

DISPATCHES FROM THE EVCP

Change afoot at Berkeley

As you know from the Chancellor's recent campus message (bit.ly/1KfJMNJ), Berkeley is now in the midst of a major strategic planning process aimed at ensuring our



EVCP Claude Steele

university's preeminence in the face of financial challenges. To counter a growing budget deficit, we are examining a suite of potential changes to the university that includes evaluating our staff workforce needs, redesigning the structure of academic units, expanding our fundraising capacity, analyzing options to put Intercollegiate Athletics on firmer financial footing, and more.

As the Chancellor's appointed leader of the strategic framework effort, I want to assure you that one of our key academic initiatives will be to preserve and even strengthen our ability to continue recruiting and supporting outstanding faculty members. This is especially important given upcoming changes to our retirement benefits.

I also want to discuss upcoming changes to the university's academic enterprise, since that area is understandably of great interest to faculty. While I'll reiterate that we are in the midst of an analysis and consultation process and no outcomes have been settled, I think it's very important to share the central precepts guiding our approach.

To begin, while major changes will no doubt be coming, those changes will be strategic, precise, and targeted. The administration is not going to ask our already stretched faculty do more with less by implementing significant across-the-board cuts. Instead, this is an opportunity for the university to be honest about its academic strengths and priorities, identifying and doubling down on the areas in which we can be excellent, as well as those which best serve our needs, support important modes of scholarship, and meet student demand. Refining

our offerings will give units strength and resiliency, allow us to better compete academically and philanthropically with top private universities, and remove some of the anxieties that have hung over faculty when budgets have fluctuated in the past.

Secondly, each unit's faculty will have the opportunity to weigh in on how a unit might refine itself, reinvent aspects of itself, and better collaborate with other units. This spring, deans will consult with faculty, staff, and students about possible ways in which units might reorganize. Simultaneously, relevant committees of the Academic Senate will also be consulted. Then, starting this summer through the next academic year, we'll be producing detailed design plans. Implementation itself will begin in phases beginning in the following summer of 2017.

Finally, decisions we make must be guided by our institutional values. We will maintain a world-class faculty tackling boundary-breaking research. We will provide students with a first-rate education, including strong advising, mentoring, and other support necessary for success. We will prioritize breadth of access for a diverse community of high-achieving individuals regardless of their socioeconomic backgrounds. We will strive for simplicity and flexibility in our institutional structures and policies. We will remain an excellent steward of our resources and optimize their use.

While it will at times be difficult, in today's higher education landscape this process is a necessary step towards ensuring that Berkeley remains one of the world's most successful and most vital institutions. We are taking this exercise on not to address an immediate budget shortfall – though that is certainly one of the goals – but because we must confront and adapt to a new funding landscape in order to position our university for success five and ten years from now. Thank you for your assistance in this process, and thank you for your abiding support for and contributions to Berkeley.

E&I chief Nasir discusses inclusiveness and diversity

This past November, Na'ilah Nasir, professor in the School of Education and Department of African American Studies, took over the post of Vice Chancellor for Equity & Inclusion. Professor Nasir received her BA from Berkeley in 1993 and joined the faculty in 2008 after nearly a decade at Stanford. Her research examines inequity in educational outcomes given differing social, cultural,

and political contexts. Faculty News sat down with VCEI Nasir to discuss inclusiveness in the classroom and get her take on recruiting a diverse faculty.

FN: Berkeley is diverse in all manner of ways, and a professor has a duty to make sure students of all kinds feel

Continued on page 2

ADMINISTRATIVE UPDATES

Custodial service update, classroom cleaning information

Late last semester, Facilities Services (FS) adopted interim custodial service levels that match those established in early 2015. FS is hiring staff to match those service levels, while work continues to determine how best to improve custodial service in a manner that is sustainable given our budget context. FS has also developed a website with updated information about custodial cleaning in classrooms, and an online form faculty can use to submit concerns or complaints. To learn more about cleaning activity and frequencies in classrooms or to let custodians know about something that was missed, visit realestate.berkeley.edu/classroom-cleaning.

New UC sexual misconduct policies

As part of UC's revised Sexual Violence and Sexual Harassment policy, all faculty now have an obligation to notify the Office for the Prevention of Harassment and Discrimination (ophd.berkeley.edu) when they receive information from a student, staff, or faculty member about alleged sexual misconduct. Additionally, all faculty are required to participate annually in sexual harassment and sexual violence prevention and awareness training. New faculty members are required to attend their first training within the first six weeks of hire. More information on the requirement and trainings will be shared soon. To read more about the policy, visit bit.ly/1W8GJRK.

Cyber security training required

Just sixty percent of Berkeley faculty members completed the one-hour cyber security awareness training by the Jan. 31st deadline. The training, a UC requirement, is an important part of ensuring that university data - including records and information about students, staff, and faculty - is secure as cyberattacks become increasingly common. Faculty who have not yet completed the training should do so as soon as possible. It can be accessed via the UC Learning Center within blu.berkeley.edu.

CalAnswers reports: graduation, retention, and time to degree

CalAnswers now offers three new dashboard reports in the Student Demographics and Outcomes subject area, making it easier to compare student data, find answers to questions about student graduation and retention rates, and see trends. Learn more at bit.ly/1S77sWg.

