

Appendix

Table of Contents

A. Survey Instrument	2
B. Survey Analyses & Results	17
1. <i>Sample Characteristics: Demographics</i>	17
2. <i>Sample Characteristics: Senate experience</i>	19
3. <i>Attitudes and Knowledge about the Academic Senate</i>	21
4. <i>Academic Senate Service Importance</i>	26
5. <i>Barriers to Academic Senate Service</i>	29
6. <i>Solutions to Increasing Academic Senate Service</i>	32
7. <i>Who gets asked to serve on the Senate?</i>	36
8. <i>Experiences of Current Committee Members & Chairs</i>	37
9. <i>Experiences of Past Committee Members & Chairs</i>	38
10. <i>Written Responses to Open-ended Questions</i>	41
C. Semi-structured Interview Questions	52
D. 2021 FLA Participants	53
E. Acknowledgements	53

A. Survey Instrument

Faculty Survey on the Academic Senate

Start of Block: Background

Dear Colleagues,

We are a working faculty group (part of the [Faculty Leadership Academy](#)) and have been tasked by the EVCP Paul Alivisatos to conduct a study of the Berkeley Division of the Academic Senate in an effort to evolve its form and function to best serve UC Berkeley and its faculty. This survey, which we are inviting you to complete, is part of that broader effort and explores UCB faculty's attitudes towards, and experiences with the Academic Senate. It also aims to explore issues about representation in the Academic Senate, in terms of who volunteers to serve, who gets asked to serve, and who ends up serving. Therefore, the survey collects demographic information in addition to asking questions about Senate related attitudes and experiences.

Let us assure you that the survey is anonymous, and that we will not be collecting or saving identifiable information. Furthermore, you are free to omit responding to questions you wish not to respond to (except with respect to 2 questions that will help us direct you to the right group of questions depending on your current participation with the Academic Senate). Finally, raw data will be accessed only by our working group, and results will only be shared in aggregate form, never at the level of individual participants.

The survey takes approximately 10 minutes to complete and we look forward to receiving your candid and sincere responses to the questions.

With appreciation,

Adrian Aguilera (Social Welfare)
Aila Matanock (Political Science)
Ann Keller (Public Health)
Arash Komeili (Plant & Microbial Biology)
Chris Dames (Mechanical Engineering)
Grace O'Connell (Mechanical Engineering)
Greg Niemeyer (Art Practice)
Haiyan Huang (Statistics)
Joan Walker (Civil & Environmental Engineering)
Julianna Deardorff (Public Health)
Michael Iarocci (Spanish & Portuguese)
Miryam Sas (Comparative Literature/Film and Media)
Ozlem Ayduk (Psychology)
Rachel Morello Frosch (Public Health/ESPM)
Rodrigo Almeida (ESPM)
Stephanie Carlson (ESPM)
Ulrike Malmendier (Economics/Business)

Position Position at Cal

- Ladder-rank faculty (1)
- Adjunct faculty (2)
- Lecturer without Security of Employment (3)
- Lecturer with Security of Employment (5)
- Emeriti (4)
- Other (6) _____

Display This Question:

If Position at Cal = Emeriti

EmeritaNote If you are an Emerita, please respond to survey questions with respect to your experiences during your active service at Berkeley.

Display This Question:

If Position at Cal = Ladder-rank faculty

Or Position at Cal = Adjunct faculty

Rank Current Rank

- Assistant Professor (1)
- Associate Professor (2)
- Full Professor (3)

Years Years spent at Cal (excluding as student and/or Post-doc)

AS_member

Are you a member of the Academic Senate?

- Yes, I am a member. (1)
- No, I am not a member. (2)
- I do not know if I am a member or not. (3)

Page Break _____

School-College School or College

- Chemistry (1)
- Education (2)
- Engineering (3)
- Environmental Design (4)
- Haas School of Business (5)
- Information (6)
- Journalism (7)
- Law (8)
- L&S: Arts & Humanities (9)
- L&S: Biological Sciences (15)
- L&S: Mathematical & Physical Sciences (16)
- L&S: Social Sciences (17)
- Natural Resources (10)
- Optometry (11)
- Public Health (12)
- Public Policy (13)
- Social Welfare (14)
- Other (18) _____

End of Block: Background

Start of Block: Attitudes

Attitudes Please indicate your agreement with the following statements concerning your knowledge of and attitudes towards Berkeley's Academic Senate (AS).

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
I am committed to the AS as an institution. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient knowledge about the AS (e.g., its mission, structure) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know some past and current leaders of the AS. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong sense of belonging in the AS. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AS is an integral part of what makes Berkeley special. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AS does not have a lot of real	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

decision-making power. (6)					
AS works efficiently. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AS needs to do more to foster diversity, equity, inclusion, & belonging in its own ranks. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Berkeley would be worse off without the AS. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sufficiently familiar with UC's "Shared Governance" model. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an expectation in my department to serve in the AS. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Attitudes

Start of Block: Senate Service

Service_Import Please rank the following types of service in terms of their personal importance to you (1 = most important, 5 = least important)

- _____ Service to my department (1)
- _____ Service to my school/college (2)
- _____ Service to the Academic Senate (3)
- _____ Service to my profession (4)
- _____ Service to the broader community (5)

Service_Freq How frequently do/did you?

	Never (1)	Occasionally (2)	About half the time (3)	Most of the time (4)	Always (5)
vote in Academic Senate elections? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend regular Academic Senate meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(scheduled once every semester)? (7)					
volunteer for Senate service in response to annual calls from campus? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service_Support Have you ever been encouraged or supported by any of the following to serve on the Academic Senate? (Check all that apply)

- My department chair (1)
- A colleague from my department (2)
- A colleague outside of my department (3)
- A member of the administration (e.g., Dean) (4)
- Someone else (Please specify) (5) _____
- No-one has supported or encouraged me to serve on the AS. (6)

End of Block: Senate Service

Start of Block: Barriers & Solutions

Barriers How relevant are/were the following barriers for your decision to serve or not serve in the Academic Senate?

	Not at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
Lack of time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much service in other domains (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of incentives to serve on the Academic Senate (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weak departmental culture around the importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

of AS service. (4)					
Lack of interest (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't believe AS service is important (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of diversity, equity, & inclusion in the AS (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire for more life-work balance (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ineligibility (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Solutions We are interested in understanding what the University can do to facilitate more faculty participation in the Academic Senate.

Please consider the effectiveness of the following factors in enabling/inspiring you to serve (or continue to serve) on the Academic Senate?

	Not effective at all (16)	Slightly effective (17)	Moderately effective (18)	Very effective (19)	Extremely effective (20)
Reduction in other kinds of service (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction in teaching (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra resources for research or graduate student support (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra salary (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More recognition in promotion cases (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More encouragement from my department (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Greater effectiveness (power) of AS in enabling change (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater belief in the mission of the AS (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanding membership/more inclusivity in the AS (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other - please specify (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Barriers & Solutions

Start of Block: Screening

ever_asked Have you ever **been asked to serve** on an Academic Senate committee?

- Have never been asked (1)
- Have been asked once (2)
- Have been asked multiple times (3)

Screening Are you currently serving on a committee of the Academic Senate (either standing or ad-hoc)?

- Currently serving (1)
- Served in the past, but not currently (2)
- Have never served, but hope to serve in the future (3)
- Have never served, and do not plan to serve in the future (4)

Display This Question:

If Are you currently serving on a committee of the Academic Senate (either standing or ad-hoc)? = Currently serving

Or Are you currently serving on a committee of the Academic Senate (either standing or ad-hoc)? = Served in the past, but not currently

ever_chaired Are you now or have you ever served **as a Chair** of an Academic Senate Committee?

- Yes (1)
- No (2)

Display This Question:

If Are you currently serving on a committee of the Academic Senate (either standing or ad-hoc)? = Currently serving

Or Are you currently serving on a committee of the Academic Senate (either standing or ad-hoc)? = Served in the past, but not currently

ever_elected Are you now or have you ever served **in an "elected" role** in the Academic Senate?

- Yes (1)
- No (2)

End of Block: Screening

Start of Block: Demographics

demographics DEMOGRAPHIC INFORMATION

Next section aims to collect basic demographic information.

Age Age

- Under 18 (1)
 - 18 - 24 (2)
 - 25 - 34 (3)
 - 35 - 44 (4)
 - 45 - 54 (5)
 - 55 - 64 (6)
 - 65 - 74 (7)
 - 75 - 84 (8)
 - 85 or older (9)
 - Prefer not to say (10)
-

Sexual_Orient Sexual orientation

- Asexual (1)
 - Bisexual (2)
 - Gay (3)
 - Heterosexual (4)
 - Lesbian (5)
 - Queer (6)
 - Questioning (7)
 - Self-identify below (8) _____
 - Prefer not to say (9)
-

Gender_Identity Gender identity

- Female (7)
 - Gender queer/Gender non-conforming (4)
 - Intersex (5)
 - Male (6)
 - Non-binary/Third gender (3)
 - Trans female/Trans woman (1)
 - Trans male/Trans man (2)
 - Self-identify below (8) _____
 - Prefer not to say (9)
-

Race/Ethn Race/ethnicity (Please check all that apply)

- American Indian or Alaska Native (1)
 - Asian or Asian American (2)
 - Black or African American (3)
 - Hispanic or Latinx (4)
 - Native Hawaiian or Other Pacific Islander (5)
 - White or European American (6)
 - Middle-Eastern or North African (7)
 - Self-identify below (9) _____
 - Prefer not to say (8)
-

Children_numner Do you have any children?

- no children (1)
 - 1 child (2)
 - 2 children (3)
 - 3 children or more (4)
 - Prefer not to say (5)
-

Display This Question:

If Do you have any children? != no children

Children_age The age(s) of your child/children? (check all that apply)

- 0-5 (1)
 - 6-11 (2)
 - 12-15 (3)
 - 15-18 (4)
 - older than 18 (5)
 - Prefer not to say (6)
-

Disability Do you have a disability?

- Yes (1)
- No (2)
- Prefer not to say (3)

End of Block: Demographics

Start of Block: End

Comments You are almost done!

Is there **anything else you would like to share with us** about your experience with and/or thoughts about the Berkeley Academic Senate that we have not asked about?

ThankYou Thank you for taking the time to participate in our survey!

If you'd like us to send you a copy of our results and report, please enter your email address on the next sheet. Your email address will not be connected to your responses, which will continue to remain anonymous.

End of Block: End

Start of Block: Details of Service Current

Comm_All Please check all the committees on which you have served, past and present.

- Academic Freedom (ACFR) (1)
- Academic Planning and Resource Allocation (CAPRA) (2)
- Admissions, Enrollment, and Preparatory Education (AEPE) (3)
- American Cultures (AMCULT) (4)
- Assembly Representation (AREP) (5)
- Budget and Interdepartmental Relations (BIR) (6)
- Committees (COMS) (7)
- Computing and Information Technology (CIT) (8)
- Courses of Instruction (COCI) (9)
- Demonstrations and Student Actions (DSA) (10)
- Diversity, Equity, and Campus Climate (DECC) (11)
- Divisional Council (DIVCO) (12)
- Faculty Athletics Council (FACL) (13)
- Faculty Awards (FAC) (14)
- Faculty Research Lecture (FRL) (15)
- Faculty Welfare (FWEL) (16)
- Graduate Council (GC) (17)
- Library (LIBR) (18)
- Memorial Resolutions (CMR) (19)
- Ombudspersons (OMB) (20)
- Panel of Counselors (POC) (21)
- Privilege and Tenure (PT) (22)
- Prizes (PRIZ) (23)
- Research (COR) (24)
- Rules and Elections (RE) (25)
- Teaching (COT) (26)
- Undergraduate Council (UGC) (27)
- Undergraduate Scholarships, Honors, and Financial Aid (CUSHFA) (28)
- OTHER (Please specify below) (29) _____

CurrentComm_Name What is the name of the Senate committee on which you are currently serving?

CurrentComm_Exp Please answer the following questions with respect to your experiences in the [\\${CurrentComm_Name/ChoiceTextEntryValue}](#).

	Strongly disagree (1)	Somewhat disagree (2)	Neutral (3)	Somewhat agree (4)	Strongly agree (5)
has real power to make strategic changes for the long-term (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is efficient in reaching its operational goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is effective in reaching its operational goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is worth my time (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
membership is sufficient to represent the diversity relevant to its mission (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recommendations to the Chair and DIVCO receive adequate attention and response (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is overworked (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is underutilized (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Details of Service Current

Start of Block: Open-Ended for AS Committee Members

Instruct In the next 3 open-ended questions, we would like to learn a bit more about your committee experience in the Senate.

Success_Example Can you give is an example of a situation in which your current (or most recent) committee successfully exercised power? What were the reasons and/or enabling conditions? How does this experience speak to the importance of shared governance?

Failure_Example Can you give us an example of a situation in which your current (or most recent) committee failed to successfully exercise power? What were the reasons and/or disabling conditions? What needs to change to overcome these obstacles?

Model_Example Is there a committee that you see as a model committee? If yes, which one(s) and what makes it/them so?

Page Break

End of Block: Open-Ended for AS Committee Members

Start of Block: Details of Service Past

Comm_All Please check all the committees on which you have served in the past.

