We need everyone's input on University affairs.
- Who would be the voice of A&P and administration?

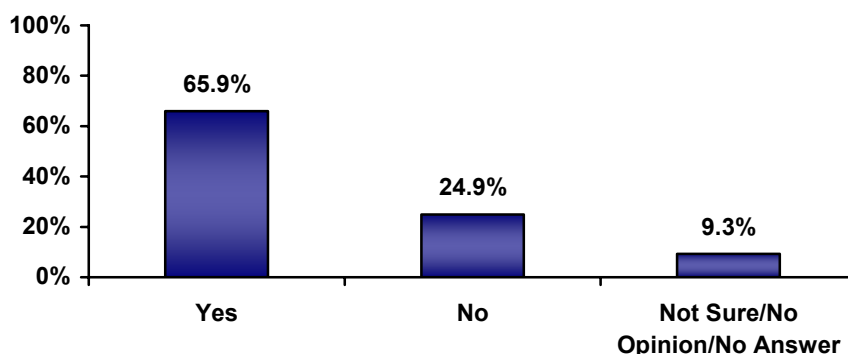
Not sure/No opinion about whether changing from a University Senate to a Faculty Senate would be a positive development (n=108, 23.2%):

- Faculty senators need to hear and be aware of the perspectives of other stakeholders - staff, students, administration - and consider these views in their decision-making process. If these other groups already have processes of their own out of which they make their recommendations, then I believe the Faculty ought to also. But I think it's also important that the various groups discuss and address together matters of significance to AU. I'm OK with the current Senate, but I'm not a senior administrator, staff person, or student.
- I can see advantages of doing this but am not sure what problem this addresses. If pushed I'd prefer a faculty senate that addresses issues pertaining to academics, governance, and free expression (pretty much what we have now, anyway) but am not persuaded that this is a priority issue.
- I can see having a faculty only senate but then I also like the idea of representation for staff, administration, and students. The only alternative I can see is a senate for each group but that would be complicated.
- I do feel that only those that are elected to serve should have a voice. I wonder how many decisions made by the senate represent the general faculty.
- I don't think it would be either positive or negative. I think it would be a very different structure than we now have. If that change were to happen, the non-faculty representation would need to be in some other format. That being said, I think that many of the issues discussed in the University Senate are heavily oriented toward faculty/student issues that aren't always very applicable to the other units currently represented.
- I have mixed feelings about a faculty-only governing body. It is helpful to have select representation from the Staff Council, A&P Assembly, SGA, etc., and to have a token number of administrators available for consultation. However, this does mean there is no faculty-specific voice at AU--the voice we do have is often misunderstood as faculty-only, and can be considered as "diluted" by the non-faculty constituents. On the other hand, a power-hungry administrator might look at a faculty-only organization as representing just one single

constituent group among many at the university, so a switch to faculty-only could theoretically reduce the Senate's effective power. It's hard to ignore a group that has representation from virtually all the various employee and student governing bodies on campus.

- I think other University factions (staff council, senior administrators, etc) should be a part of the senate but not in any voting capacity. I think this is the current set-up? I think input on issues needs to come from all involved factions, so having different groups at senate meetings could be worthwhile for communication purposes, but not as voting members.
- I think shared governance is important and a university senate, ideally, suggests that instead of an adversarial system of individual components, we recognize that we are to work together to govern this university. But of course, this may not prove effective in every environment.
- It has occurred to me that when we are getting close to losing a quorum, it would be possible for ill meaning administrators with voting privileges in the senate to get up and leave to cause the loss of a quorum and thus potentially stall or influence.
- On some meeting dates in the past, administrative members of Senate have received "marching orders" as to how to vote, similar to how my (former) dean contacted dept heads and told them how to vote on a particular issue at the semi-annual faculty meeting.
- Perhaps faculty + professional staff.
- The issue is not who is there but who is not - most "regular" faculty
- The University Senate functions now as a de facto faculty senate but enjoys perhaps a bit of additional standing because it is at least nominally more widely representative. So perhaps it doesn't matter. The downside of the present situation is that there is no real faculty senate, though there are independent organizations for A&P, staff, grad & undergrad. At times I have found it annoying the administrators vote in the senate. On the whole I guess I don't see that the possible problems with the present structure are clear or serious enough to warrant intervention.
- There are pros and cons of having other groups represented.
- There needs to be a forum where all groups can be represented and can participate in meaningful discussions. I am not sure whether the number of representatives from non-faculty groups is appropriate. If the Senate becomes a faculty rather than a University Senate, there still needs to be a place for dialogue among the groups.
- Under the present system, the Senate is the one point where the faculty and staff can and do consult the administration and in so doing, the groups in the University make united stands on policy.

Q4. Does the Senator representing your academic unit solicit input in advance of votes or discussions on important matters such as Academic Program Review or Post Tenure Review?



Two-thirds of the participants agreed that the Senators representing their academic units solicit input in advance of votes or discussions on important matters (65.9%)

Comments on Question 4:

Yes – Senator representing your academic unit solicits input (n=307, 65.9%):

- Although I sense this is an exception – most senators represent themselves or what they assume are their colleagues' collective views. A mechanism to formalize this should be instituted for all senate issues. It would give the senate more authority when they confront difficult issues. They could not be labeled a bunch of unusually cranky individuals with an axe to grind. While that may or may not be true now no one can say for sure without faculty input in the departments.
- But only occasionally.
- But there was not much open discussion on the matter.
- Enthusiasm for this seems to be waning.
- Great job!
- Hasn't always been the case though. Depends on the person who is senator.
- I believe he solicits the advice, but does not carry it forward.
- I was very disappointed that the senate leadership entered into a discussion about PTR with the President and Provost without faculty notification and consent. They subsequently did notify the faculty and invite discussion, but they did so after they had already begun discussing the matter with the President. I view this as a mistake on the part of the leadership at the time, not as an indictment of the senate as a whole.
- In general. Our Senator doesn't pester us with all of the protocol minutia, but when big issues come up, we are informed and offered the opportunity to express our collective and individual opinions – either in a faculty meeting or one-on-one in private.
- Most of the time.
- Not very vigorously.
- Occasionally.
- Our senators have worked hard, prepared well, and reported well.
- She is FABulous!
- Sometimes.
- Sometimes.
- Sometimes but not on a regular basis.
- The current one and most previous have done so; one or two in the past did not.
- There is little interest in faculty senate matters in our department.
- Timing is often difficult. With a large department, it is difficult for the senator to obtain information except via email and there is not time to "talk through" issues. This may be a problem unique to large departments.
- We don't always vote on things, but our Senator usually asks our opinions individually or collectively.

- Yes, important issues on which a vote is taken.

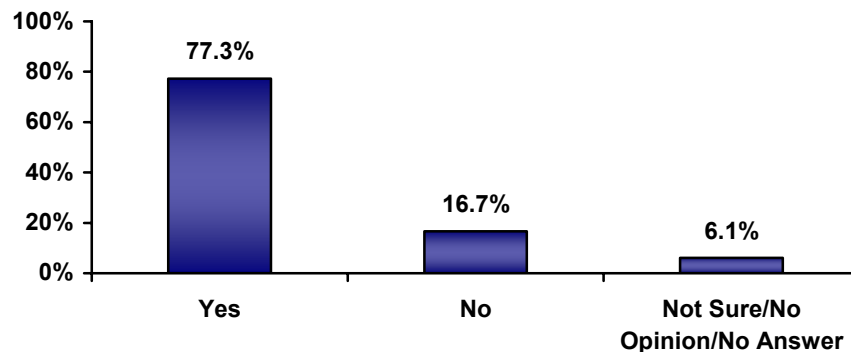
No – Senator representing your academic unit does not solicit input (n=116, 24.9%):

- In the past senators have done this, but not lately. It depends on who is senator.
- Not in any formal way. It would be nice if these issues were brought up at our faculty meetings at the unit level so our senator could gauge the will of the constituents.
- Not once in over 10 years. This is sad. However, this may not be the case in every department in the campus.
- Not that I know of.
- Ours attends and naps.
- Some have done so in the past.
- Sometimes but not often.
- Sometimes.
- The current senator does not. I did when I was senator, but seldom got ANY response.
- There is rarely time allocated at faculty meetings for the senator, and never have I heard of a senator pressing for time. I think that this is a shame and that some concerted effort to inform faculty about senate activities would help considerably.
- This has depended upon the individual selected to be the Senator. Our most recent Senator does not solicit much input, although he is certainly accessible if you have questions or concerns. The previous Senator routinely asked for and actively sought input from at least key faculty.
- This used to be done but I cannot recall it being done routinely in the past year or so.

Not sure/No opinion/No Answer about whether Senator representing your academic unit solicits input (n=43, 9.3%):

- I'm not sure. Point of clarification. Not being sure is not the same as having no opinion. Not being sure means being undecided and having no opinion implies more apathy.
- I don't know that our senators vote according to the wishes of the majority of our unit.
- No to an extent that sufficient time is given to get proper input.
- Occasionally. We are not well represented but our senator's term is about up and hopefully will be replaced.
- Sometimes yes but more frequently no. It depends on who the Senator is at the moment, how seriously he/she takes the issue, etc. It just isn't consistent enough for the answer to be either yes or no.
- Sporadically.
- Choices are insufficient here. Need a "Sometimes."
- Sometimes.

Q5. Does the Senator representing your academic unit report back to the unit after Senate meetings to share the substance of discussions and issues addressed?



Over three-fourths stated that their Senators report back to their academic units after Senate meetings (77.3%).