New VCEI Nasir shares perspectives *from pg. 1*

welcome and able to participate in class. What general lessons can a professor apply to maintain an inclusive classroom?

NN: It's essential that we strive to create a culture of respect in a classroom. When a professor is observing classroom discussions, he or she should be attending to who's speaking and who's not speaking, and should invite people who are silent into the conversation, because often those silences cut along gender, race, and class lines.

A professor should also attend to the materials being used in the classroom. The texts and other scholarly materials students are reading should ideally speak to those who are represented in the class. Students need to see themselves, and their issues, concerns, and lives represented in the texts they read. In some disciplines this is more or less appropriate, of course.

I also think that we have to consider how we address potentially volatile issues – about race or class or gender or sexuality or disability – when they inevitably come up in courses. Our immediate instinct as faculty might be to move quickly past uncomfortable topics, but it is critically important to develop tools and strategies to take them on and address them in class.

Our website, diversity.berkeley.edu, has many resources for inclusive classroom practices. We're also doing a pilot program now where we lead departments and schools through a set of conversations around inclusive classroom practices. We've had an overwhelmingly positive response to that.



Vice Chancellor for Equity & Inclusion
Na'ilah Nasir

FN: How do you feel Berkeley fares in maintaining diversity amongst its faculty body? How could we improve?

NN: We have a ways to go – but I'm encouraged by the fact that we have a shared vision and goal of increasing faculty diversity on campus. We already have a deep understanding of why that's so important. Even in some of our departments that aren't terribly diverse, I think there is a desire and a goal to improve that.

Faculty hires through the Haas Institute for a Fair and Inclusive Society have been a very good model for how to support diverse hiring and how to situate scholars across different departments. And there are quite a few exciting new hires and recruitments right now. Also, our new online search system is providing much deeper insight into search practices across campus, which will enable us to work more effectively with search committees. So I think as a campus we believe in the goal and are working towards it.

Teach-Net Asks: What's in a name?

A recent thread on Teach-Net—the Center for Teaching & Learning's email listserv for sharing teaching tips—sparked a long discussion on a seemingly simple topic: What should students call their professors? Over the course of several days, more than a dozen faculty examined the personal, cultural, and social dimensions of the question. Below are a few of their comments, republished with the permission of the authors. Sign up for Teach-Net at bit.ly/1oUzbpV.

"I always introduce myself to my large undergraduate class and tell them they can call me Dr. Hlusko or Professor Hlusko, whichever they prefer. Students who work in my lab or are with me in small seminars, I tell them to feel comfortable calling me by my first name. There needs to be structure and hierarchy in lectures but more of a collegial feel in lab and seminars."

Leslea Hlusko, Integrated Biology

"I am quite comfortable with students (even in a lower-division introductory course) calling me by my first name. Indeed, in the first sentence of the very first lecture, I say something like, 'Hi! I'm Professor Alex Filippenko, but you can just call me 'Alex'; I'm not a very formal guy.'" I feel that this immediately puts many students at ease and begins to build up rapport with them."

Alex Filippenko, Astronomy

"I always insist on Dr. Douskey for my students and let the GSIs call me Michelle. I have to confess being called Mrs. Douskey really annoys me. Occasionally I joke that I didn't spend 5 years in Evil Graduate School to be called Mrs. Evil, but the Austin Powers reference is getting dated."

Michelle Christine Douskey, Chemistry

"The very broad etiquette convention, safe almost anywhere in the world as far as I know, is that one should speak in the most formal way among reasonable options for the context. Therefore, Prof/Dr./Ms etc. on first meeting. It's up to the senior person to invite more familiarity."

Michael O'Hare, Public Policy

"There is, as I'm sure everyone is aware, a gender & race dimension to all of this. How we're addressed is related to students' expectations of us, and the extent to which students grant authority to white men over others."

Martha Olney, Economics

Ask the EVCP:

The UC Office of the President recently announced that the UC system will take on an additional 10,000 California students. How many new students will be coming to Berkeley, and how will the campus deal with this population increase?

EVCP Steele: This fall, UC Berkeley will enroll 750 new freshmen and transfer students from California. This increase reflects our commitment to educating the state's young people, but we recognize the potential stresses it could put on class enrollment and student housing, and are putting plans in place to minimize those negative effects. First, to soften the impact of this change, we are expanding two very successful academic programs that allow us to shift portions of the student population off campus for a semester at a time: The Global Edge semester abroad program is being expanded from one country to three, and a new Fall Program for Freshmen will allow sev-

eral hundred students to study in San Francisco for their first semester. On our campus itself, it's a priority that we provision for plenty of seats in critical core classes, and may hire additional lecturers depending on individual department needs (analyses on those fronts are still underway, but deans and chairs will share additional information when we have it). On the housing side, we do plan to continue to offer on-campus housing to all freshmen and many transfer students. The Stiles Hall housing project, when completed in summer of 2017, will provide housing for approximately 770 students. Until then, we will provide temporary housing for students.

To pose a question for EVCP Steele or to submit an idea for the next issue of this newsletter, please write to facultynews@berkeley.edu.