- Academic Freedom (ACFR) (1)
 - Academic Planning and Resource Allocation (CAPRA) (2)
 - Admissions, Enrollment, and Preparatory Education (AEPE) (3)
 - American Cultures (AMCULT) (4)
 - Assembly Representation (AREP) (5)
 - Budget and Interdepartmental Relations (BIR) (6)
 - Committees (COMS) (7)
 - Computing and Information Technology (CIT) (8)
 - Courses of Instruction (COCI) (9)
 - Demonstrations and Student Actions (DSA) (10)
 - Diversity, Equity, and Campus Climate (DECC) (11)
 - Divisional Council (DIVCO) (12)
 - Faculty Athletics Council (FACL) (13)
 - Faculty Awards (FAC) (14)
 - Faculty Research Lecture (FRL) (15)
 - Faculty Welfare (FWEL) (16)
 - Graduate Council (GC) (17)
 - Library (LIBR) (18)
 - Memorial Resolutions (CMR) (19)
 - Ombudspersons (OMB) (20)
 - Panel of Counselors (POC) (21)
 - Privilege and Tenure (PT) (22)
 - Prizes (PRIZ) (23)
 - Research (COR) (24)
 - Rules and Elections (RE) (25)
 - Teaching (COT) (26)
 - Undergraduate Council (UGC) (27)
 - Undergraduate Scholarships, Honors, and Financial Aid (CUSHFA) (28)
 - OTHER (Please specify below) (29) _____
-

RecentComm_Name What was the name of the **most recent** Senate committee on which you served?
Please also indicate when your service ended.

- Name of most recent committee (1) _____
 - Year service ended (YYYY) (2) _____
-

RecentComm_Exp Please answer the following questions with respect to your experiences in the [\\${RecentComm_Name/ChoiceTextEntryValue/1}](#).

	Strongly disagree (1)	Somewhat disagree (2)	Neutral (3)	Somewhat agree (4)	Strongly agree (5)
had real power to make strategic changes for the long-term (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was efficient in reaching its operational goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was effective in reaching its operational goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was worth my time (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
membership was sufficient to represent the diversity relevant to its mission (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recommendations to the Chair and DIVCO received adequate attention and response (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was overworked (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was underutilized (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Details of Service Past

B. Survey Data Analysis and Results

After removing the internal test samples as well as the ones that failed to complete the survey, we have in total 453 valid responses.

1. Sample Characteristics: Response Demographics

This section presents sample characteristics in terms of demographic variables (Table 1a), and School/unit (Figure 1). It also compares the survey sample to the broader Berkeley faculty (Table1b).

Table 1a

Distributions of responses by rank (Panel A), age (Panel B), race (Panel C), Gender (Panel D), number of children (Panel E), service experience (Panel F).

A. RANK							
<i>No Response</i>	<i>Assistant</i>	<i>Associate</i>	<i>Full</i>	<i>Adjunct</i>	<i>Lecturer</i>	<i>Emeriti</i>	<i>Other</i>
0	41	88	245	3	11	54	11
B. AGE							
<i>No Response</i>	<i>25-34</i>	<i>35-44</i>	<i>45-54</i>	<i>55-64</i>	<i>65-74</i>	<i>75-84</i>	<i>85+</i>
23	12	80	113	109	72	33	11
C. RACE/ETHNICITY							
<i>No Response</i>	<i>White/ European American</i>	<i>Asian/Asian American</i>	<i>Hispanic/ Latinx</i>	<i>Black/African American</i>	<i>Mixed</i>		
71	293	31	16	11	30		
D. GENDER IDENTITY							
<i>No Response</i>		<i>Female</i>		<i>Male</i>		<i>Other</i>	
61		168		223		1	
E. NUMBER OF CHILDREN							
<i>No Response</i>	<i>3+</i>	<i>2</i>	<i>1</i>	<i>0</i>			
44	59	173	83	94			
F. SERVICE EXPERIENCE							
<i>Currently serving</i>		<i>Served in the past but not currently</i>	<i>Never served but hope to serve in the future</i>	<i>Never served and don't plan to serve in the future</i>			
127		174	91	61			

Figure 1
Distribution of responses by academic unit

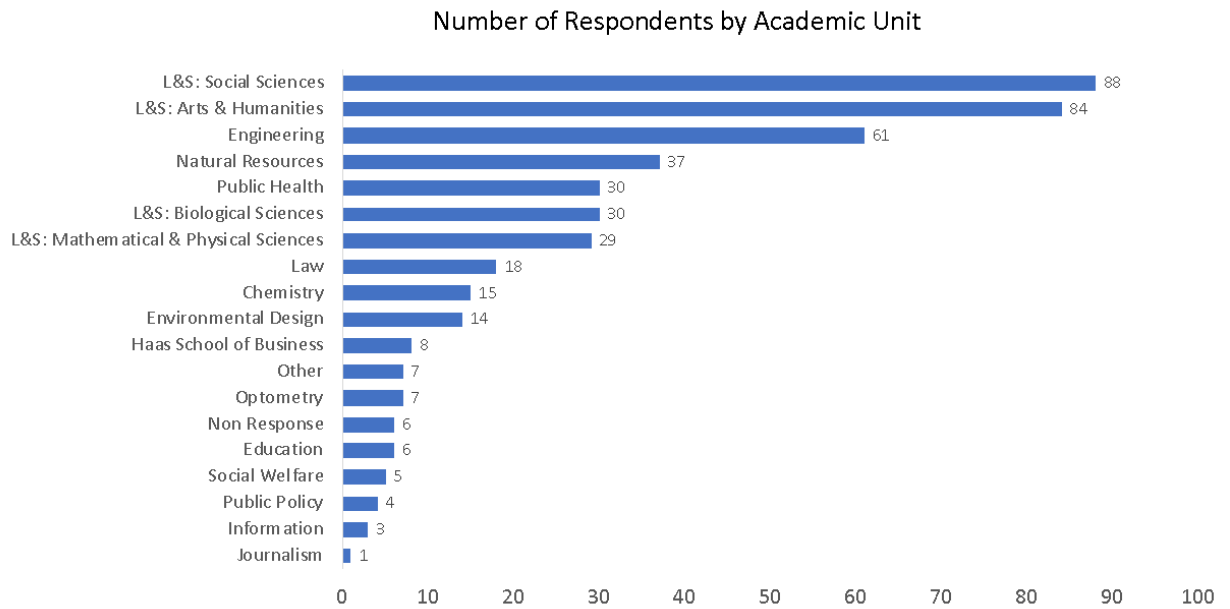


Table 1b
Survey sample vs. Berkeley Faculty in terms of race, gender, and rank

Survey Sample vs. Berkeley Faculty

	Survey Sample	Berkeley
% Women	37% (42%)	34%
% White	65% (77%)	70%
% Full Professors	65%	61%
% Associate Professors	24%	22%
% Assistant Professors	11%	17%

Notes. Percentages in parentheses computed excluding non-responders.

2. Sample Characteristics: Service Experience

The below tables show the distributions of service experience by title (Table 2.1), query frequency (Table 2.2), gender (Table 2.3), race (Table 2.4), and college/school (Table 2.5).

Table 2.1	Served in the past, but not currently	Currently serving	Have never served, but hope to serve in the future	Have never served, and do not plan to serve in the future	Row sum
Assistant professor	0 (0%)	2 (4.9%)	27 (65.8%)	12 (29.3%)	41 (100%)
Associate professor	22 (25.0%)	26 (29.5%)	28 (31.8%)	12 (13.6%)	88 (100%)
Full professor	107 (43.7%)	86 (35.1%)	28 (11.4%)	24 (9.8%)	245 (100%)
Emeriti	41 (75.9%)	6 (11.1%)	2 (3.7%)	5 (9.3%)	54 (100%)
Lecturer with security of employment	0 (0%)	6 (60.0%)	2 (20.0%)	2 (20.0%)	10 (100%)

Table 2.2	Served in the past, but not currently	Currently serving	Have never served, but hope to serve in the future	Have never served, and do not plan to serve in the future	Row sum
Have been asked multiple times	127 (52.3%)	107 (44.0%)	7 (2.9%)	2 (0.8%)	243 (100%)
Have been asked once	31 (49.2%)	12 (19.0%)	16 (25.4%)	4 (6.3%)	63 (100%)
Have never been asked	14 (18.2%)	8 (10.4%)	1 (1.3%)	54 (70.1%)	77 (100%)
No Response	2 (66.7%)	0 (0%)	0 (0%)	1 (33.3%)	3 (100%)

Table 2.3	Served in the past, but not currently	Currently serving	Have never served, but hope to serve in the future	Have never served, and do not plan to serve in the future	Row sum
Female	55 (32.7%)	53 (31.5%)	35 (20.8%)	25 (14.9%)	168 (100%)
Male	87 (39.0%)	61 (27.4%)	49 (22.0%)	26 (11.7%)	223 (100%)

Table 2.4	Served in the past, but not currently	Currently serving	Have never served, but hope to serve in the future	Have never served, and do not plan to serve in the future	Row sum
------------------	---------------------------------------	-------------------	--	---	---------

	future				
White or European American	121 (41.3%)	83 (28.3%)	59 (20.1%)	30 (10.2%)	293 (100%)
Asian or Asian American	6 (19.4%)	9 (29.0%)	10 (32.3%)	6 (19.4%)	31 (100%)
Black or African American	1 (9.1%)	3 (27.3%)	2 (18.2%)	5 (45.5%)	11 (100%)
Hispanic or Latinx	4 (25%)	6 (37.5%)	5 (31.3%)	1 (6.3%)	16 (100%)
Mixed	11 (36.7%)	7 (23.3%)	8 (26.7%)	4 (13.3%)	30 (100%)
No Response	30 (42.3%)	19 (26.8%)	7 (9.9%)	15 (21.1%)	71 (100%)

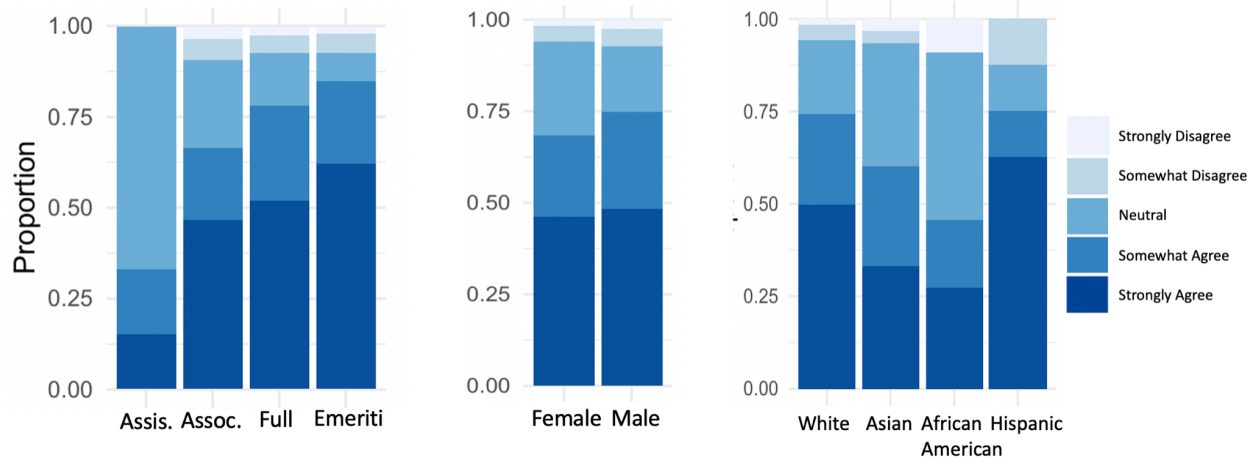
Table 2.5	Served in the past, but not currently	Currently serving	Have never served, but hope to serve in the future	Have never served, and do not plan to serve in the future	Row sum
L&S: Arts & Humanities	44 (52.4%)	26 (31.0%)	11 (13.1%)	3 (3.6%)	84 (100%)
L&S: Social Sciences	38 (43.2%)	24 (27.3%)	15 (17.0%)	11 (12.5%)	88 (100%)
Engineering	21 (34.4%)	17 (27.9%)	16 (26.2%)	7 (11.5%)	61 (100%)
L&S: Biological Sciences	9 (30.0%)	6 (20.0%)	11 (36.7%)	4 (13.3%)	30 (100%)
L&S: Math. & Phys Sciences	14 (48.3%)	4 (13.8%)	7 (24.1%)	4 (13.8%)	29 (100%)
Natural Resources	13 (35.1%)	12 (32.4%)	3 (8.1%)	9 (24.3%)	37 (100%)
Public Health	6 (20.0%)	8 (26.7%)	7 (23.3%)	9 (30.0%)	30 (100%)
Chemistry	6 (40.0%)	5 (33.3%)	3 (20.0%)	1 (6.7%)	15 (100%)
Law	2 (11.1%)	7 (38.9%)	4 (22.2%)	5 (27.8%)	18 (100%)
Haas School of Business	3 (37.5%)	4 (50.0%)	1 (12.5%)	0 (0%)	8 (100%)
Environmental Design	6 (42.9%)	1 (7.1%)	5 (35.7%)	2 (14.3%)	14 (100%)
Education	3 (50.0%)	3 (50.0%)	0 (0%)	0 (0%)	6 (100%)
Optometry	2 (28.6%)	2 (28.6%)	3 (42.9%)	0 (0%)	7 (100%)
Information	3 (100%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)
Public Policy	1 (25.0%)	1 (25.0%)	0 (0%)	2 (50.0%)	4 (100%)
Social Welfare	0 (0%)	2 (40.0%)	2 (40.0%)	1 (20.0%)	5 (100%)
Journalism	0 (0%)	0 (0%)	0 (0%)	1 (100%)	1 (100%)