Comments on Question 5:

Yes – Senator representing your academic unit reports back to the unit after Senate meetings (n=360, 77.3%):

- Again, yes, regarding the "big ticket items".
- His view of the meetings is generally presented, not sure how accurate it is though.
- But his reports are unintelligent and garbled.
- But not all the time and not on an official basis.
- But, each person who represents interprets things differently. Don't know what to believe unless I attend.
- Enthusiasm for this seems to be waning.
- Hasn't always been the case though. Depends on the person who is senator.
- However, the report is often very biased and difficult to understand.
- If discussions are of interest to faculty.
- If substantive issues or comments were addressed providing information which would be of interest to unit members.
- Infrequent - the senator is given an opportunity at departmental meeting but information is not presented in detail.
- Largely by passing along the minutes.
- More accurately, we get reports occasionally.
- Most of the time.
- Not as consistently as I would like.
- Not in great detail.
- Occasionally.
- On occasion.
- Reports back items relevant to our work. This is a rare event.
- Sends the secretary's minutes.
- Sometimes.
- Sometimes.
- Sometimes, when there are pressing issues.
- There is a detailed report after each Senate meeting.
- We get a summary of the deliberations as they occur. We also get a heads-up on issues that are to be raised if there is some self-education necessary before we make our views known to our senator. Both are very appropriate.

- Yes, our Senator usually reports to us at departmental faculty meetings or through emails.

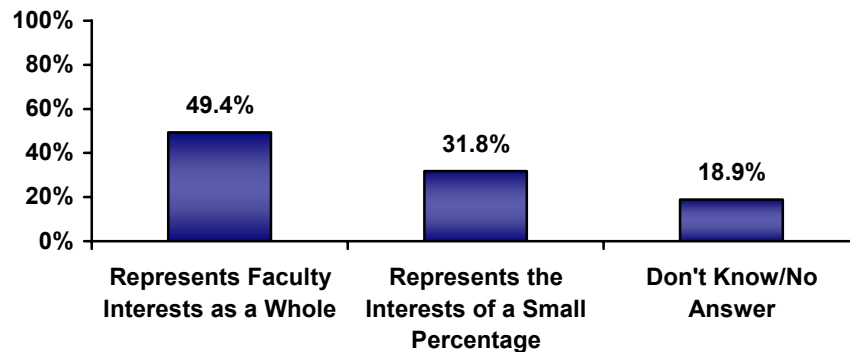
No – Senator representing your academic unit does not report back to the unit after Senate meetings (n=78, 16.7%):

- Almost never.
- No, but again, I view this as a problem with our academic unit's governance and not as an indictment of the senate as a whole.
- Not once in 10 years.
- Not ordinarily, but she forwards info as requested.
- Not really.
- Our senator shares only the discussion of interest to him.
- See above comment. (*In the past senators have done this, but not lately. It depends on who is senator.*)
- The minutes are on the website of the senate. Why report them again?
- This is not consistent, but major issues are shared.
- This used to be done but I cannot recall it being done routinely in the past year or so.

Not sure/No opinion about whether the Senator representing your academic unit reports back to the unit after Senate meetings (n=28, 6.1%):

- I'm not sure. Point of clarification. Not being sure is not the same as having no opinion. Not being sure means being undecided and having no opinion implies more apathy.
- I've never received anything.
- Same comment as above. (*Choices are insufficient here. Need a "Sometimes".*)
- When required.
- Sometimes.
- Sometimes.

Q6. In your opinion, does the University Senate represent faculty interests as a whole or represent the interests of a small percentage of the faculty?



About one-half of the participants feel that the University Senate represents faculty interests as a whole (49.4%).

Comments on Question 6:

The University Senate represents faculty interests as a whole (n=230, 49.4%):

- Although it seems that currently it does not really make a difference.
- And not the other groups, item 12 evidences this.
- Any such forum will have widespread and focal issues. Representation is appropriate.
- Because Senators are supposed to be elected representatives of their respective departments, if they do not represent the faculty as a whole, then it is because some faculty did not vote.
- Changing from a University Senate to a Faculty Senate would improve the representation of faculty interests.
- Definitely yes. The problem is apathy on the part of the faculty and anomie.
- Do we really think Fisher et al. went into this area of question with an open mind? Please. McWhorter said it best when he pointed out that Fisher can't ask Lowder to resign because writing reports is his job, and he couldn't make a living saying things his employers won't like. Absolutely yes, the Senate represents the faculty. I expect Senate officers to defend the Senate and champion its courage and its contributions. Please, don't let a clearly biased report based on selectively solicited and used comments become conventional wisdom, the way it seems headed now. Should those who never take part in this difficult process be allowed to weaken it? DON'T RUN SCARED FROM CRITICISM.
- Have not always been very effective.
- I feel all faculty points of view have the opportunity to be heard, however, if a small percentage of faculty are the only ones speaking out, those are the voices that are heard.
- I may be biased, but I believe that the Senate has done a good job of trying to represent the interests of the faculty as a whole. Is this effort always successful? Probably not but, again, that is true of any elected body. It is very easy for people to sit back, be uninvolved and unresponsive, and then get upset if they do not see their opinion reflected in the actions of any large group. Also, if units elect senators that do not do a good job of representing them the unit should insist on a change or an improvement. It is also possible, given the diverse perspectives out there, that people who feel that the senate does not represent their interests also do not have the interests of the faculty as a whole as their primary objective.
- I think it does represent the faculty (the exception being the tawdry Mouton-Sullenger era). It represents my views. But when I attend Senate meetings, I always see the same four or five people dominating discussion, not to mention people like Sullenger dragging out discussion in hopes that half the crowd will go home to dinner, and my resulting reaction is not to go to other meetings. Make no mistake, this year's election results were a result of that, a rejection of people who have to make their three statements every month. This sort of polling, as well as considering other times for meetings, are steps in the right directions.
- I think it used to represent the interests of a small percentage of the faculty. However, I believe current leadership is interested in pursuing the interests of the faculty as a whole rather than their own personal agendas.

- In a democracy, only those who actively participate are sure to be represented. Those that don't choose to participate must suffer the consequences. As long as the ability to participate is not artificially restricted, then the system works the way it is intended.
- In a democracy, there will always be a few vocal extremists (and there should be in order to keep everyone else thinking outside their own little boxes), but I believe the University Senate as a whole is a solid group of individuals who care about and are working positively for the future of Auburn.
- In general I think this is correct. I do think certain individuals dominate the discussions, however.
- In theory of course it represents the faculty as a whole. In practice there are very many members of the faculty who, because of skepticism about the efficacy of the organization or trust in the administration to manage University affairs, have little or no interest in the Senate or its activities.
- It's a fair question, and I'm not positive of the answer, but I think it represents the interests of the faculty for better or worse.
- Many faculty feel that they are too busy to become involved and others avoid controversy. Consequently, the Senate may reflect more of the views of those who are more anxious to involve themselves in University politics.
- Members of the senate are different from the faculty as a whole, because they are willing to devote more time, attention, and energy to issues affecting the university and faculty. Conscientious senate members represent the interests of the faculty as a whole.
- More involvement of vet school and engineering could help deflect the current opinion that it does not.
- Most of the time. There are times when I have questioned the senate, but I found out later it was the officers that were talking for the whole faculty.
- Much more so (since Barbara) for the past few years than previously.
- Of course there are faculty who are uninformed or disinterested in the Senate - newly arrived, working on tenure would be one example. But history is made by those who show up, including Senators and Senate officers on this campus.
- Of course, by definition, they represent the faculty as a whole, as they are elected by the faculty as a whole. Individual senators may do a better or worse job of representing their constituents, but the faculty senators as a whole are our elected representatives. What percentage of residents vote in their city council elections? These local elections typically have very small turnouts, but does that somehow compromise their legitimacy? Can the city council not enact city ordinances because the percentage of residents voting in the election was well less than 25%? Of course not. Frankly, I view this is yet another cynical attempt by the administration and Board of Trustees, who by and large have almost no regard for faculty opinion (e.g., how much faculty input has been involved in hiring and firing university presidents over the past years?) to marginalize their opposition.
- Often, but not always.
- Over the past several years it has become abundantly clear to me that the senate represents well the interests of the faculty as a whole. I was not always of this opinion, but I am now.
- See Comment 3. *(There needs to be one organization that speaks for the AU faculty. Hence I would propose that the Senate be converted to a FACULTY Senate, with one liaison (non-voting) representative from A&P, Staff, Grad and Undergrad Council, and the Administration.)*
- That was a cheap shot. If it represents the interests of a small % of faculty, it's because the other faculty don't participate. That's their choice.
- The PERCEPTION that a small percentage of the faculty controls the Senate may be heightened by the fact that a few members who are very vocal tend to dominate discussions. However, this group is hardly in complete agreement on any issue. And it is hard to limit discussions. In the end, I think the votes taken are representative of the faculty as a whole. Senators are duly elected by their departments/units and take their duties to represent those who elect them seriously.
- The Senate attempts to represent the faculty as a whole, but a small group dominates key functions on the rules committee, etc. in setting the agenda.
- The vocal members, particularly the vocal AAUP members, make all the noise and make it appear that they are the predominant view. The votes often show that this is not the case.
- The votes in the Senate are probably reasonably representative of the faculty views. The comments made in the Senate are probably not representative. A handful of speakers probably account for over 75% of the comments from the floor.
- There are times when I feel the Senate is hijacked by a few individuals. However, that is as much the fault of the apathetic faculty as the "hijackers".

- They represent the entire faculty with this caveat - not all are represented and many are not represented well. This is a definite "It depends" based on individual senators - very poor question. Those willing to invest time and effort and make a noise will always be more visible and vocal. But the rest of us are voting with our feet. We vote them in to office so we get the senators we vote for. There still needs to be a more formal mechanism for soliciting faculty input in dept and for returning feedback on discussion/votes.
- This is key to an important point raised in the Fisher Report. I have never been a senator, and don't plan to be in the near future, but I greatly appreciate what is done there. Sure, there are some hotheads there and a couple of the senators that I've know of (including our department's most recent senator) are bitter and angry people, but to claim that such a description applies to the entire senate is unfair and untrue. Such wholesale swipes serve only to polarize discussions and to marginalize the only body at which the issues so crucial to maintaining the integrity of all units of a university are thrashed out. The senate would not be doing its job if 1) it didn't attract a couple of hotheads and 2) it failed to temper their contribution. I think that very few faculty members really appreciate what academic freedom really is and fewer really appreciate the importance of having faculty representatives present at the table when governance or academic issues are discussed. We all tend to get caught up in our teaching and research careers and fail to realize the things that make these things possible.
- Those who do not like to hear faculty voices criticize the faculty senate as not representing the university faculty as a whole, but I disagree.
- To choose "Represent faculty interests as a whole" (as I have done) does not necessarily imply that the Senate is always doing a perfect job.
- We've repeated the same message so often that no one in the administration listens (if administrators ever did).
- While members of the Senate do not always reflect their colleagues' opinions perfectly, they almost certainly do so far better than top administrators do. They certainly hear more about what the folks who work here are concerned about.
- With only one exception, all of the other faculty I have spoken with over the years have indicated that they agree with the Senate's watchdog role relative to the Board of Trustees - - the single most contentious (and important) issue we've faced for years here.

The University Senate represents the interests of a small percentage of the faculty (n=148, 31.8%):

- Almost all of the Senate policy, the issues up for discussion and the discussion itself are dominated by a small fraction of the senators.
- Answers to 6 and 7: The senators and officers represent the interests of a small percentage of the faculty because they are politically motivated. Most faculty are not interested in campus politics.
- Few faculty are actually interested in the Senate for two opposite reasons: 1) many to most believe big brother in Samford Hall, but 2) the remainder just want to do their scholarly work and view the Senate as a flag, a show of governance without real power.
- Fisher got it right whether it is perception or not. The people who get into the senate appear to be there to continue "The AU Conflict" rather than finding ways to help the leaders of this institution. Somebody has to be the boss but for some reason senate and others won't let our University have somebody in charge who has the backing of the BoT. The BoT may also be at fault for not allowing anybody to be in charge and backing them on decisions right or wrong.
- Generally, it has been my experience of 20 yrs at AU, that senators are those faculty with little else to do and can afford the time to attend meetings etc. Faculty with the most credible experience in research, teaching, mentoring of students etc. are not serving as senators, and therefore their voice is not heard.
- I do not have a good answer for this, but a majority of the faculty on this campus takes little interest in activities of the University Senate. I have worked at two other land-grant universities and faculties on those campuses during my times there took much more interest in governance and general faculty meetings on university matters. Those campuses may have similar apathy today. But there is an attitude problem on this campus that can be traced to the corporate mentality of running this university like a corporation and administrators operating more like CEOs.
- I don't believe the majority of the faculty care enough (or they are too busy) to really get involved with Senate business. So the small percentage who care enough to get involved become the de facto representatives of the faculty.
- I suppose they try to represent us but I often disagree with the compromises made in the interest of "positive" relations with the board and/or administration. I guess my aging hippie mentality is just not "politician" oriented. My opinion is that the faculty comes dead LAST at Auburn University.

- I think most faculty are generally self-interested. Governance is largely a non-concern unless an issue threatens faculty self-interests. General governance is a focus of only a few and therefore their interests are primarily reflected in the senate.
- I think this is primarily because many faculty shy away from being senators, thus remove themselves from the process... much like people in the US who don't vote are not truly represented in the Senate or House or White House.
- I would prefer this question to be on some relative scale, because I believe the Senate has in the recent past better represented the whole faculty rather than a subset.
- In the universities I have been at, the Senate typically is over-represented by the disenfranchised, angry, disgruntled faculty who think that they would be better administrators than the current administrators are. From observing the AU Senate, I think that this body does a better job of representing the interests of all faculty than other places I have been, but the Senate is not a random sample of the faculty.
- It's the same people talking as were talking fifteen years ago. And some of the complaints are fifteen years old! Too much longing for the glory years when Funderburk was dislodged. Time to get real and begin to reason in a well informed, rational way about complex problems. And time for Cindy Brunner to sit down and be quiet for a few minutes.
- It represents a small group of people who are a) interested and b) vocal. The majority of faculty would just like to ignore larger issues and concentrate on their personal work.
- It represents a small group, because the rest complain in silence.
- Many faculty are not politically proactive.
- No. Most rational and highly competent individuals avoid the senate at all costs! Only those with an ax to grind seem to participate. Too much time is wasted in the senate. Senate should probably just be abolished.
- Not all faculty chose to be involved or provide input.
- Senate is filled with too many malcontents who are anti-everything. Little positive or constructive. Just look at the attendance.
- The Senate leadership represents ITSELF -- self serving!
- There is a vocal minority that directs the rules committee, steering committee, and senate in general.
- There is no way for me to know this with certainty, because I don't believe there have been any comparisons of the whole population's wishes with those of their representatives. But I suspect that their narrow interests are what attract senators to the position. And the system seems to reward those senators and officers who are more radical, and disregards or disrespects those who are more moderate.
- They quite often do not represent my views. The faculty senate is generally too combative with the trustees and the President, and too willing to air their grievances in the newspaper. I am sure that will continue with Penascovic and get worse with Cicci.
- They represent issues that are pertinent to their logic, their way of thinking.
- This is a question that does not have a simple answer. On some occasions, the University Senate does represent faculty interests very well. Others not so well and some others they are on the wrong side in my opinion.
- Too many times, senators are elected because they have the time and are willing to serve. I cannot recall a contested election for senator.
- Too much discussion - not enough action. Not much focus on research (especially funded research). Too much on "motherhood" issues.
- Usually only the radical, anti-establishment minority.

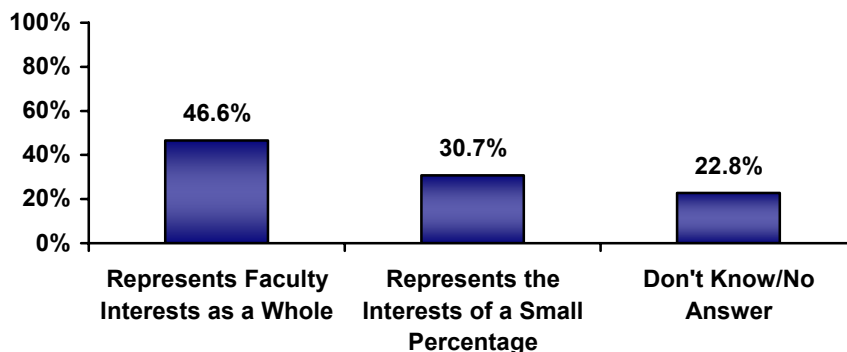
Don't know/No opinion/No answer regarding whether the University Senate represents faculty interests as a whole (n=88, 18.9%):

- Given recent attendance, You have to wonder if it represents anyone's interests -- I really wonder how many votes of past 2 years really had a quorum present.
- Hard to tell. Some senators seem to represent their faculty, and say pretty loudly, that they do. But in our department, it's tough to get any feedback. So, I'd be inclined to say that the representation overall is pretty spotty. I do what I can (I'm a senator) but it's rare that anyone says anything.
- I am concerned that the Senate as an organization sometimes conveys the opinion of only the Senators (understandably so). Since the Senators tend to be faculty members who like to be involved in "politics" and in most cases don't mind confrontation at some level, Senators could be seen as "different" from the rest of the

faculty (a subset). This can only be remedied by being absolutely certain that each Senator consults with his/her constituents, and also being certain that the Senate leadership (the University Faculty leadership, in fact) communicates frequently and effectively with the entire AU faculty--not just with the Senate. To the extent that this broad, frequent communication is lacking, the Senate "will" only represent the interests of Senators--and possibly only the interests of the most vocal, assertive members of the Senate.

- I assume that most senators do their best to accurately represent the views of the faculty members in their departments; sometimes, though, it is difficult to get faculty members to provide feedback or input on issues, so it is difficult to know whether all views are represented; this, however, is not the fault of senators, but of faculty or others who do not participate more actively.
- I feel that in general the interests of the faculty as a whole are served. However, the subjects chosen for discussion come from the executive board. It is felt that these individuals have chosen the subject based on the needs of all faculty. I am unsure whether this is true at all times. The subjects chosen are for the University and not for faculty only.
- I think our present senator does a good job related to soliciting input from our faculty. However, I am not sure how it works in other departments.
- In my 16 year history, this has been dependent upon the leadership. Some strive to represent all, some respond to the loudest.
- It is impossible to answer this, as most faculty appear apathetic. Those that actively participate may not represent the opinion of the entire faculty. That is the fault of the silent majority.
- It represents the views of about 55% of the faculty I would guess.
- My feeling is that it depends upon the makeup of the officers of the Senate. In past years, I have felt that there was a strong bias toward a particular viewpoint of a small percentage of the faculty.
- Overall, I would suspect that they do; however, there is certain disconnect between some of the issues they deal with and the regular faculty members. It is hard to understand some of the issues related to governance and disputes when most of the information presented is from the general media or the official university media.
- Senators are selected in part because they are opinionated and are not afraid to express their opinions. So we select the percentage of faculty who are perhaps the most vocal, and who at times place their opinions above those of their constituents. At AU, however, some of the past administrative decisions have been so egregious that even a "normal" faculty member would be moved to protest. AU is not a cotton plantation, despite the interim president's behavior to the contrary.
- Speaking for my department/college, the answer is yes. I don't know if faculty in other colleges, schools, or departments find themselves to be well-represented.
- The answer depends - I think it's clear that the more "politically-minded" faculty members tend to be in the Senate and sometimes they are more strident than the average faculty member. On the other hand, usually, if the Senate is complaining loudly about something, it probably rings true with a majority of the faculty.
- The discussion is often dominated by small vociferous groups; however, the votes tend to be more balanced. In the days of the trustee rancor (which is moderated now), a lot of "steam" was blown off and votes were made hastily without due deliberation (one opinion). One department permitted a "regular" substitute who was disruptive. Despite all of this, the senate is good and an essential mechanism. As one of my colleagues put the sentiment: The University Senate is much like the U.S. Senate. Much posturing and pontification, but functional as a unit. No one holds their breath about the votes, but appreciate the fact that the deliberation took place.
- The senate is a body whose sole authority is to generate documents. Issues of "faculty governance" are therefore illusory. A colleague in my department, had he ever been elected senator, would have proposed for the body to disband.
- Who are they representing when they do not ask the department faculty for input and do not communicate with them what they discuss in the senate?
- Representing faculty interests as a whole may be variable from year to year.
- These alternatives are not exhaustive. The U. Senate does not represent the faculty unless the Senate agrees with the faculty and does not encounter too much resistance from the Administration. Post Tenure Review is a great example.
- Varies based on topic.