3. Responses to Questions on Knowledge of and Attitudes towards the AS

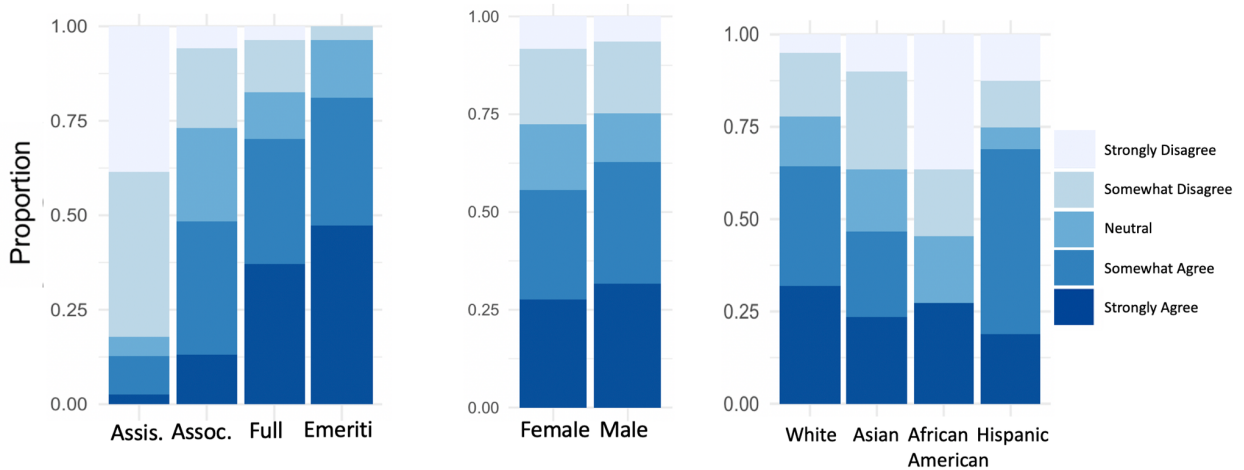
3.1. Figures below plot the distributions of responses to different attitude questions by title, gender and race. Note that the votes in some categories (e.g., responses from Lecturers with Security Employment) are small and not included. We had the following observations: (1) Professors at different ranks responded quite differently to the questions. In general, junior faculty reported feeling less belonging and more uncertainty. (2) We did not observe substantial differences in responses between female and male faculty, except on the item “AS needs to do more to foster diversity, equity, inclusion, & belonging in its own ranks.” Female faculty reported

a greater need to improve DEIB. (3) There was a small difference in responses between faculty of different races. However, this difference is likely due to the fact that there are fewer senior Asian and African American professors in the respondents, also that the sample size for URM (Asian, African American, Hispanic) faculty is small. Attitude 8 is an exception again; URM faculty reported feeling a greater need to improve DEIB.

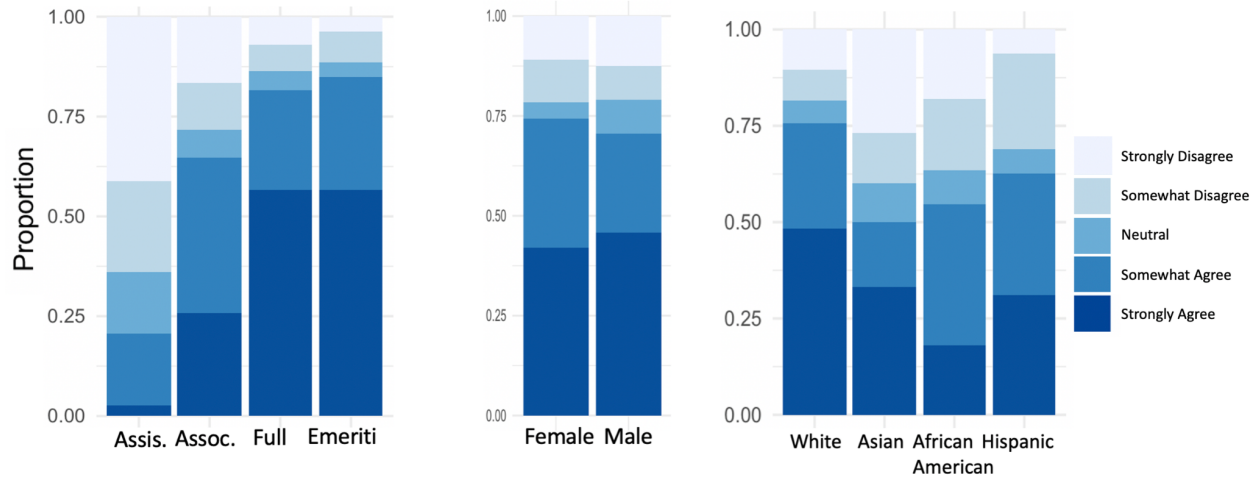
Attitude 1: I am committed to the AS as an institution



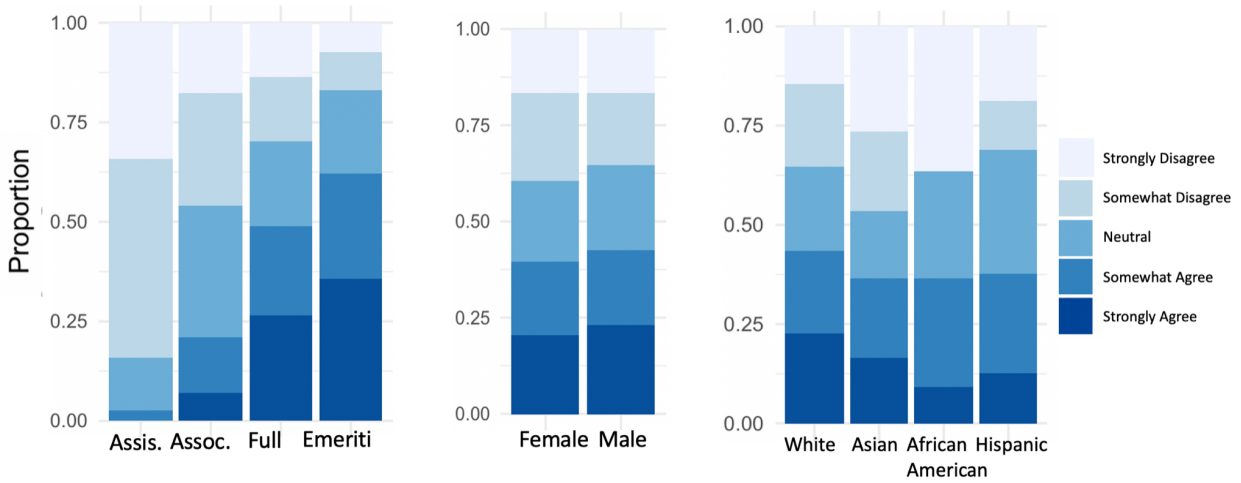
Attitude 2: I have sufficient knowledge about the AS



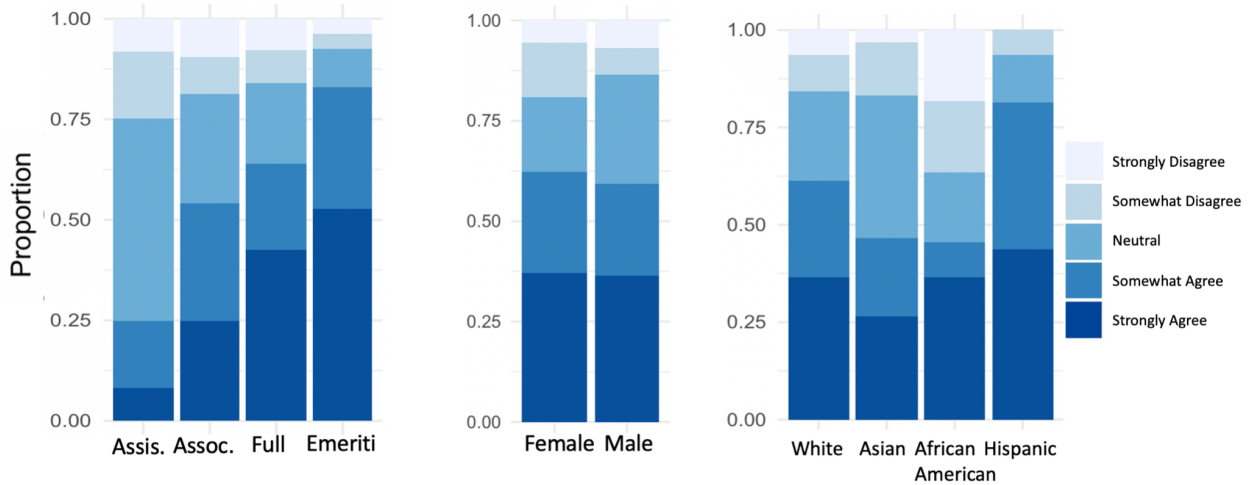
Attitude 3: I know some past and current leaders of the AS



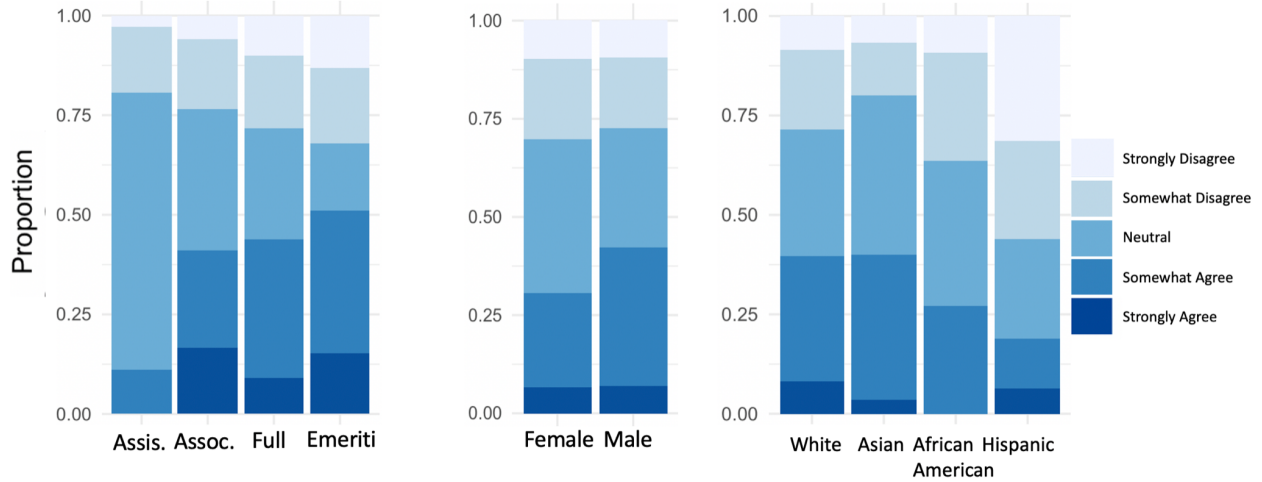
Attitude 4: I have a strong sense of belonging in the AS



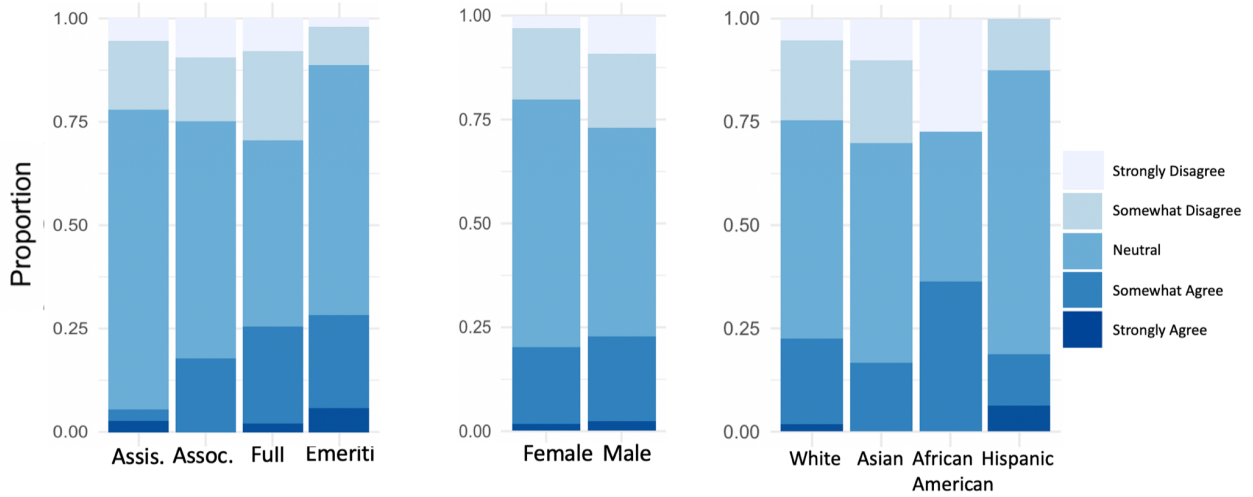
Attitude 5: AS is an integral part of what makes Berkeley special