Q7. In your opinion, do officers of the University Senate represent faculty interests taken as a whole or represent the interests of a small percentage of the faculty?



Almost one-half of the participants believe that Senate officers represent faculty interests taken as a whole (46.6%).

Comments on Question 7:

Officers of the University Senate represent faculty interests taken as a whole (n=217, 46.6%):

- Honestly think the officers do their best to solicit input from the whole faculty.
- Again, individual officers may do a better or worse job of representing their constituents, but they are our elected representatives. Frankly, I believe the most recent university senate officers have been too restrained in criticizing the BoT.
- Depends on the individual...sometimes they have their own agenda.
- For the most part, this is true. The past two chairs (Bailey and Larkin) and other officers have been very effective at exercising a good balance between following the will of the Senate and informing the Senate of the impact of various issues. However, this varies according to who the officers are. Under the regime preceding them, the chair and secretary were unapologetically acting against the will of the majority, in support of the administration and Board.
- Generally, the officers have represented the faculty as a whole, although there have been exceptions in the past 4 years or so.
- Have not always been very effective.
- I feel most officers represent the faculty interest, however some officers in the past have definitely been looking out for their own interest, i.e. they were an administrative want-to-be. (And they succeeded.)
- I have been impressed by how hard they work to represent the faculty as a whole.
- I have been impressed with both the quality of the Senate leadership and the fact that it seems to fit no one mold. That is, the lack of uniformity among faculty has been reflected in the lack of uniformity among officers (and where faculty have been fairly unified, that has been reflected in officer unity). [To be sure, I don't have a wide breadth of contact across campus myself and do not follow Senate issues terribly carefully.]
- I think that for the last couple of years the officers have made a real effort to represent the faculty as a whole. There have been times when this has not, in my opinion, been the case. However, that is always a danger when you have an elected body. If the faculty do not feel that they are adequately represented by the officers then they need to become more proactive and correct this problem.
- I think that is the intent of the officers to represent the faculty interests taken as a whole. There is a lot of non-participation among most faculty unless you are a senator. The officers seem to have a handle on subjects that need to be discussed based on attendance of Board of Trustees meetings or dialogue with the president. Therefore they are trying to represent the faculty in response to the information given to them. There are also subjects that come from the university committees that are presented to the general senate. I do not know of another way to gather information for presentation of the interests of the faculty as a whole.
- In some cases, the Senate officers seem to become hypnotized by the administration, and become more like their oppressors towards the end of their term. Ironically, this phenomenon counterbalances the full Senate's rebel leanings.
- No one can represent everyone: we all have opinions. However, the officers solicit faculty input and ask committees to get involved in relevant issues.

- Not always, though, and not always perfectly.
- Of course it varies with the officers. But by and large, I believe officers have tried to represent broad faculty interests.
- Officers tend to realize that they represent the entire constituency.
- On one occasion during my 12 years here, one member of the Senate leadership that I'm aware of was both corrupt and used her position more to help her friends than on behalf of the faculty. Otherwise, I think the Senate leadership consistently has worked on behalf of faculty interests defined broadly.
- Same comment. *(Much more so (since Barbara) for the past few years than previously.)*
- See 6. *(In theory of course it represents the faculty as a whole. In practice there are very many members of the faculty who, because of skepticism about the efficacy of the organization or trust in the administration to manage University affairs, have little or no interest in the Senate or its activities.)*
- See comment number 6. *(Because Senators are suppose to be elected representatives of their respective departments, if they do not represent the faculty as a whole, then it is because some faculty did not vote.)*
- See previous comment. This has not always been true. *(I think it used to represent the interests of a small percentage of the faculty. However, I believe current leadership is interested in pursuing the interests of the faculty as a whole rather than their own personal agendas.)*
- See previous comments. *(In a democracy, only those who actively participate are sure to be represented. Those that don't choose to participate must suffer the consequences. As long as the ability to participate is not artificially restricted, then the system works the way it is intended.)*
- SHOULD.
- Some of the recent officers have come from that vocal group mentioned in #6, so it's easy to label them as representing only the extreme fringe, but I've never felt they have used their elected position to push agendas not supported by the Senate as a whole. Do they push people's buttons? Ya. But sometimes buttons need pushed in order to make people think and get wheels turning.
- They represent what they are familiar with, see comments to #6. Some of the most pressing issues are not the issues of the most active faculty.
- This varies greatly: Clearly John Mouton had only his interests in play, Willie Larkin didn't know what or how to do, and guys like Conner Bailey, Larry Gerber, Gary Mullen, Jim Bradley are universalists and leaders, and we don't get many of them. Compare Rich Penaskovic to David Cicci for a glaring difference.
- Usually - see comments on 6.
- Usually the officers are among the best of the faculty and move with great caution regarding the issues at hand.
- Yes, even those with whom I've disagreed have approached the job of representing faculty with serious intent and understood that not everyone sees the world as they do.

Officers of the University Senate represent the interests of a small percentage of the faculty (n=143, 30.7%):

- Again only the radical, anti-establishment minority. Usually only self-promoters.
- As in question 6, I would prefer this question to be on some relative scale, because I believe the Senate officers have in the recent past better represented the whole faculty rather than a subset.
- At least in the past, some officers in the Senate have been biased to a particular viewpoint which was not necessarily the viewpoint of the majority of faculty.
- Few faculty wish to be officers so they default to those who have their own agenda. So much for faculty governance. Senate attitude is that their committees trump college level and department level committees as was seen in the last program review. It is a travesty to have a Senate committee make decisions affecting a college when that college has no representative on the committee.
- I am less convinced this group sees the entire faculty and represents the collective view. We are diverse and widely spread out. I think more prescribed input from faculty to senators and thus to the officers would help considerably.
- I believe the officers of the senate would like to represent the whole faculty. Unfortunately, they are basically clueless about the motivations and needs of faculty outside of their clique and/or department.
- I think they try but they seem too political for me.
- Interest in governance traditionally has been restricted to a small group of faculty. It is these people who are elected to office.

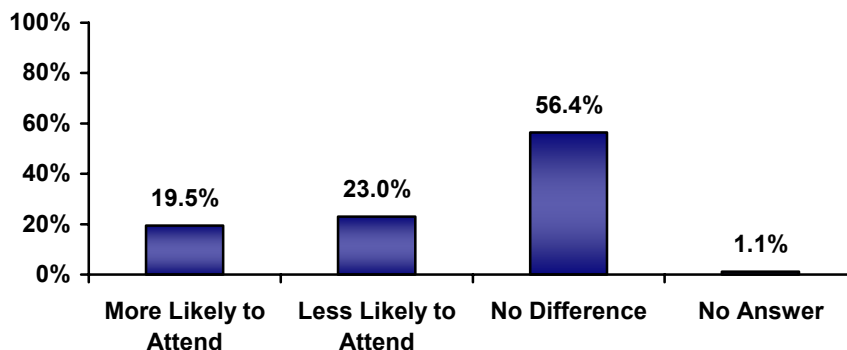
- No, they generally represent the opinions of the AAUP, which I have refused to join. See also the comment in 6 above. *(They quite often do not represent my views. The faculty senate is generally too combative with the trustees and the President, and too willing to air their grievances in the newspaper. I am sure that will continue with Penascovic and get worse with Cicci.)*
- People motivated to seek office are members of a few distinct groups, usually with strong biases.
- Represent themselves.
- Same reasoning as above. *(There is no way for me to know this with certainty, because I don't believe there have been any comparisons of the whole population's wishes with those of their representatives. But I suspect that their narrow interests are what attract senators to the position. And the system seems to reward those senators and officers, who are more radical, and disregards or disrespects those who are more moderate.)*
- They are usually more informed and able to understand and articulate the issues more deeply.
- This changes back and forth with the officers; some have been broader in vision than others.
- This varies from one administration of officers to another.
- Very narrow people with personal agendas who will not look at the big picture of this University. The way I see it is that everybody at AU is fighting for a few crumbs.....been that way for so long. Stop fighting for crumbs and help the leaders enhance our academic/political position so that we can attract the \$\$ from appropriations, donors, contracts, etc. because we are seen as a credible institution to the outside world rather than a bunch of bickering ninnies. Broadcast the best of us and not the worst.....find ways to work for what this institution really needs....political support and credibility.
- What possible purpose was served by the self serving letter written by the Senate leadership and sent to the trustees dated March 24th? There are many faculty appalled by that action. Though the letter was described as representative of issues that were raised in the Senate, the expression of the senate (and therefore faculty's) voice was made through the resolution passed the week before. You need to look in the mirror and ask yourselves why you felt the need to write that letter with out getting approval from the people you serve. I have no objection to the executives of the University Senate writing letters as individual faculty members. In contrast, writing a letter to advance your personal agenda at such a crucial time undermined the representative function you were elected to serve and was an abuse of your position. Unfortunately, the Senate leadership has alienated the faculty and I am amazed you collectively were unable to restrain yourselves from using the senate apparatus to keep Bobby Lowder the focus of the Fisher debate.
- When the officers are also active participants in AAUP, then they seem more interested in advancing AAUP goals than faculty interests.

Don't know/No opinion/No answer regarding whether officers of the University Senate represent faculty interests taken as a whole (n=106, 22.8%):

- At least Conner Bailey represents faculty interests. He is professional and a strong presence. Can't say that's been the case with at least one of our past presidents.
- I AM a senator. I don't really know the answer to this question. I DO solicit input but I don't chase people down; I don't have the time. I will always represent issues brought before me at the Senate; however there are rarely any issues brought up to me.
- I do not know for sure and some officers have been very different from others since I have been here. Some appear to have a genuine interest in doing what is right and best for the university and others are on an ego trip and look at this as a method to feather their own nest or improve their personal image. However, that is the norm unless more people take an interest in governance.
- I think it varies each election. I know I get disappointed when some of them seem to sell out what they have previously stood for.
- I think my comments above relate to the officers as well.
- I think they do their best to represent the interests that are communicated to them. But, I think there are a great many people on this campus who choose not to share their views or interests with the senators and elected officers.
- I think they try -- with regards to me, sometimes they do and sometimes they do not.
- It depends on the officers and the year in which they were elected.
- Most times perhaps they do attempt to represent faculty interests. Sometimes they do seem to over-emphasize their personal agenda at the expense of others.
- Mouton and Sullenger were quislings of the first order, and Mouton continues to use his new position in the president's office to pay back old scores. Once in office, Bailey proved too willing to compromise for my tastes, especially on post-tenure review and that "peace offering" resolution to the Board of Distrustees. Larkin was a delightful surprise, the best since Jim Bradley. I know next to nothing about the others.

- Really there is not much info to decide, outcomes do not show much it may be impossible to influence policy.
- Same response as above. (*In my 16 year history, this has been dependent upon the leadership. Some strive to represent all, some respond to the loudest.*)
- See above. (*It is impossible to answer this, as most faculty appear apathetic. Those that actively participate may not represent the opinion of the entire faculty. That is the fault of the silent majority.*)
- Some are good (Conner Bailey, Rick Penaskovic) and some are total toadies (Barb Strumpler, Mouton). Who can explain it? Strange indeed.
- Somewhere in between.
- The current officers are new; it's too early to tell.
- The officers of the senate are different from the faculty as a whole, because they are willing to devote a huge amount of time, attention, and energy to issues affecting the university and faculty. But I think, for the most part they are capable of representing the interests of the faculty as a whole.
- They should represent the faculty as a whole but there seems to be many who use their position for their personal/political views.
- This depends on the personal style of the Senate chair (and chair-elect and past-chair). Some Senate chairs have been much better than others about asking for advice, keeping the faculty informed, and conveying faculty opinions to the AU administration. It is important for the officers to avoid isolating themselves from the faculty as a whole. They are not just officers of the University Senate--in fact, they are elected by the University Faculty and are officers of that entire group.
- Unless one knows how actively the respective senators poll their constituents and make sure to represent their interests, I would not know how representative the officers are because the officers seem to represent the senate membership to a great extent.
- Depending on the year, may or may not represent faculty interests as a whole.
- Same as #6. (*These alternatives are not exhaustive. The U. Senate does not represent the faculty unless the Senate agrees with the faculty & does not encounter too much resistance from the Admin. Post Tenure Review is a great example.*)
- Varies based on topic.
- Will vary from year to year. Some do represent only a small percentage of the faculty.

Q8. Meetings of the University Senate and the University Faculty are held at 3:00 p.m. on Tuesdays. Would you be more likely or less likely to attend these meetings if they were held earlier in the day, for example over lunchtime?



Most respondents agreed that holding Senate meetings earlier in the day not affect their likelihood to attend (56.4%), and almost one-fourth (23.0%) would be less likely to attend at an earlier time.

Comments on Question 8:

Would be more likely to attend meetings if they were held earlier in the day (n=91, 19.5%):

- Brown Bags might work.
- Child care conflicts with later meetings.
- Current time interferes with after school carpools.
- Faculty with young children are often not available in the late afternoon.
- I'd like the meetings to begin at 2 P.M.
- I have classes late in the afternoons.
- I regularly have a class that meets at 4-pm on Tuesdays.
- I teach at 4:00 so it is next to impossible for me to attend a 3:00 meeting and still be prepared for my class.
- I would prefer around 2:00 pm rather than over lunch.
- Ideally, yes, that would be better, but scheduling is always a problem. There will never be a perfect time.
- Important faculty meetings at another university I once worked at had general faculty meetings during an extended lunch period with a buffet set up. I believe this worked well. It was very well attended.
- Lunch meeting or even a 4:00 or 5:00 pm meeting would be better.
- More likely to attend over lunch time.
- NONE of my colleagues with small children can attend Senate meetings due to the lack of an adequate school bus system in Auburn. You're meeting at the absolute worst time if you want to connect with new faculty. As long as meetings continue to be at three, the old guard will continue to dominate, and attendance will continue to be pathetic.
- Tuesdays are commonly days on which we have long laboratories - directed by faculty members. This discourages/prevents many of us in our college.
- Young parents and people with other family responsibilities are less able to participate in any university activities after 3pm. Auburn child care is expensive for many. After school programs are an extra expense. A look around at the Senate shows: many people over 50 of both sexes; men of all ages (presumably, family and child responsibilities are taken care of by wives); few women between 30-50. There are exceptions and there are examples of dedicated senate leaders who also parent, but on the whole the 3 pm meetings stack the deck against their participation. Moving to noon would of course cut out some people who have classes. The Calendar committee should consider making one period of 2 hours per month FREE of classes, for Senate meetings and other meetings. The skewed representation of younger faculty surely affects the slowness of AU to spearhead more family friendly structural changes to campus schedules, t and p, and so on.

Would be less likely to attend meetings if they were held earlier in the day (n=107, 23.0%):

- As it is, they idiotically begin at 3:00, a day classes end at 3:15.
- Definitely not lunch time.
- Given their length and the fact that we schedule classes throughout the day (including the lunch hour) later in the day is better.
- I'm really busy. Any time is bad, morning or lunches are equally bad because I am most likely to teach during those times.
- I am very supportive of the senate. I believe that many positive changes have been made over the past decade because of the existence of the senate. I hope that a stronger, independent senate will emerge from any changes recommended by the Fisher report.
- I put in a full work day, so it doesn't much matter when the Senate meets. In theory, I could attend any time that didn't directly conflict with teaching classes. But in my world, things tend to slow down in the afternoon, and so it's usually more practical for me to attend meetings in the late afternoon than anytime earlier in the day.
- I would be ****far less likely**** to be able to attend Senate and University Faculty meetings if they were held any earlier in the day. Many daytime responsibilities would interfere, including teaching assignments, research activities, other meetings, etc. When Senate and Faculty meetings are held late in the day, it is easier to plan around them. Lunchtime would be absolutely the worst time.
- I would be more likely to attend if the meetings were held later in the day (e.g., 4 PM).
- I would really like for the results of this survey to be made public. Knowing the opinions on this question would be useful for a wide range of things, not just University Senate.
- Many of my classes meet up to or through lunch time.
- The current meeting time is very inconvenient for those people who have child care duties. As a former senator, I had to miss meetings when my spouse was unable to act as the parent-chauffer for the day. Perhaps a meeting time that is after the normal school hours, say at 6:00 p.m. would be more convenient for faculty members who have small children. That hour would give them time to get children home from school, feed them, and then leave them with a spouse or babysitter to return to campus for a meeting. We at Auburn University must break away from the model that says all university business must be conducted between the hours of 7:45 a.m. and 4:45 p.m.
- There is no best time for a meeting like the senate. However, a meeting that is held roughly one time per month late in the day should not be an insurmountable burden. We all make choices and prioritize activities and so some people will decide they cannot participate based on the time, others will decide that a bit of extra effort to participate is worth the trouble.
- While no time is good, middle of the day is more likely to hit classes and other meetings.
- NO, later in the day, 5:00 PM. There are classes at noon & at 3:00 PM.

Holding meetings earlier in the day makes no difference (n=263, 56.4%):

- I almost always teach both during both lunch and later on Tuesday and Thursday afternoons.
- All talk no action. A glowering anti-scholarly president or his stooge, and a bunch of yackers.
- Given the few times that I have attended, I will come again when I have some impression that there is real discussion.
- I'm not sure why other faculty should be expected by the Senate leadership to attend Senate meetings. If the administration considers our elected representatives to be "tainted" and non-representative of the full faculty, then perhaps administrators should be encouraged to read comments from surveys such as this one.
- I am a senator so I have to go. I do not enjoy it.
- I attend Senate meetings relatively frequently, but it depends on importance of issues and my schedule for that day. Changing days or times would not make me more or less likely to attend.
- I attend when issues discussed are of special importance that command my presence. But normally, the items discussed can be competently handled by our representative.
- I do not have time or interest to spare to go to the meetings.
- I have been to a few of these but the day/time is usually not an issue on attending. The deciding factor is other responsibilities to my research program.

- I have served on the Senate, and on several senate committees. Sometimes this has been ok, but the same small group (AAUP members) dominates, and so they have driven me out....it is too much a waste of my time to be involved with such negative people.
- I prefer not to go. I'm delighted that someone else is carrying the load. The minutes tell me as much as I want to know.
- Mid-day meetings are likely to generate more conflicts with teaching schedules and space availability to hold Senate meetings.
- They are a waste, regardless of the time period.
- This conflicts with my teaching schedule. Changing the day of the week might have more effect for me. I considered being the senator from our department until I realized that the senate always meets during my class period. Rescheduling class is not as easy.
- Time is not the issue. It is more an issue of productive time.
- Why not make them available online? We have the capability with classes so why not the Senate.

Q9: Do you have any suggestions for improving how the University Senate functions or represents your interests?