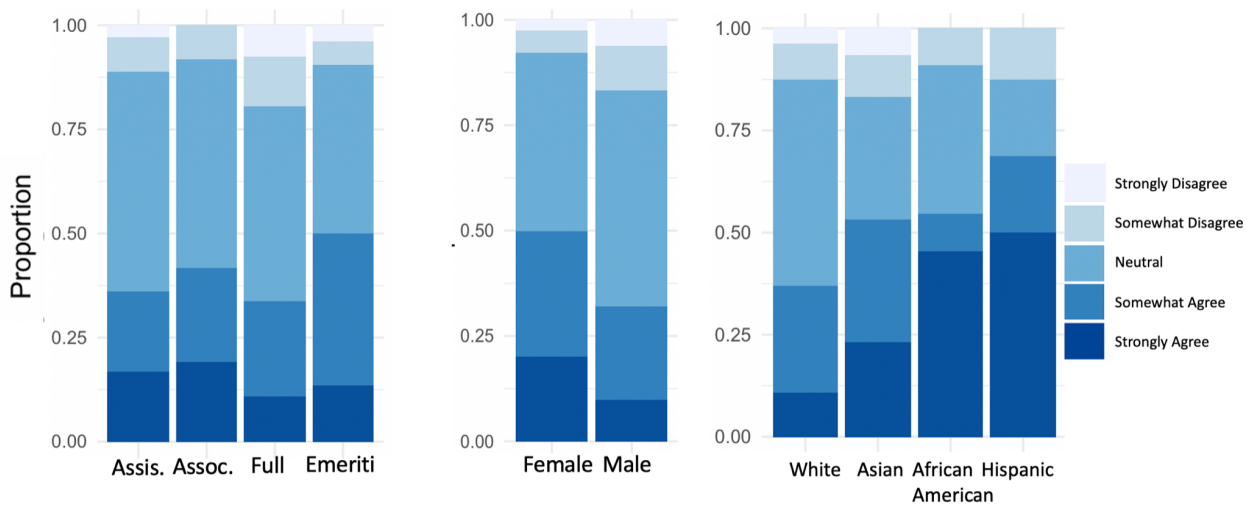
Attitude 6: AS does not have a lot of real decision-making power



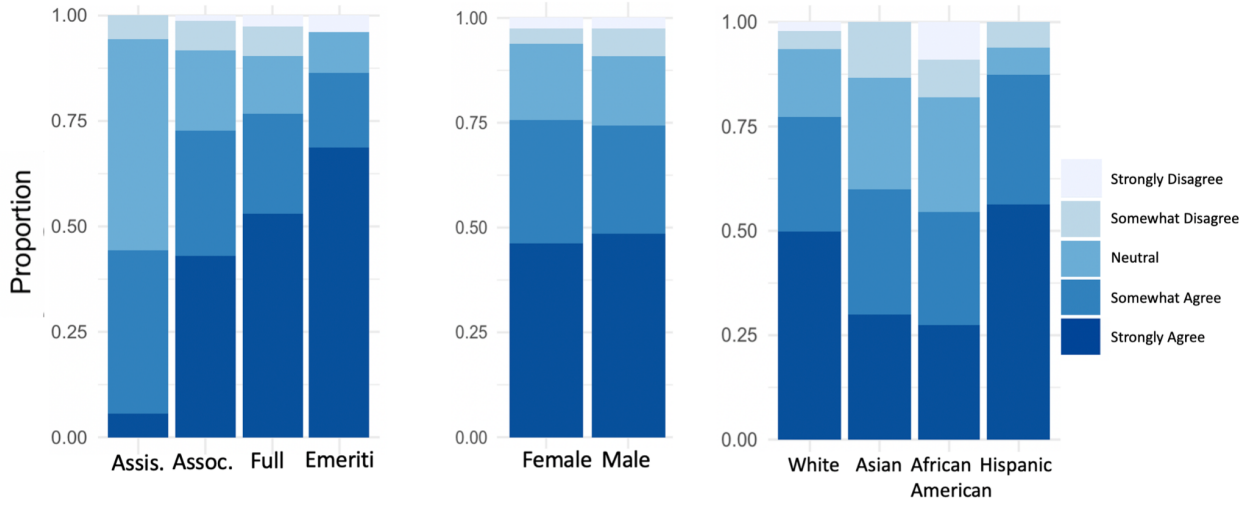
Attitude 7: AS works efficiently



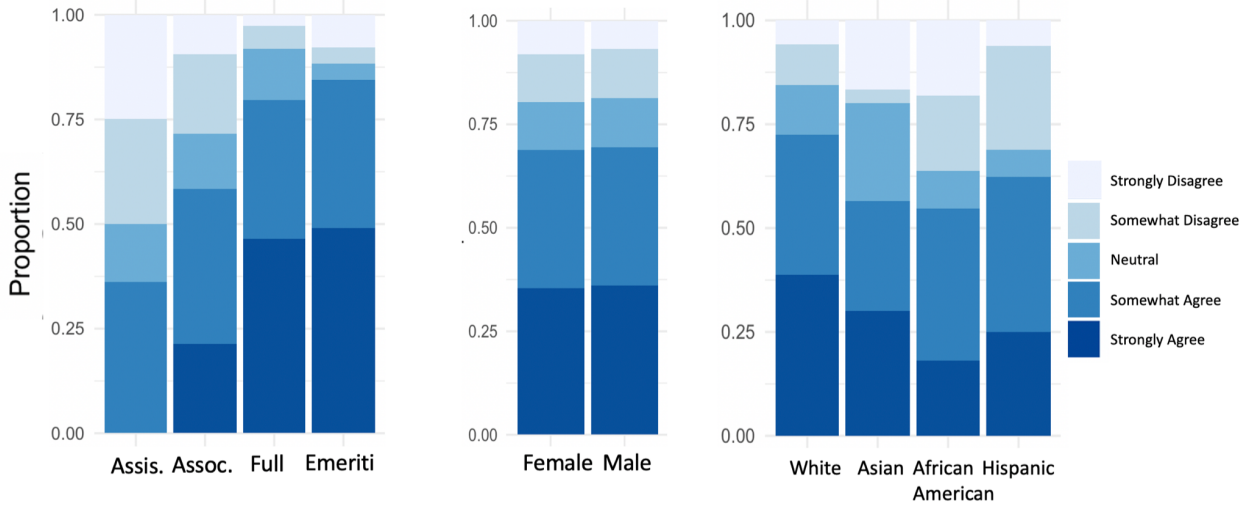
Attitude 8: AS needs to do more to foster diversity, equity, inclusion, & belonging in its own ranks



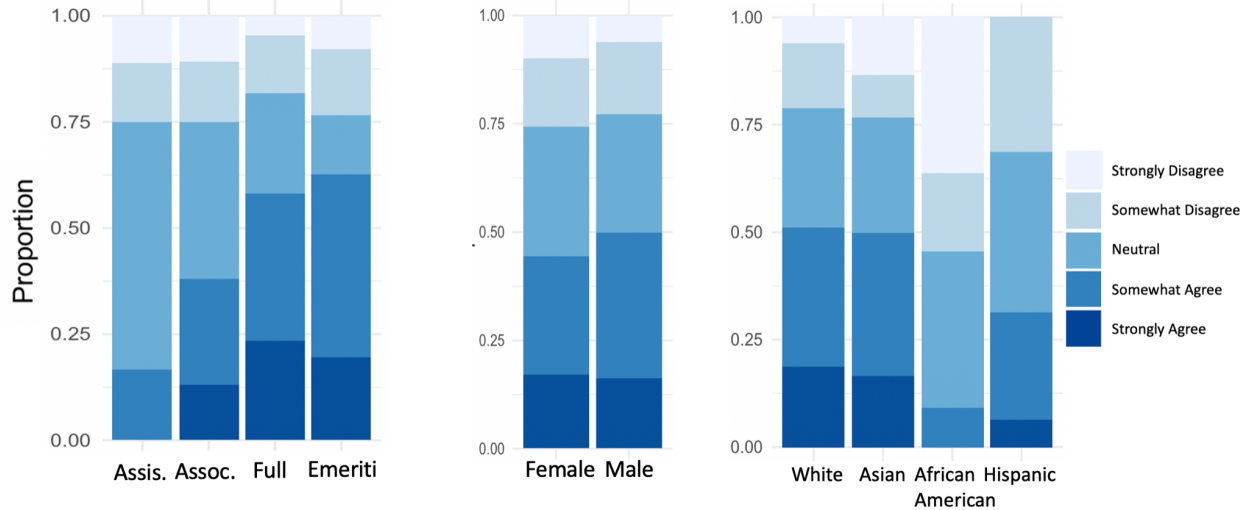
Attitude 9: Berkeley would be worse off without the AS



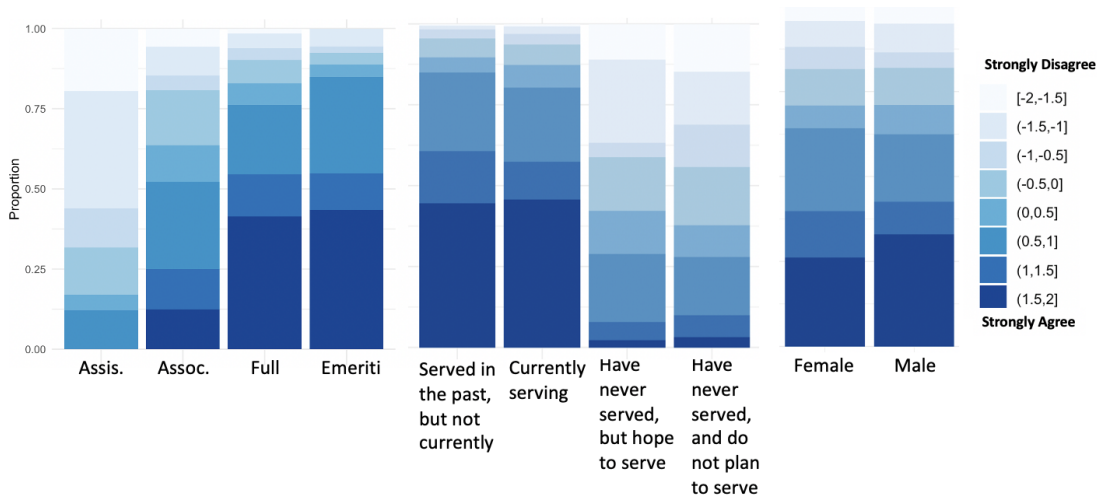
Attitude 10: I am sufficiently familiar with UC's "Shared Governance" model



Attitude 11: There is an expectation in my department to serve in the AS

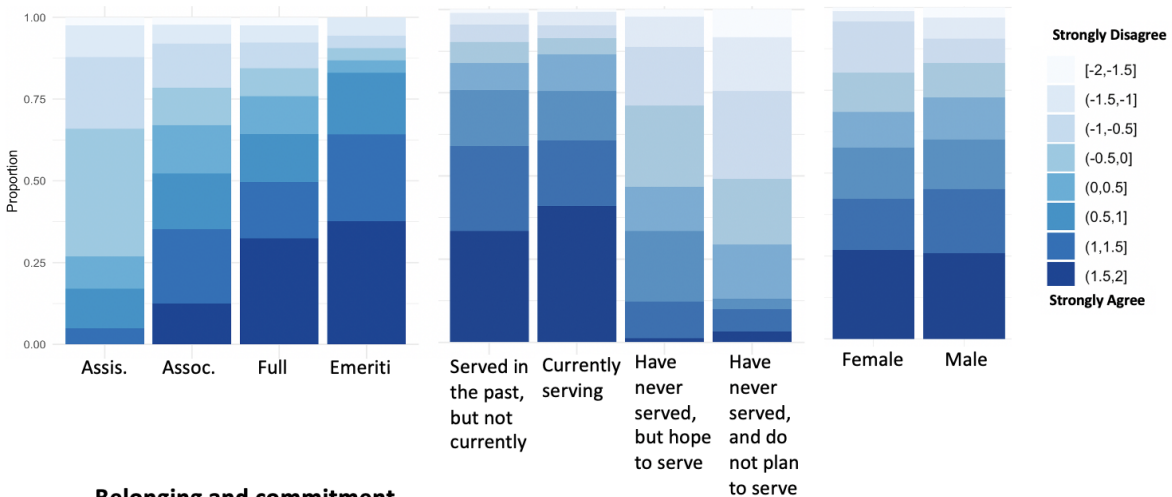


3.2 We grouped the attitude questions presented above into face-valid clusters that tapped into the same underlying domain, specifically, cluster of questions about knowledge, and cluster of questions about belonging. We then checked the distributions of average responses within each cluster by title, service status, and gender, as shown below. Faculty who served or are serving on AS committees seem to have much better knowledge of the AS, and they also feel more belonging to the AS. Observations on the changes of average responses along with title and gender are consistent with the previous results.



Sufficient Knowledge

- Attitude 2: I have sufficient knowledge about the AS (e.g., its mission, structure)
- Attitude 3: I know some past and current leaders of the AS.
- Attitude 10: I am sufficiently familiar with UC's "Shared Governance" model.



Belonging and commitment

- Attitude 1: I am committed to the AS as an institution.
- Attitude 4: I have a strong sense of belonging in the AS.
- Attitude 5: AS is an integral part of what makes Berkeley special.
- Attitude 9: Berkeley would be worse off without the AS.

4. Importance of Academic Senate Service Rankings

4.1. Tables below summarize ranking results on different types of service in terms of faculty personal importance. Table 4.1 shows that on average, faculty generally prioritize their service to their departments, and give the lowest priority to AS service. This is even more obvious among full professors from Table 4.2 and Table 4.3, which break down the ranking results (concerning “Service to AS” and “Service to my department” respectively), and by faculty titles.