- More attention to non-tenure-track instructors.
- Add an on-line "letters to the Senate" discussion forum for faculty members to discuss informally issues coming before the Senate prior to formal consideration of important measures.
- AU needs a President, Administration, and Board of Trustees that values shared governance, takes recommendations from the University Senate seriously, and then acts on those recommendations or provides sound reasons or evidence for dismissing them. Under the current conditions, it seems that the work of the University Senate (or a Faculty Senate) are superfluous and wasted effort because university governance works from the top-down and is dominated the Board of Trustees.
- Avoid flat politics.
- Be respectful of all who are represented. I sense that if I brought up my opinions at a Senate meeting I would be embarrassed to the point I would never show up again. All opinions should be considered and respected. Perhaps more faculty.....not senate.....votes should be taken. Other problem is that current senate leadership is striving for some egalitarian community and not willing to recognize and respect the differences and different needs of the unique units on campus.
- Conduct formal surveys, such as this one, to determine faculty views. It'd be more likely that the Senate would at least know the views of the majority of faculty before proceeding on a course of action. Selecting a random sample of faculty for each survey might make the responses more representative.
- Continue to be open to other faculty who may not be senators. Having time for input and dialogue by all (even if it's after all senators have spoken) is important.
- Continue to encourage the collaboration between administration and senate.
- Continue working to keep it a forum where people from all facets of the University can express their opinions and feelings without fear of retribution. Freedom of speech is a vital cornerstone of democracy.
- Currently I have a good representative within the Senate but that individual constantly complains about the apathy of faculty. I have no magic solutions.
- Develop short, frequent polls to assess the opinions of faculty on emerging issues.
- Direct voting by a mechanism similar to this survey.
- Do more online surveys that seek to reach everyone.
- Do not claim to be the "voice of the faculty". That is a fraud, both in concept, and in reality. Faculty have different opinions; that should be respected and acknowledged. Be more circumspect in whatever claims are made, and try to focus on making committees work well, rather than being impediments to progress. And try to remember that being elected Senate Chair does not make you spokesperson for the entire faculty; consider yourself their servant.
- Do not permit administrators to be members.
- Enforce rules on attendance. Deal with substantive issues.
- Have fewer "informational" reports that interest few other than the speaker and the speaker's spouse.
- Enforce the speaking rules, cut down on long winded tirades and repeated speeches by the same few.
- Experienced teachers (which include most everyone who speaks at the Senate) surely understand how to make proper visuals. One thing you NEVER do is to project a document with normal letter size type (e.g Times Roman 12). Please inform all speakers to take the trouble to prepare a proper visual. If we were grading undergraduates, they would get a "D".
- Faculty consultation is the critical need - in both directions. It should not be necessary - nor is there space - for all of us to attend. That is the point of representative governance. This isn't Athens and I have not the time to go to meetings of this frequency (there are too many places to consume time that are not related to scholarship now and that is what always suffers - nothing else). That is why I recommend true representative behavior on the part of senators.
- For important issues (e.g., post-tenure review), perhaps a survey such as this should be used instead of soliciting input through senators.
- Frankly, I have been here for more than 10 years and barely understand the function of the Senate. I have heard primarily discourse and controversy with little indication of real-life governance. I would like to know more and recommend "educational programs" at various colleges / departments to let the "average" faculty understand the workings, priorities and responsibilities of the Senate.

- Get over the past. Stop wasting time on conspiracy theories. Make the senate a place where new people and divergent views can be expressed. Quit whining (Blumenthal, Penascovic). Reckon with the complexity of higher ed in the twenty first century.
- How about a live web cast for those who can not attend for the full session.
- I agree that a different time for meetings would be desirable, though it's never easy to get faculty to agree on a time! Also, I would like to see more representation by junior faculty. At least in my department, there is very little representation at that level.
- I am in favor of instituting some form of collective bargaining, like a union. Faculty salaries are pathetic and benefits are minimal. Many faculty members work summers with little or no pay. Our students make more money with Masters Degrees than we do after 10 years of employment. My overall impression is that the BoT and senior administrators view faculty with little respect. How much \$\$ one earns unfortunately implies status in our society so perhaps the route to changing attitudes is to put faculty on a financial level with, say, physicians' salaries.
- I am not convinced it serves a useful function.
- I believe that the Senate leadership is very self serving -- they use the RULES the way they want to -- to make the various situations work out for themselves. The Auburn University Senate is CORRUPT. I have lost ALL CONFIDENCE in our senate leadership -- let's start at the top -- Conner Bailey AND Patricia Duffy. They failed to communicate from the top down. The STEERING COMMITTEE and the Senate's advisory council are nothing but a bunch of IDIOTS! They love to hear themselves TALK. Ranking of the CONNOR BAILEY administration -- UNSATISFACTORY PLUS! IF he thinks he is a leader -- the woods are full of them. By the way, how STUPID do you think I am to put down the college or school that I represent? I am signing off with "OTHER," so that this cannot be traced.
- I believe senators should be tenured faculty. This would permit them to speak more freely. Also they would likely be at Auburn longer and be more familiar with the needs of their departments and be in a better position to make better judgments representing their constituent departments.
- I believe the Senate should speak and act on principles of shared governance and not capitulate so often to the BoT and administration when important issues like PTR and composition of presidential search committees arise. The Senate should consider resolutions calling for staff, faculty and others to walk off the job if the BOT continues to behave in such adolescent ways and if the BoT leadership (esp. McWhorter, Miller, and Lowder) continue to insult us with their remarks and behavior as they so often do. Sure, striking is illegal, but so was what Rosa Parks did...
- I don't really know. I think that it's like a lot of organizations. A dedicated few serve the unwilling and ungrateful majority. It's just the way people are.
- I feel better represented here at Auburn than the other two universities I have served as a faculty member.
- I have learned to rely on the Senate for nothing but agitation or entertainment.
- I have no idea how it might be managed, however, there are about half a dozen folks who always monopolize the floor and spend valuable time talking about subjects that amount to little or nothing. These people turn everyone else off and thus minimize the effectiveness of the Senate. Most faculty feel they can spend their time in a more productive way. I wish I could provide recommendations. The system allows this conduct among members and I guess it should.
- I see the senate as a group of bickering people whose main function appears to be to complain about the actions of the upper administration. I would like to see less of an adversarial relationship with upper administration and more of a cooperative relationship.
- I suggest that the senate be less concerned about being seen as adversarial and more concerned in speaking out of principle. At AU, the emperors truly have no clothes, and it's the faculty's and the senate's responsibility to say that, even if it is understandably unpopular with the emperors.
- I think it functions remarkably well. Most of the business of the Senate is rather mundane, but important to the effective functioning of the university. On the hot-button issue, a deliberative process that includes opportunities for all faculty to voice their opinions is followed. Votes are not hot-tempered nor spur of the moment, but rather reflect a thorough, thoughtful process of garnering input and consensus.
- I think it's doing a very good job.
- I think that faculty senate would better represent the faculty if members were randomly selected as opposed to voted on. Those who are eager/willing to seek election are not representative of the faculty.
- I think that there is a need to look at the way smaller units are represented. My unit is not departmentalized and thus has one senator representing roughly 43 people classified as faculty. Other departments or units may have a senator representing 4-5 people. This does not seem equitable to me.
- I think the Senate as a whole needs to step back and consider its real role at AU. Its role in university governance is advisory, at best. One of our strengths is in educating people. Our administrators, our Board of Trustees, and

indeed, even our Governor, are in desperate need of educating. And that is where our Senators can have the most impact at AU.

- I wish they would be less confrontational with administrators. Maybe we should evaluate them too, based on their decisions, legacy, results, reputation, credibility and representativeness.
- If we had evidence that upper administration and the BOT really cared about faculty input, then I think the faculty would take more interest in Senate deliberations. As it stands now, faculty has seen several decades of micromanagement/mismanagement/dissention that extreme apathy exists. A new president could do a lot toward improving the role of the Senate in University governance.
- It appears that the Officers of the Senate are too mindful of the upper administration and trustee interests. Comments from the floor need to be better controlled so that the same ideas are not repeated over and over again - wasting time and resulting in frustration.
- It does not represent my direct interests or the interests of at least 75% of the faculty/staff. The US is at war with the BOT and most faculty/staff are caught in the crossfire of this stupidity as this cheap melodrama plays out in the local/regional press. Instead of providing Alabama with a first-class example of how learned people can solve problems and create/disseminate new knowledge, our message and efforts state-wide, regionally and nationally are tarred with the soap opera behavior of the BOT and the US. We ought to boot both parties off campus.
- It is one thing to have the University Senate as a platform for the faculty voice and to nudge the university toward progressive policy reforms. It is very much a different story when the University Senate is used as a platform to attach specific members of the University administration in the disguise of progressive reform. Unfortunately, the former seems out of vogue at the moment.
- It seems that the subjects chosen for the senate meeting are good and valid. However, the information generated comes very quickly and is voluminous in some cases. If possible could the agenda be set for the year on subjects that may be discussed? This does not mean that this will be the only discussion but I am sure that there are committees that are working on topics that would be of interest to all faculty and more input may be generated to know the task of each committee that may be later sent to the senate for a vote. The same may be done for the Board of Trustees, and president on issues that continue to need to be addressed.
- It should have fewer committees. Those committees should report more regularly.
- It would be helpful if deans and department heads would view service in the Senate as an important use of faculty time. Some already do, but if service is not supported by administrators, faculty will be less likely to want to serve or to take it seriously if they do.
- John Mouton was the only officer to visit departments and hold forums on issues. That was a valuable and appreciated action. Even discussions at the Senate are sometimes orchestrated by a few, thereby shutting out even the majority of senators.
- Keep it the way it is. Have the President stay for the entire meeting and come to all of them, if possible.
- Large departments should have more than one representative.
- Limit discussion time and presentation time on some issues so that all of the day's agenda can be on the day it should be presented. Many presentations are delayed again and again to defer to other "more pressing" issues.
- Listen to the faculty, present counter considerations in GOOD Faith. NEVER, NEVER work behind closed doors.
- Make more use of short survey questions.
- Make Senate approval mandatory for any changes in the Faculty handbook.
- Make the meetings much shorter. Some people like to talk, but I get tired of hearing from them. Also, faculty questions for Richardson are often poorly prepared, and Richardson is let off way too easily.
- Meeting frequently wastes too much time with lengthy rambling comments from some faculty. Restrict questions to questions and not rambling opinions.
- More bypassing of the senators and going straight to the constituencies. In an electronic era this (direct input) should be feasible. Results could be reported at the meetings before throwing the floor open for discussion. But you will never engage a large percentage of the faculty because they do not see the activities of the senate as affecting them in a potentially positive manner.
- More direct input from faculty at large. Poll the faculty on issues.
- More email discussions - less emphasis on the meetings - more action oriented with specific items rather than discussions of a lofty nature. More focus on faculty pay, benefits, work life and less on "global" issues.
- More open communication prior to making decisions that affect the "Big" picture.

- More open forums for faculty to voice opinions and hear others opinions regarding issues such as the Fisher report. There's a disconnect between the hope the faculty has that a new path can be forged and the views of the Senate leadership.
- More voice in decision making at all levels of the University.
- Most of what the senate does is not of direct interest. Too much time is spent on issues that are irrelevant or where the senate has no influence. An example of wasted effort was the attempt to force other units to accept the senate's version of the "intimate relations policy".
- My impression is a small group of people "dominate" various offices and committees of the senate. Here's an idea: look at the membership make-up of various senate committees over the last 10 or so years -- don't you see only small number of names appearing again & again? Involvement of a wider cross-section of faculty would certainly make the senate more representative.
- Nominate people who are more representative of faculty rather than the typical 'radical' crowd nominees--they perpetuate themselves.
- Not a suggestion, just a thought. I wonder if the answer to the question of whether the Senate represents faculty interests broadly or narrowly correlates with whether or not the individual served in the senate. I should think that former senators would have a more balanced view of the senate and how its members address faculty interests.
- One positive step that could be taken would be to achieve more participation in the election of Senate officers. The voting by email is a positive step in that direction. A more inclusive nomination process might be helpful. The real problem, however, is that in many cases, not all, the people who represent the faculty are too busy to be a Senate officer or even a representative.
- Other than my answer to question #2 above, I don't believe so. (*Since service on such bodies is seen as "leadership", "service" and or other indication of "merit" I believe that the opportunities should come more often for other members of the faculty unit being represented.*)
- Perhaps quarterly surveys?
- Presentations presented at most senate meetings are a disgrace. I understand the difficulty in moving a meeting quickly but most of the time (at a given meeting) is inefficiently used i.e. things move too slowly.
- Recruit senior well regarded faculty to serve as a spokesperson for each dept. Impress upon those that serve that we need a balanced voice representative of the entire faculty. I believe the Fisher Report hit the nail on the head! Conduct more surveys of this type to obtain input from as many faculty as possible, not just those serving as senators.
- Regular brief updates by faculty senate officers sent via email to all faculty highlighting key decisions made and/or to be made. (If I have to remember to go to the faculty senate page and read the minutes for myself, I don't tend to do it when faced (literally) with other more pressing demands on limited time.)
- Restore credibility...don't fill committees with those who lack credentials. Bring some credible people back into committee service. Most of my colleagues find the senate irrelevant and almost embarrassing with the long standing confrontational attitude of the leaders.
- Schedule issues of broad importance early in a meeting if you want to increase attendance. Have the secretary e-mail a concise summary to all faculty after every meeting. Ask the president to send out a monthly or bi-monthly e-mail newsletter to the faculty reminding them of key upcoming issues and their potential consequences.
- See #3. (*I do feel that only those that are elected to serve should have a voice. I wonder how many decisions made by the senate represent the general faculty.*)
- See above about running scared. Do what faculty ought to do when unfairly attacked: explain the truth. This has been one of the most courageous, inclusive and principled senates at any university in this country. I KNOW Fisher didn't factor in comments from at least two people interviewed that would have counteracted this assertion; I'm sure there are many more.
- Senate often feels like a discussion board only while actual decisions are made elsewhere.
- Senate only serves the interests of campus politicians. Trustee terms are limited but not campus politicians. Senate needs to be more open in its dealings and inclusive, and not continue to be run by a cabal of AAUP members.
- Senate should continue to strive to get a 'voting' membership on the board-of-trustees.
- Take the high road and stay positive.
- That it be taken more seriously by the BoT and University administration.
- The administration's failure to listen to the faculty makes me want to leave Auburn at the earliest opportunity. It's embarrassing to be associated with Auburn University.

- The days of the "University" Senate are long gone. Get over it. Focus on representing faculty issues and coordinate better with the other rep groups rather than trying to supplant them.
- The faculty senate is a huge waste of time for all involved. In my 3 years as a senator, I saw very little accomplished.
- The leaders of the university senate represent a small clique of insiders who spend their time getting in the senate and getting on the "inside" of the senate. If you are not a member of this clique you have no place there. The senate represents people with a like viewpoint who have spent years getting into the clique that runs it. Most faculty I know view the senate as an "outside" organization, not a representative of them. That doesn't mean the faculty would side with the administration; it just means the senate leadership has its own views which are representative of the senate leadership, not the faculty.
- The overheads at the meetings are unreadable from back rows. Please correct this as it disenfranchises those who can't sit in the front
- The President needs to regularly attend the meetings. This interim President does not do that, because he doesn't want to deal with the faculty. We are not as important as alumni, special interest groups and athletics.
- The role of the Senate should be protected.
- The Senate chair should routinely hold press conferences to express the opinions of the Senate and the faculty as a whole.
- The senate has set itself up as an independent group of complainers and watchdogs. They enjoy the power and often seem to mimic the very characteristics of those they criticize, but take the opposite point of view.
- The Senate is just a talking club; it does not have any real vested authority to change anything at Auburn. This is strictly a campus governed by Absolutism, sometimes "enlightened", sometimes less so.
- The Senate represents the general views of the faculty very well. I would like to see the university administration stop claiming that senate viewpoints do not represent those of the faculty every time they don't like something the senate or senate officers do. That tactic is very transparent and quite ridiculous on the part of the administration.
- The Senate should focus on sharpening the important issues and let the whole faculty make the final decision.
- The Senate spends way, way too much time dealing with Board issues. I have been at Auburn seven years and during that time the Senate has provided very, very little leadership in improving the academic goals and programs of our university. Instead, the Senate seems totally focused on the board and related issues. While obviously important, the never ending board-president saga/controversy should not be allowed to totally dictate the Senate's work/focus.
- The University Senate does not seem to have any real power and thus is irrelevant in most cases. Post tenure review is a good case in point. Rather than looking to develop and propose approaches to implement Post Tenure Review, the Senate should have first determined if this was a good idea and why the existing university procedures were not adequate. The Senate just accepted the fact that Post Tenure Review was coming and just tried to make the most of a bad situation. The better stance would have been to resist the bad situation.
- The University Senate in its current form is one of the most inefficient legislative bodies that has ever existed in recorded history, and I'm including the Israeli Knesset and the Italian Parliament. I was once a senator for my department, and I absolutely dreaded going to those monthly 3:00 p.m. meetings in Broun Hall. They were interminable. Things were so poorly organized that by the time we arrived at action items, many senators had left the room. There were times when I doubted that a quorum existed, but voice votes were taken anyway. Who knew who was voting? My impression was that the same people found it necessary to comment on everything, even though there was no real reason to make any sort of commentary. Some senators used the meetings as an opportunity to ask questions as a means of embarrassing university administrators, to demonstrate their contempt for administrators rather than making a legitimate request for information. The Executive Committee supposedly makes some kind of agenda, but I never had an idea of how that system worked. The University Senate appears to me to be an organization in search of a legitimate purpose.
- There needs to be a way to make university and Senate committees work more effectively. Too many committees never meet, or if they do meet, they do not function efficiently. Sometimes the committee chair does all the work and the committee members are kept in the dark. The AU administration (especially at the departmental level) does not value committee participation when evaluating faculty work efforts--committee participation (especially at the campus level) is seen as a distraction and possibly as playtime. It counts against a faculty member. (The faculty members who volunteer for committees or who participate in the Senate are often considered to be the ones who have nothing else to do--their "real" programs are non-functional.)
- Those noted above: new meeting times, more electronic polling and voting.
- Try to ensure that each academic unit represented must take a bona fide vote for its representation, even if only one member comes forward for nomination.

- WE will get a better sample of the faculty as a whole if we hold the meetings at a convenient time. See number 8 above. *(Young parents and people with other family responsibilities are less able to participate in any university activities after 3pm. Auburn child care is expensive for many. After School programs are an extra expense. A look around at the Senate shows: many people over 50 of both sexes; men of all ages (presumably, family and child responsibilities are taken care of by wives); few women between 30-50. There are exceptions and there are examples of dedicated senate leaders who also parent, but on the whole the 3 pm meetings stack the deck against their participation. Moving to noon would of course cut out some people who have classes. The Calendar committee should consider making one period of 2 hours per month FREE of classes, for Senate meetings and other meetings. The skewed representation of younger faculty surely affects the slowness of AU to spearhead more family friendly structural changes to campus schedules, t and p., and so on.)*
- What I would consider to be my interests might be unexpected. What concerns me is that there are aspects of university life in the workplace which nobody addresses properly. Neither faculty nor administrators. Intra-departmental politics can destroy livelihoods and research careers. I see this graphically demonstrated, because I am married to someone who is qualified to be a full professor at Auburn University, according to degree, qualifications, and research record. But she (wouldn't be he, would it?) is privileged to work as a temporary walk-on instructor, at about \$23,000 per year in a 67% appointment with no research support and not even the right to use the university's library to check out a book. It is a stinging and crippling injustice which furthermore an international embarrassment to the institution. Nobody does anything about it. The departmental faculty has gone wild with factionalism over a period of more than a decade. People keep justifying their behavior by saying that my wife's situation is not unique here. So why does the Senate not look into problems like that? Incidentally, I cannot believe that my situation is the fault of Bobby Lowder.
- Without change, abolish the senate. The method for putting names forward through the rules committee has, in some years, been an exercise in the "good ole boy or girl" system. Over the years, the most productive faculty in the university have avoided the senate like the plague!
- Yes, do not roll over for the administration anymore.
- Yes, make it a faculty senate.
- No because the administration seems ignores faculty anyway.
- No. It seems to be functioning well at present.
- No; None; No suggestions at this time (19 participants).