Table 4.1 Priority votes on service to department, profession, AS, school and community.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Average Rank
Service to my department	189	65	56	39	65	2.34
Service to my profession	78	135	87	87	44	2.73
Service to my school/college	28	105	108	122	54	3.17
Service to the broader community	82	62	84	76	135	3.27
Service to the Academic Senate	46	64	99	102	120	3.43

Table 4.2

Service to the Academic Senate					
	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Assistant Professor (40)	8	0	4	10	18
Associate Professor (84)	9	11	17	19	28
Full Professor (232)	26	43	58	54	51
Emeriti (50)	1	7	19	14	9

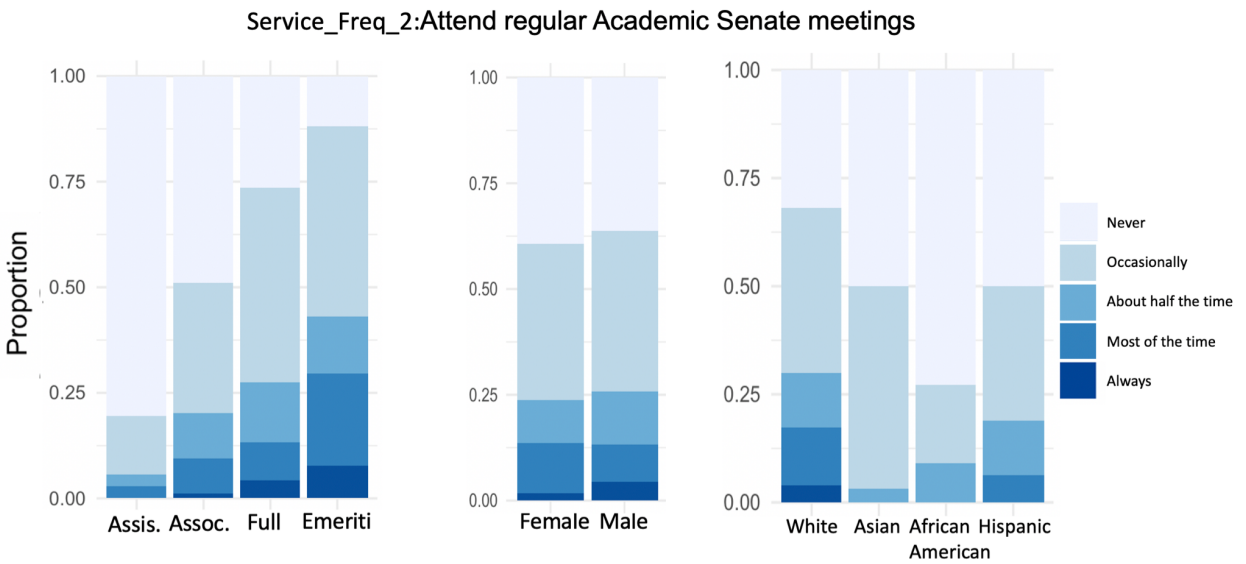
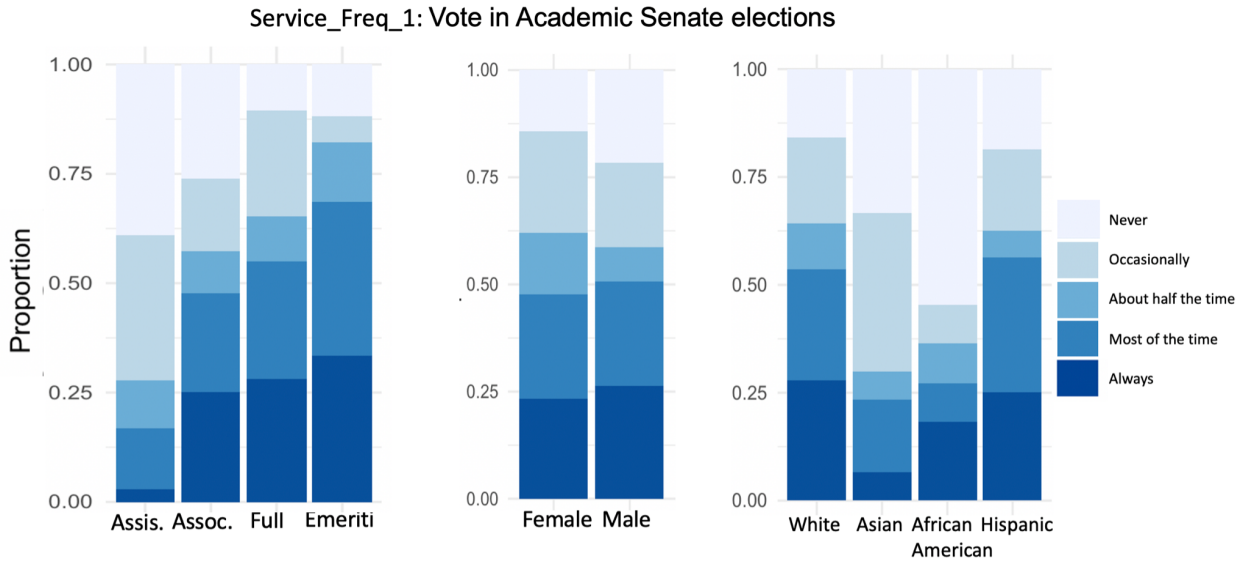
Table 4.3

Service to the department					
	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Assistant Professor (39)	16	7	6	1	9
Associate Professor (85)	32	14	13	9	17
Full Professor (220)	114	26	26	20	34
Emeriti (45)	19	12	5	7	2

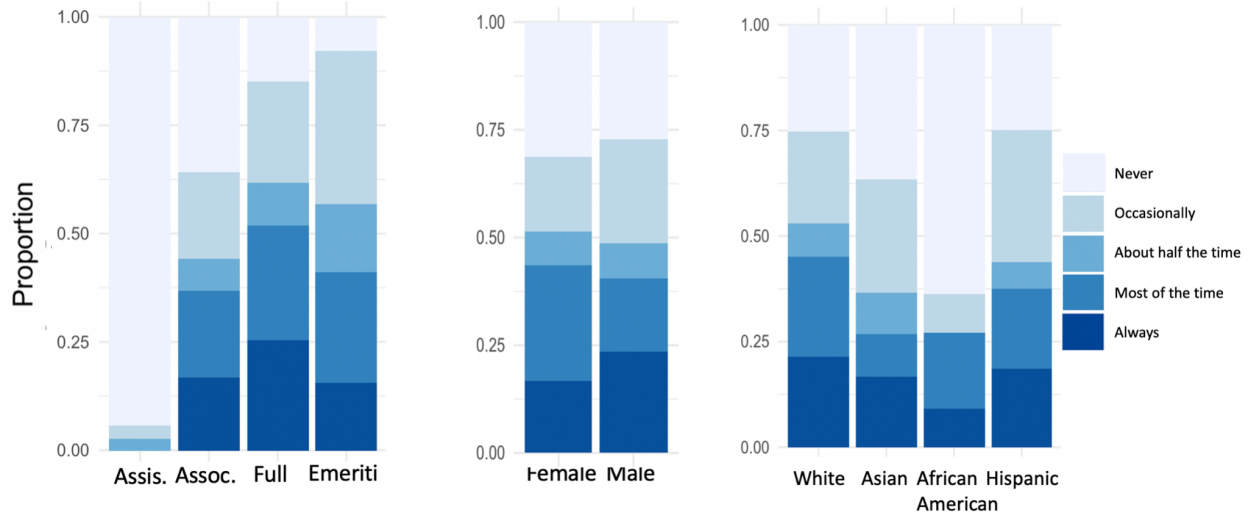
4.2. Figures below plot the distributions of participation frequency in different AS activities. Again, we break down the responses by title, gender and race. We made the following observations: (1) In general, the more junior the faculty rank, the less frequently they participate in AS activities. (2) There are no substantial differences between female and male faculty’s participation (3) There is a small difference in participation rates between faculty of different

racess. However, we note that the sample size for URM (Asian, African American, Hispanic) faculty is small.

We also asked, “Have you ever been encouraged or supported by any of the following to serve on the Academic Senate?” Out of 453, 165 (36%) responded as “No-one has supported or encouraged me to serve on the AS”.

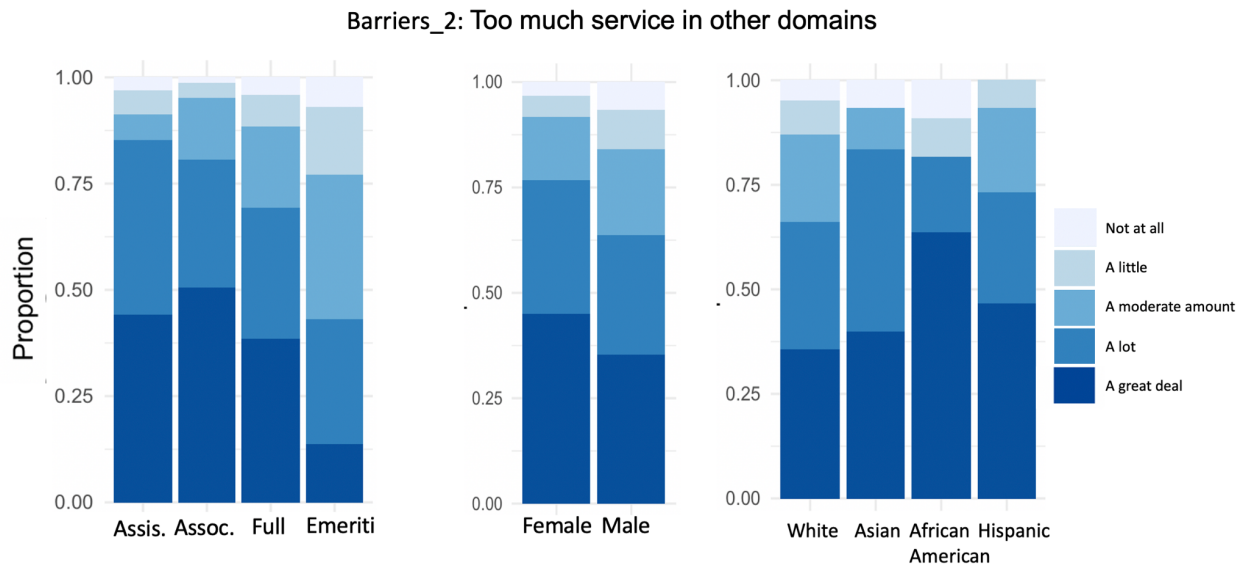
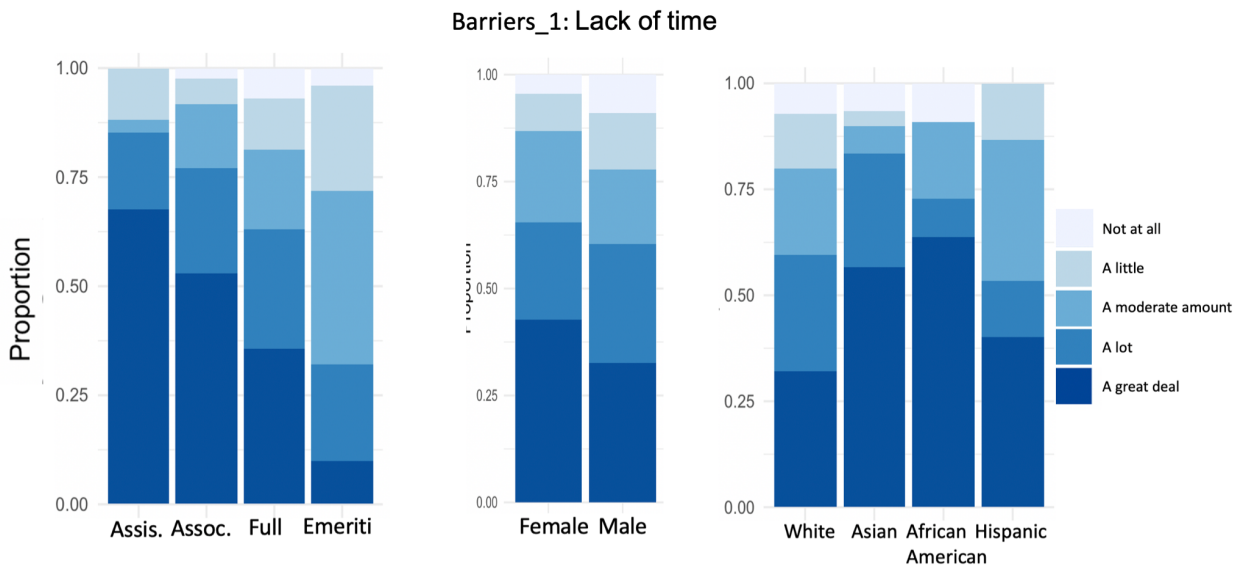


Service_Freq_3:Volunteer for Senate service in response to annual calls from campus