University Senate Survey

Cross-tabulations by Years of Employment and Senate Service

Cross-Tabulations by Years of Employment and Senate Service¹

Q1. Currently Senators are chosen by academic units to serve a term of three years. Do you think this length of term is too long, too short, or about right?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
Too long	9 12.2%	6 8.3%	44 13.9%	17 11.5%	42 13.4%	59 12.7%
Too short	0 .0%	1 1.4%	3 .9%	1 .7%	3 1.0%	4 .9%
About right	58 78.4%	63 87.5%	248 78.5%	122 82.4%	246 78.6%	370 79.7%
Not sure/No opinion	7 9.5%	2 2.8%	21 6.6%	8 5.4%	22 7.0%	31 6.7%
Table Total	74 100.0%	73 100.0%	317 100.0%	148 100.0%	315 100.0%	466 100.0%

Q2. Currently Senators may serve two consecutive terms of three years. If Senate terms continue to be three years, should Senators be allowed to serve two consecutive terms?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
Yes	49 66.2%	50 68.5%	211 66.8%	109 73.6%	199 63.6%	311 67.0%
No	13 17.6%	15 20.5%	79 25.0%	29 19.6%	78 24.9%	107 23.1%
Not sure/No opinion	12 16.2%	8 11.0%	26 8.2%	10 6.8%	36 11.5%	46 9.9%
Table Total	74 100.0%	73 100.0%	317 100.0%	148 100.0%	315 100.0%	466 100.0%

¹ Percentages in cross-tabs are based upon the total number of participants who responded to a question and omit missing responses from the percentage base.

Q3. Do you believe changing from a University Senate to a Faculty Senate would be a positive development?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
Yes	32 43.2%	26 35.6%	140 44.3%	51 34.5%	147 46.8%	199 42.8%
No	21 28.4%	29 39.7%	109 34.5%	62 41.9%	96 30.6%	159 34.2%
Not sure/No opinion	21 28.4%	18 24.7%	67 21.2%	35 23.6%	71 22.6%	107 23.0%
Table Total	74 100.0%	73 100.0%	317 100.0%	148 100.0%	315 100.0%	466 100.0%

Q4. Does the Senator representing your academic unit solicit input in advance of votes or discussions on important matters such as Academic Program Review or Post Tenure Review?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
Yes	43 58.9%	46 63.0%	217 69.1%	108 73.5%	197 63.1%	307 66.6%
No	17 23.3%	21 28.8%	78 24.8%	27 18.4%	89 28.5%	116 25.2%
Not sure/No opinion	13 17.8%	6 8.2%	19 6.1%	12 8.2%	26 8.3%	38 8.2%
Table Total	74 100.0%	73 100.0%	317 100.0%	148 100.0%	315 100.0%	466 100.0%

Q5. Does the Senator representing your academic unit report back to the unit after Senate meetings to share the substance of discussions and issues addressed?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
Yes	57	50	252	117	241	360
	78.1%	68.5%	80.0%	79.6%	77.0%	77.9%
No	9	17	52	23	55	78
	12.3%	23.3%	16.5%	15.6%	17.6%	16.9%
Not sure/No opinion	7	6	11	7	17	24
	9.6%	8.2%	3.5%	4.8%	5.4%	5.2%
	74	73	317	148	315	466
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q6. In your opinion, does the University Senate represent faculty interests as a whole or represent the interests of a small percentage of the faculty?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
Represent faculty interests as a whole	29	37	164	93	136	230
	40.3%	50.7%	52.4%	63.3%	43.9%	50.1%
Represent the interests of a small percentage of the faculty	20	22	105	39	108	148
	27.8%	30.1%	33.5%	26.5%	34.8%	32.2%
I don't know	23	14	44	15	66	81
	31.9%	19.2%	14.1%	10.2%	21.3%	17.6%
Table Total	74	73	317	148	315	466
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q7. In your opinion, do officers of the University Senate represent faculty interests taken as a whole or represent the interests of a small percentage of the faculty?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
Represent faculty interests taken as a whole	28 38.4%	26 35.6%	163 52.8%	91 61.5%	124 40.7%	217 47.7%
Represent the interests of a small percentage of the faculty	19 26.0%	24 32.9%	100 32.4%	35 23.6%	108 35.4%	143 31.4%
I don't know	26 35.6%	23 31.5%	46 14.9%	22 14.9%	73 23.9%	95 20.9%
Table Total	74 100.0%	73 100.0%	317 100.0%	148 100.0%	315 100.0%	466 100.0%

Q8. Meetings of the University Senate and the University Faculty are held at 3:00 p.m. on Tuesdays. Would you be more likely or less likely to attend these meetings if they were held earlier in the day, for example over lunchtime?

	How long have you been on the Auburn faculty?			Have you ever served as a Senator?		Table Total
	5 years or less	5 to 10 years	Over 10 years	Yes	No	
More likely to attend	18 24.7%	20 27.4%	53 16.8%	26 17.6%	65 20.9%	91 19.7%
Less likely to attend	16 21.9%	14 19.2%	77 24.4%	49 33.1%	57 18.3%	107 23.2%
No difference	39 53.4%	39 53.4%	185 58.7%	73 49.3%	189 60.8%	263 57.0%
Table Total	74 100.0%	73 100.0%	317 100.0%	148 100.0%	315 100.0%	466 100.0%

University Senate Survey

Response Frequencies for Close-Ended Questions

Response Frequencies for Close-Ended Questions

Q1. Currently Senators are chosen by academic units to serve a term of three years. Do you think this length of term is too long, too short, or about right?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too long	59	12.7	12.7	12.7
	Too short	4	.9	.9	13.6
	About right	370	79.4	79.7	93.3
	Not sure/No opinion	31	6.7	6.7	100.0
	Total	464	99.6	100.0	
Missing	System	2	.4		
Total		466	100.0		

Q2. Currently Senators may serve two consecutive terms of three years. If Senate terms continue to be three years, should Senators be allowed to serve two consecutive terms?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	311	66.7	67.0	67.0
	No	107	23.0	23.1	90.1
	Not sure/No opinion	46	9.9	9.9	100.0
	Total	464	99.6	100.0	
Missing	System	2	.4		
Total		466	100.0		

Q3. Do you believe changing from a University Senate to a Faculty Senate would be a positive development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	199	42.7	42.8	42.8
	No	159	34.1	34.2	77.0
	Not sure/No opinion	107	23.0	23.0	100.0
	Total	465	99.8	100.0	
Missing	System	1	.2		
Total		466	100.0		

Q4. Does the Senator representing your academic unit solicit input in advance of votes or discussions on important matters such as Academic Program Review or Post Tenure Review?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	307	65.9	66.6	66.6
	No	116	24.9	25.2	91.8
	Not sure/No opinion	38	8.2	8.2	100.0
	Total	461	98.9	100.0	
Missing	System	5	1.1		
Total		466	100.0		

Q5. Does the Senator representing your academic unit report back to the unit after Senate meetings to share the substance of discussions and issues addressed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	360	77.3	77.9	77.9
	No	78	16.7	16.9	94.8
	Not sure/No opinion	24	5.2	5.2	100.0
	Total	462	99.1	100.0	
Missing	System	4	.9		
Total		466	100.0		

Q6. In your opinion, does the University Senate represent faculty interests as a whole or represent the interests of a small percentage of the faculty?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Represent faculty interests as a whole	230	49.4	50.1	50.1
	Represent the interests of a small percentage of the faculty	148	31.8	32.2	82.4
	I don't know	81	17.4	17.6	100.0
	Total	459	98.5	100.0	
Missing	System	7	1.5		
Total		466	100.0		

Q7. In your opinion, do officers of the University Senate represent faculty interests taken as a whole or represent the interests of a small percentage of the faculty?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Represent faculty interests taken as a whole	217	46.6	47.7	47.7
	Represent the interests of a small percentage of the faculty	143	30.7	31.4	79.1
	I don't know	95	20.4	20.9	100.0
	Total	455	97.6	100.0	
Missing	System	11	2.4		
Total		466	100.0		

Q8. Meetings of the University Senate and the University Faculty are held at 3:00 p.m. on Tuesdays. Would you be more likely or less likely to attend these meetings if they were held earlier in the day, for example over lunchtime?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More likely to attend	91	19.5	19.7	19.7
	Less likely to attend	107	23.0	23.2	43.0
	No difference	263	56.4	57.0	100.0
	Total	461	98.9	100.0	
Missing	System	5	1.1		
Total		466	100.0		

Q10. How long have you been on the Auburn faculty?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 years or less	74	15.9	15.9	15.9
	5 to 10 years	73	15.7	15.7	31.7
	Over 10 years	317	68.0	68.3	100.0
	Total	464	99.6	100.0	
Missing	System	2	.4		
Total		466	100.0		

Q11. Have you ever served as a Senator?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	148	31.8	32.0	32.0
	No	315	67.6	68.0	100.0
	Total	463	99.4	100.0	
Missing	System	3	.6		
Total		466	100.0		

Q12. Please identify the College or School where you work.

	Frequency	Percent	Valid Percent
Alabama Agricultural Experiment Station	5	1.1	1.1
Alabama Cooperative Extension System	17	3.6	3.6
AU Libraries	13	2.8	2.8
College of Agriculture	66	14.2	14.2
College of Architecture, Design & Construction	9	1.9	1.9
College of Business	28	6.0	6.0
College of Education	30	6.4	6.4
College of Human Sciences	22	4.7	4.7
College of Liberal Arts	95	20.4	20.4
College of Sciences and Mathematics	57	12.2	12.2
College of Veterinary Medicine	22	4.7	4.7
Harrison School of Pharmacy	12	2.6	2.6
Honors College	2	.4	.4
Samuel Ginn College of Engineering	51	10.9	10.9
School of Forestry and Wildlife Sciences	15	3.2	3.2
School of Nursing	4	.9	.9
Other	10	2.1	2.1
No Answer	8	1.7	1.7
Total	466	100.0	100.0