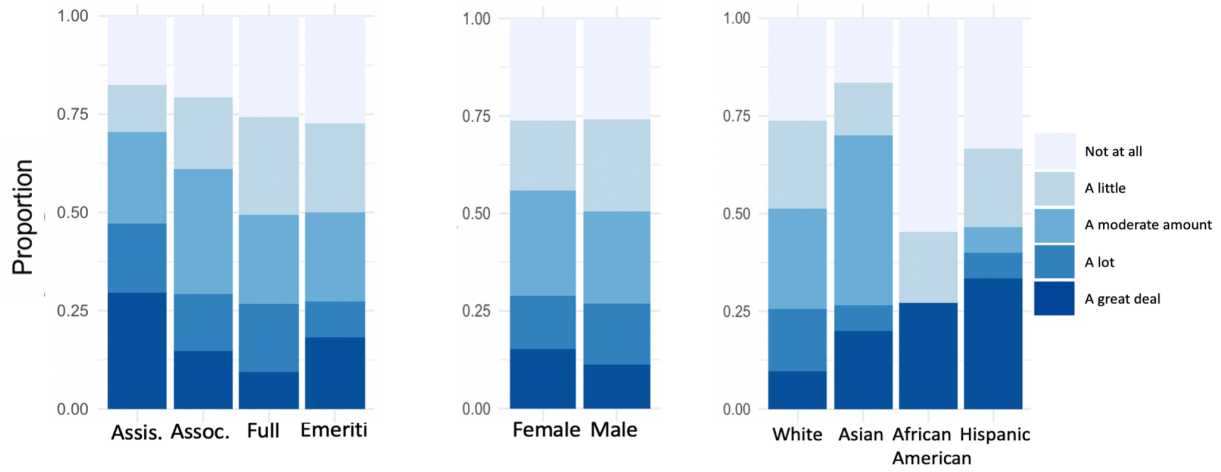


5. Responses to Questions on Possible Barriers for Faculty's Decision to Serve or not Serve in the Academic Senate

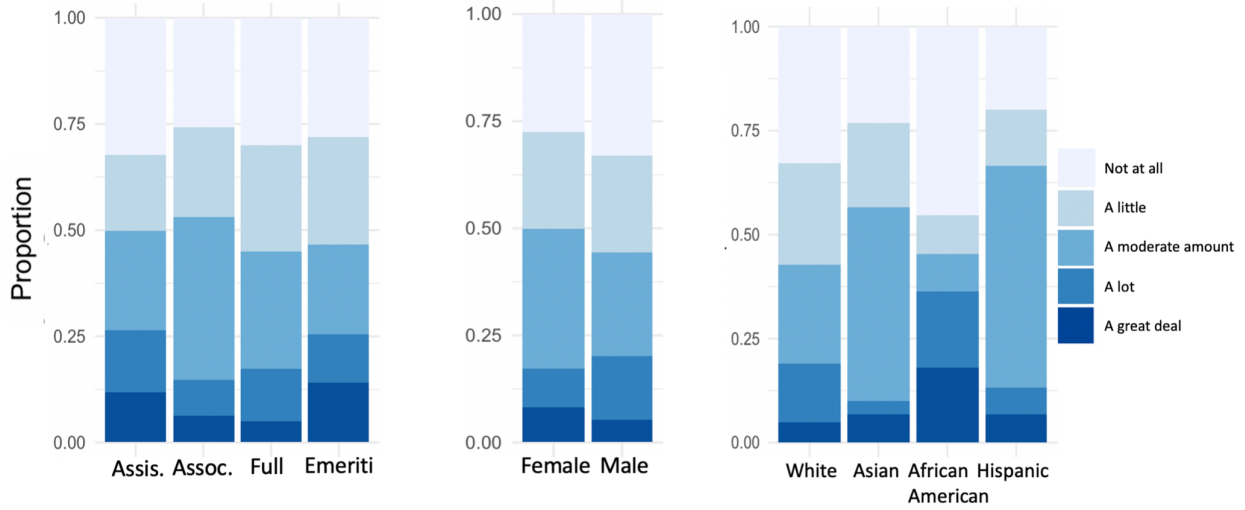
Figures below plot the distributions of responses to questions on different types of potential barriers for faculty's decision to serve or not serve in the AS. Again, we break down the responses by title, gender and race. From the responses, we see that lack of time, desire for more work-life balance, and too much service are among the most common barriers for engaging in AS service. These barriers are even stronger among faculty who are junior, women, or under-represented minorities.



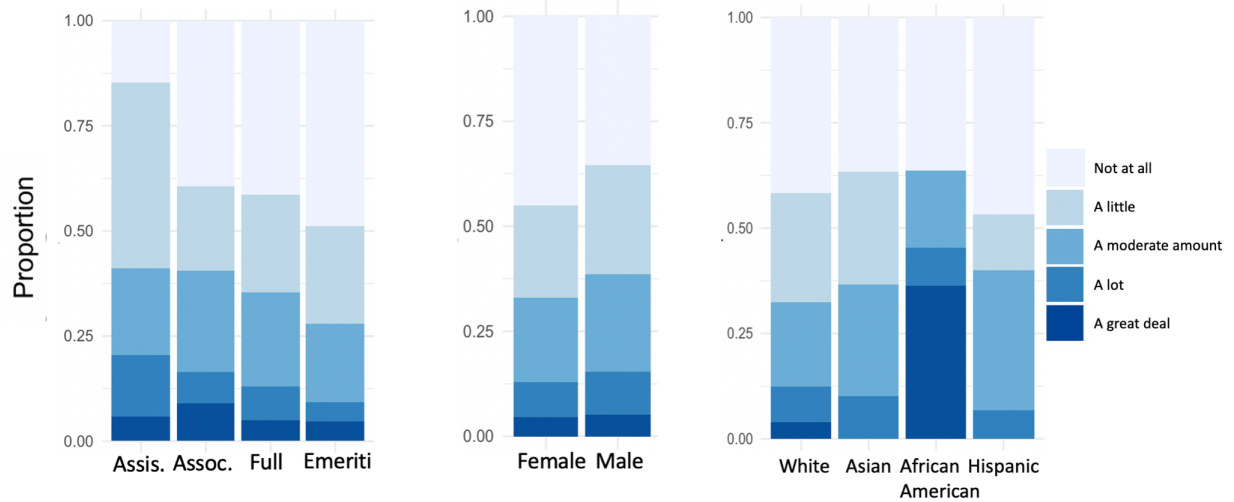
Barriers_3:Lack of incentives to serve on the Academic Senate



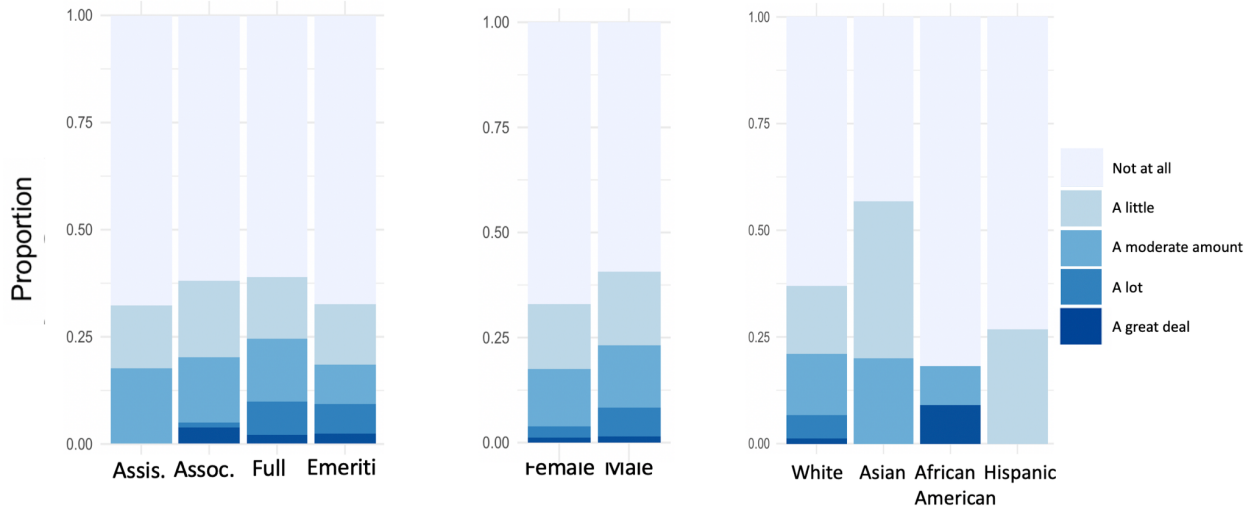
Barriers_4:Weak departmental culture around the importance of AS service



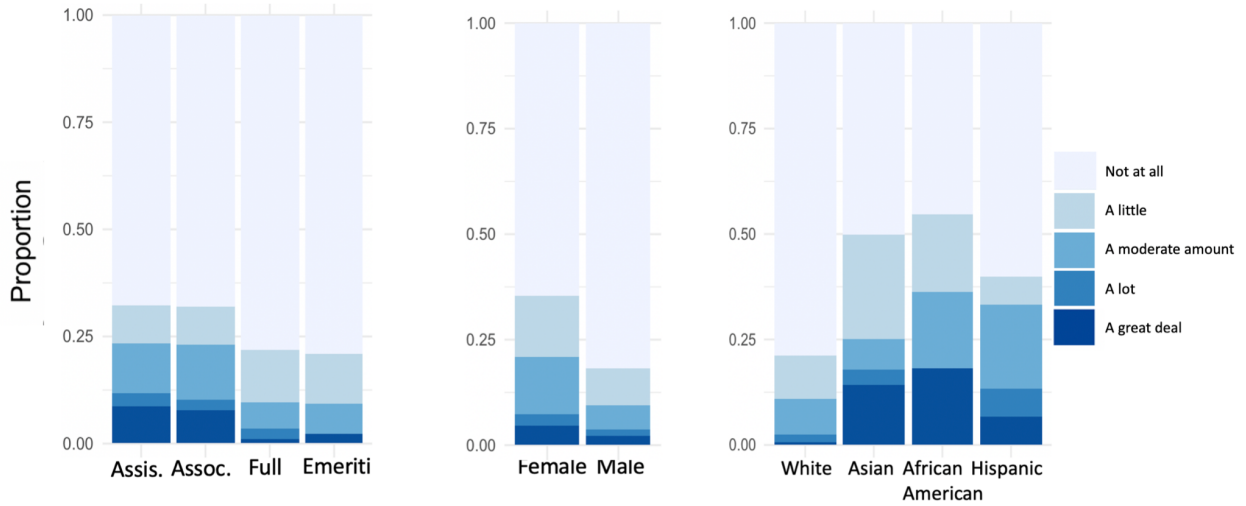
Barriers_5: Lack of interest



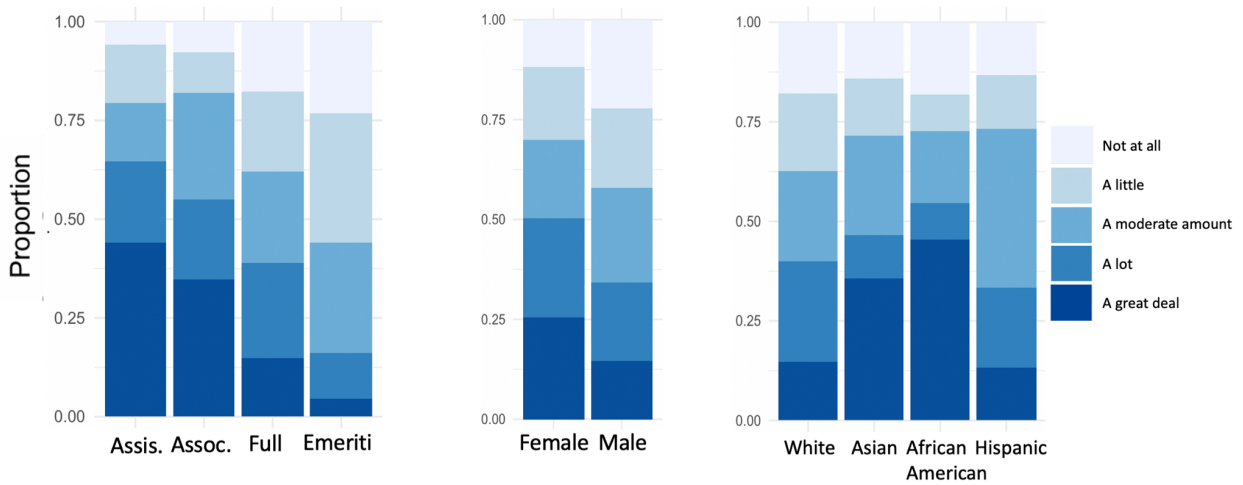
Barriers_6: Don't believe AS service is important



Barriers_7:Lack of diversity, equity, & inclusion in the AS



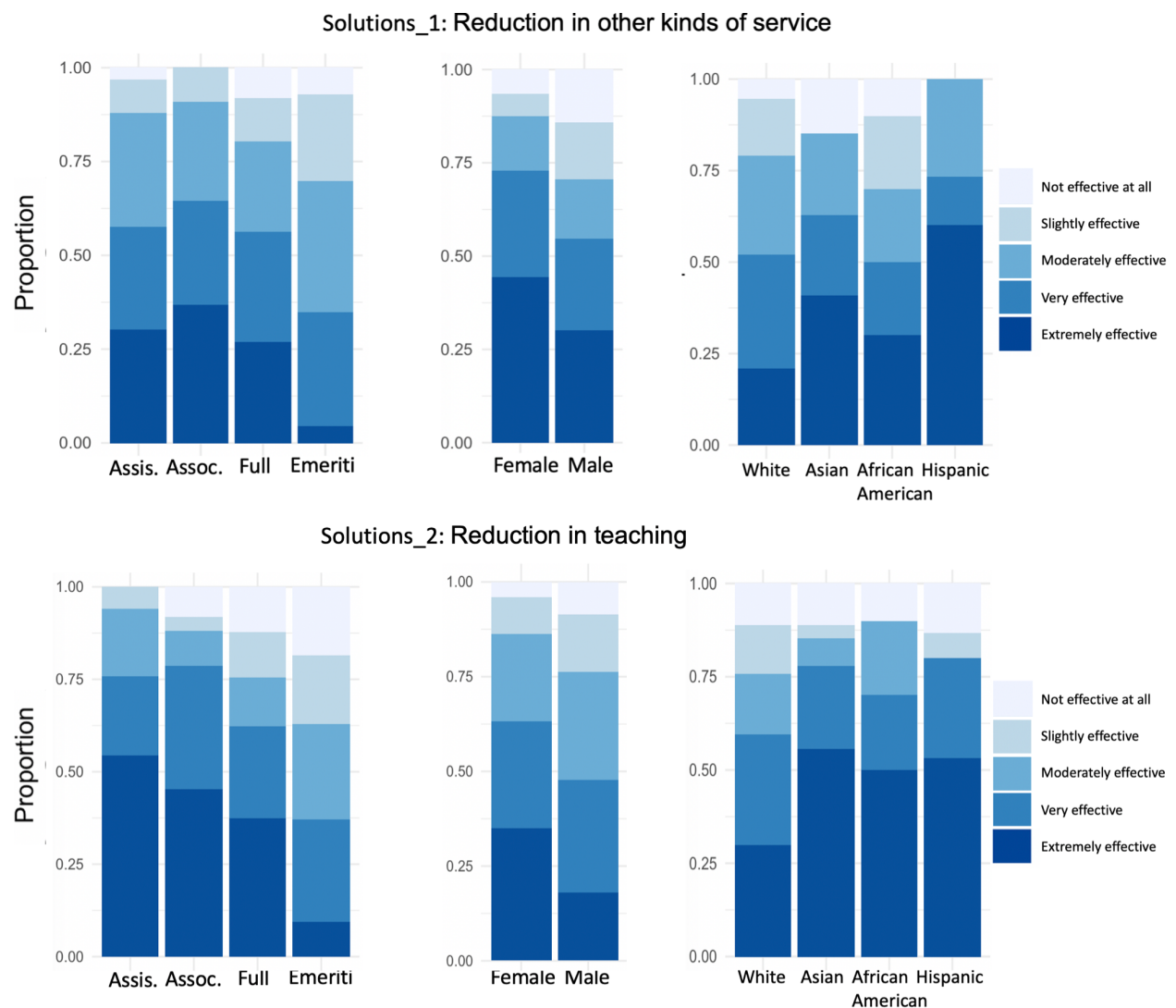
Barriers_8: Desire for more life-work balance



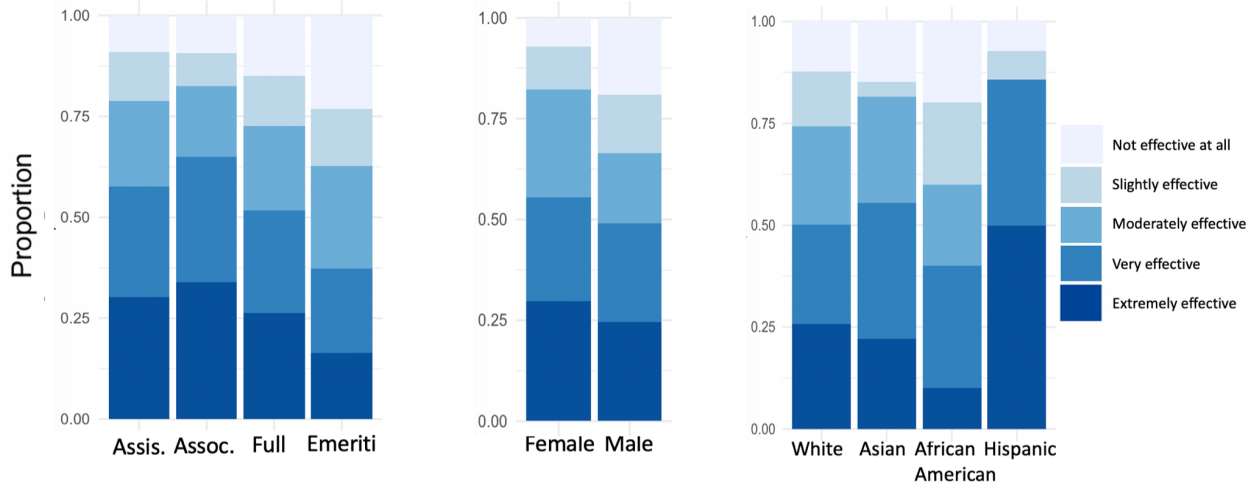
6. Responses to Questions on the Effectiveness of Different Factors in Enabling / Inspiring Academic Senate Members to Serve in the Academic Senate

Figures below plot the distributions of responses to questions on different factors for their potential effectiveness in enabling / inspiring AS members to serve (or continue to serve) in the AS.

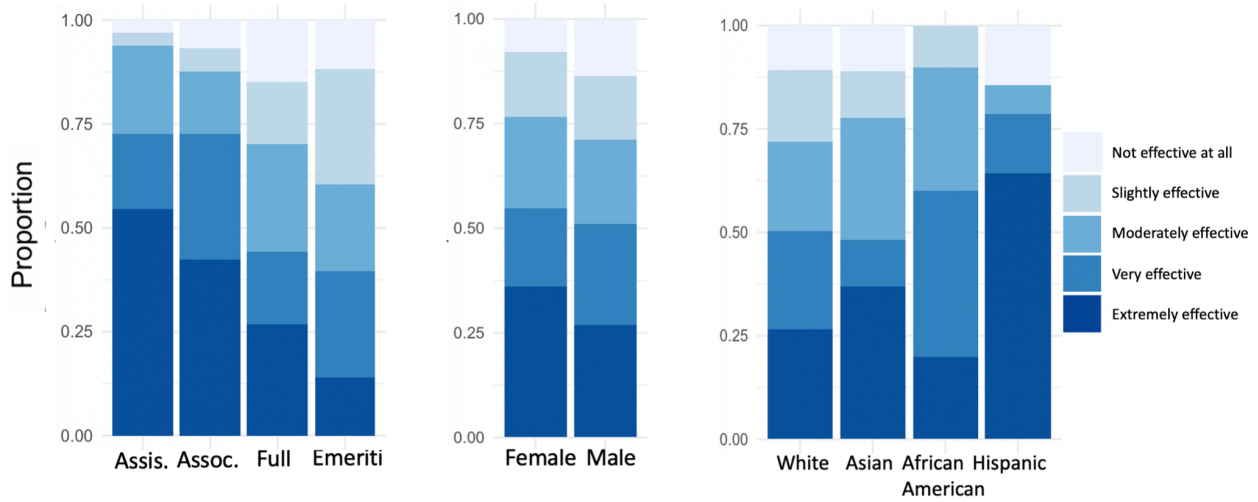
In broad strokes, junior faculty, female faculty and URM (particularly Hispanic) faculty reported reduction in teaching and other service and increases in salary, resources and recognition as being more effective in enabling their participation in the AS than their senior, male, and white counterparts, respectively.



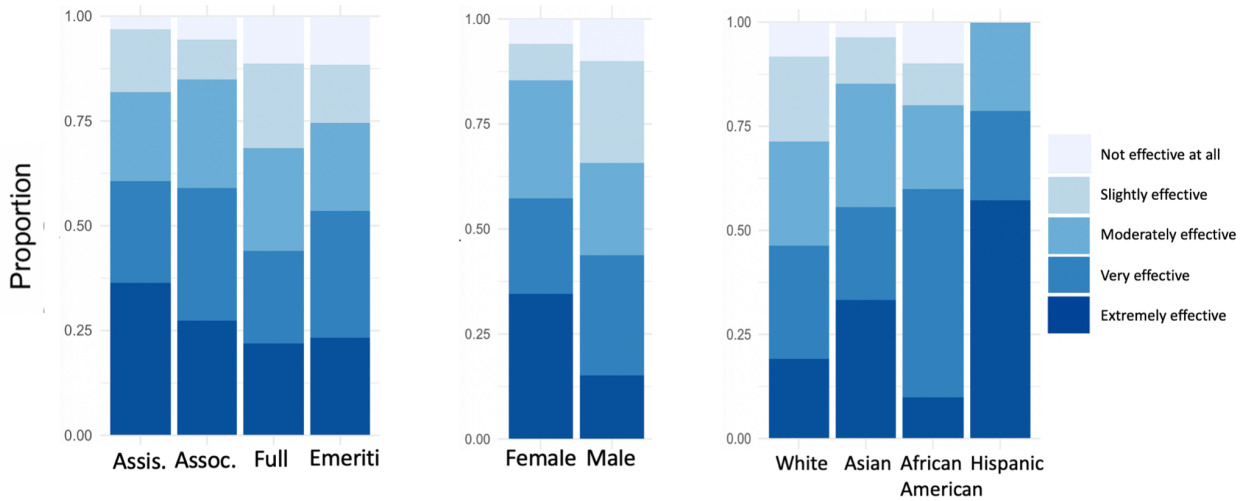
Solutions_3: Extra resources for research or graduate student support



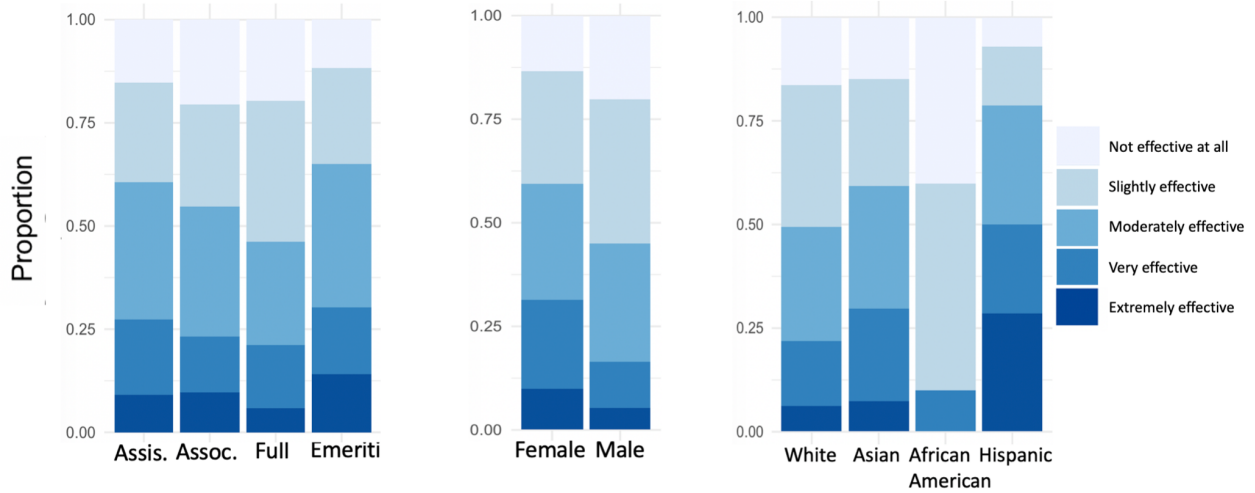
Solutions_4: Extra salary



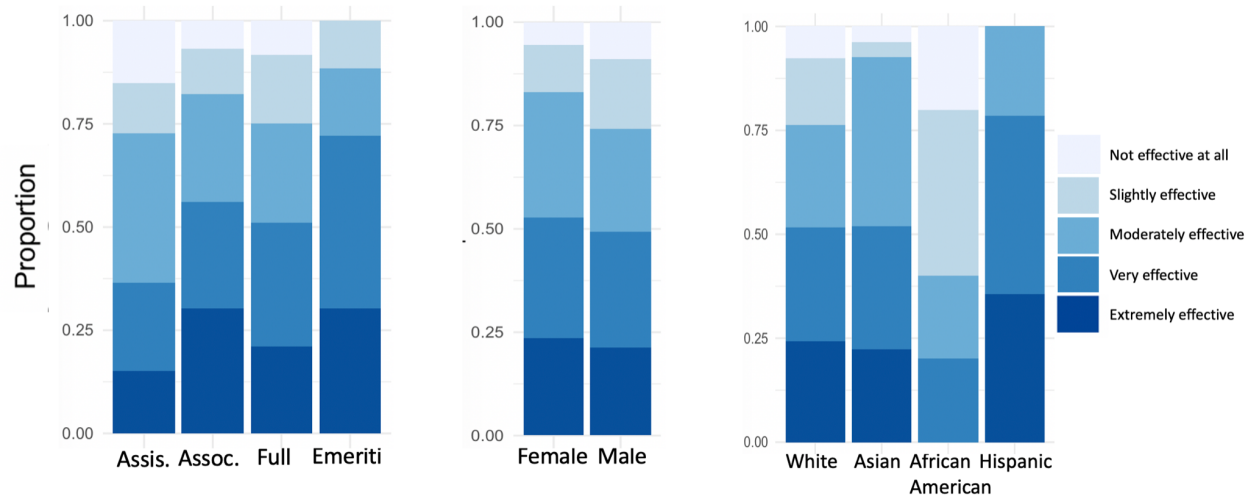
Solutions_5: More recognition in promotion cases



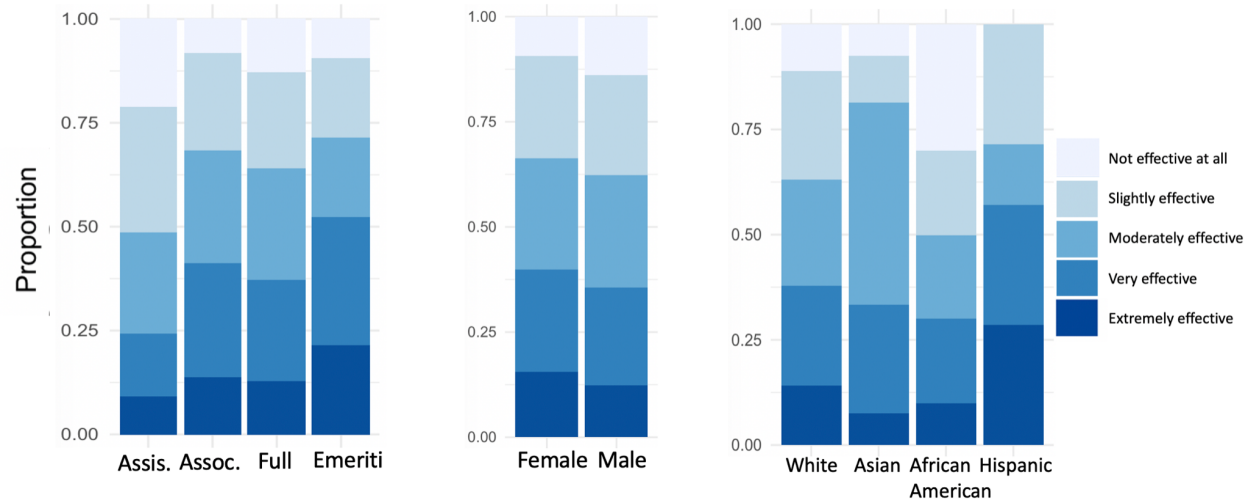
Solutions_6: More encouragement from my department



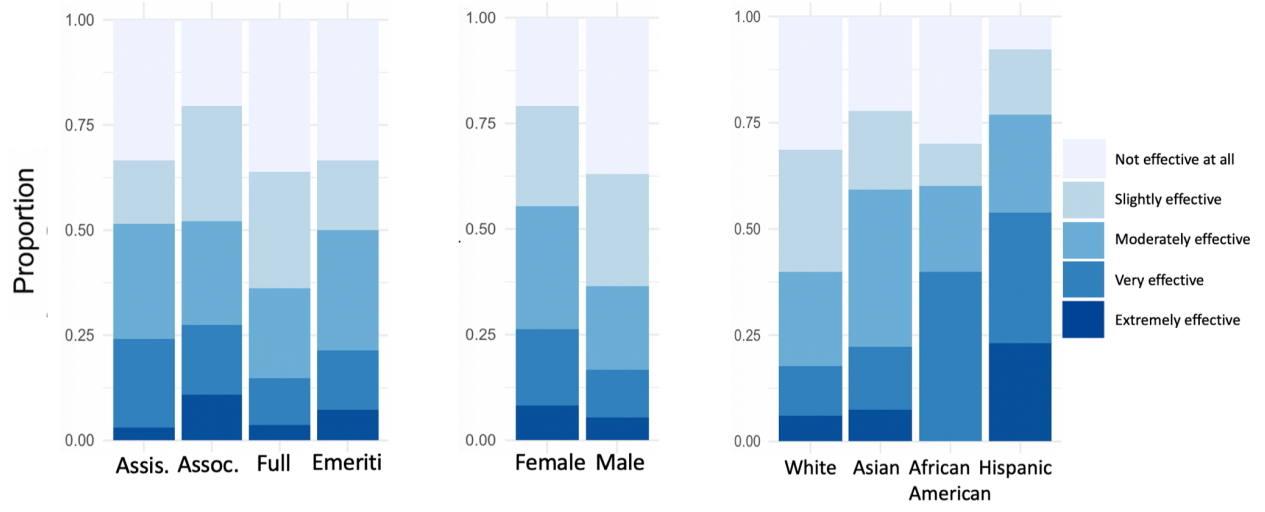
Solutions_7: Greater effectiveness (power) of AS in enabling change



Solutions_8: Greater belief in the mission of the AS



Solutions_9: Expanding membership/more inclusivity in the AS



7. Who gets asked to serve on the AS?

Survey questions probed who gets asked to serve on AS committees and explored potential differences by demographic variables and rank. Full professors reported being asked to serve more than assistant and associate professors and this pattern is by design since most departments try to protect their junior faculty from campus service (Panel A). There were no evident gender differences (Panel B). Due to the small sample size of URM faculty, the percentage differences by race are to be interpreted cautiously (Panel C)

Panel A	Assistant professor	Associate professor	Full professor	Emeriti	Lecturer with security of employment
Have been asked multiple times	1 (2.5%)	27 (30.7%)	170 (70.0%)	36 (67.9%)	7 (70%)
Have been asked once	1 (2.5%)	26 (29.5%)	26 (10.7%)	8 (15.1%)	0 (0%)
Have never been asked	38 (95%)	35 (39.8%)	47 (19.3%)	9 (17.0%)	3 (30%)
Column Total	40 (100%)	88 (100%)	243 (100%)	53 (100%)	10 (100%)

Panel B	Female	Male
Have been asked multiple times	90 (53.9%)	117 (52.9%)
Have been asked once	25 (15.0%)	28 (12.7%)
Have never been asked	52 (31.1%)	76 (34.4%)
Column Total	167 (100%)	221 (100%)

Panel C	White or European American	Asian or Asian American	Black or African American	Hispanic or Latinx
Have been asked multiple times	167 (57.2%)	14 (45.2%)	3 (27.3%)	7 (43.8%)
Have been asked once	38 (13.0%)	5 (16.1%)	3 (27.3%)	3 (18.8%)
Have never been asked	87 (29.8%)	12 (38.7%)	5 (45.4%)	6 (37.5%)
Column Total	292 (100%)	31 (100%)	11 (100%)	16 (100%)

8. Current Committee experiences (completed by only those who are currently serving)

A series of questions probed perceptions of and experiences on AS committees in the subset of faculty who reported serving as committee members or chairs in the present. We bold the vote numbers exceeding 40 (around 1/3 of votes for each question) in the table below. From the table,

we can see that the current AS members are largely positive regarding the power and efficiency of AS, as well as the attention and response they received for their recommendations. They generally believe their experiences are worth time. However, opinions on the membership diversity are divided. Current AS members largely hold neutral opinions on “AS is overworked” and “AS is underutilized”.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
has real power to make strategic changes for the long-term	16	12	30	45	19
is efficient in reaching its operational goals	10	11	20	46	35
is effective in reaching its operational goals	7	6	28	48	32
is worth my time	7	5	18	40	52
membership is sufficient to represent the diversity relevant to its mission	9	20	22	37	33
recommendations to the Chair and DIVCO receive adequate attention and response	4	8	31	27	47
is overworked	13	32	42	19	13
is underutilized	23	18	43	22	13

9. Most Recent Committee experiences (completed by those with past but not current committee experience)

9.1. A similar set of questions probed perceptions of and experiences on AS committees in the subset of faculty who reported having served on the AS in the past with respect to their most recent committee service. We bold the vote numbers exceeding 54 (around $\frac{1}{3}$ of votes for each question) in the table below. From the table, we notice the following patterns:

- Past AS members are quite divided in opinions on AS’s power to make strategic changes for the long-term;
- Similar to current committee members, past committee members also report that the AS is efficient and effective in reaching its operational goals;
- Past AS members are slightly more positive on AS membership diversity than current members;
- For their recommendations to the Chair and DIVCO, past AS members are slightly more negative on the attention and responses they received than current members;
- Past AS members are more divided in their opinions on “AS is underutilized”.

Table 9.1	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
has real power to make strategic changes for the long-term	32	28	36	47	28
is efficient in reaching its operational goals	20	27	32	61	31
is effective in reaching its operational goals	17	21	29	67	35
is worth my time	16	13	27	49	65
membership is sufficient to represent the diversity relevant to its mission	15	21	35	57	42
recommendations to the Chair and DIVCO receive adequate attention and response	15	17	42	45	47
is overworked	25	36	73	25	8
is underutilized	35	28	54	36	14

9.2. In the figures below, we break down the responses from recent committee members by title and gender. We list the numbers of respondents for each category in Table 9.2. Note that no assistant professors reported to have served in recent committees. The figures that break down the responses by race are not included as the sample sizes for URM faculty in recent committees are too small.

Table 9.2	Associate professor	Full professor	Emeriti	Female	Male
------------------	---------------------	----------------	---------	--------	------

Served in the past, but not currently

22

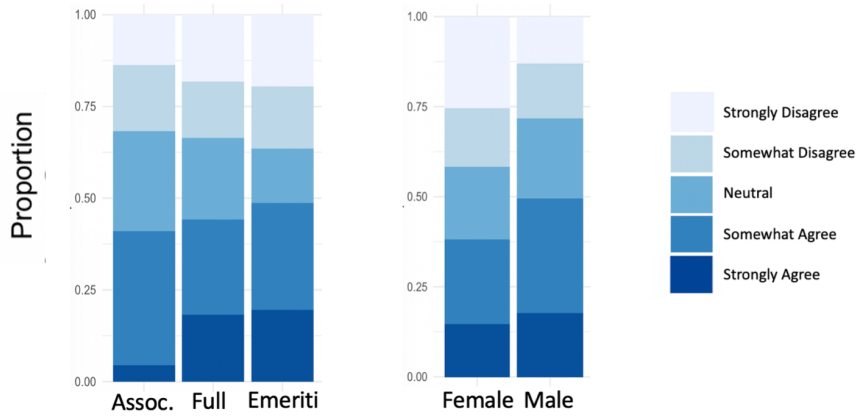
107

41

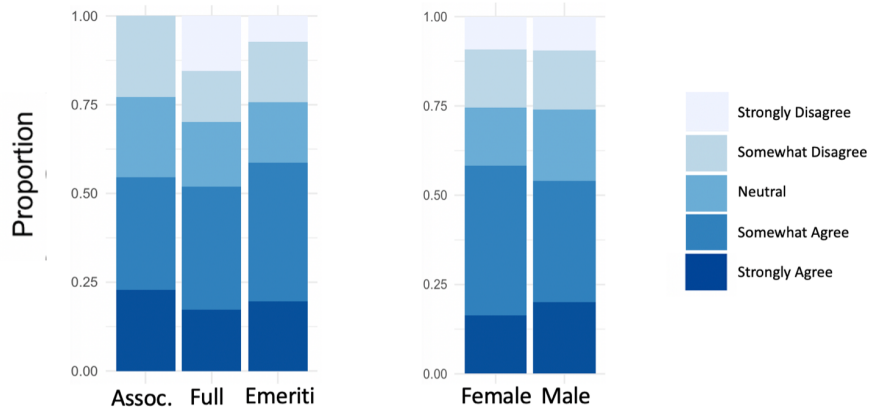
55

87

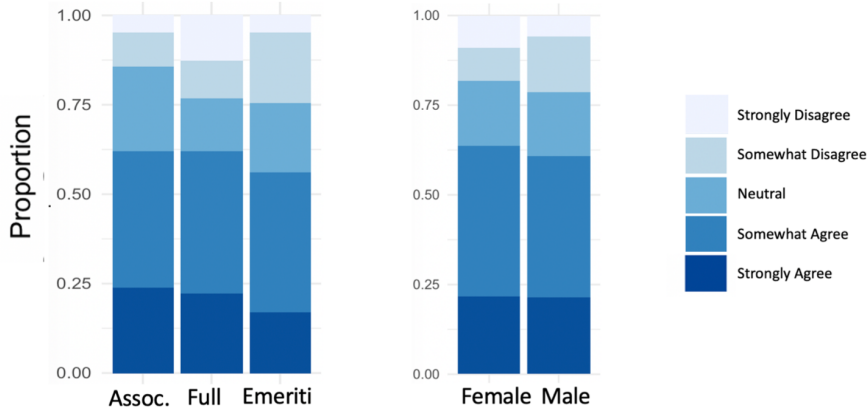
Recent_Committee_Exp_1: Has real power to make strategic changes for the long-term



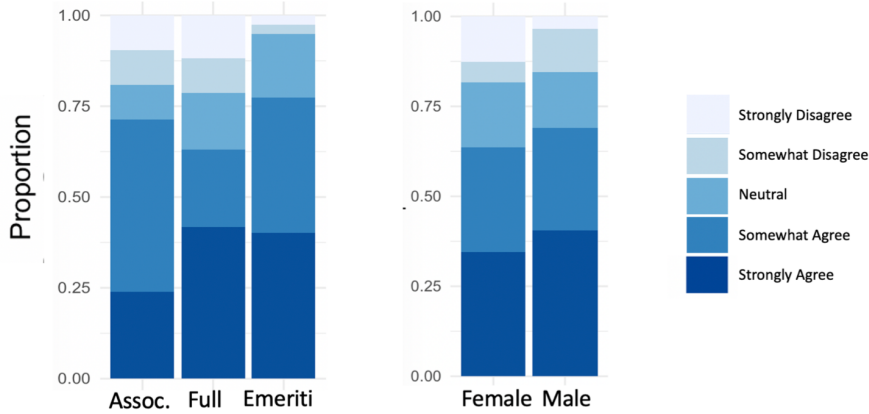
Recent_Committee_Exp_2: Is efficient in reaching its operational goals



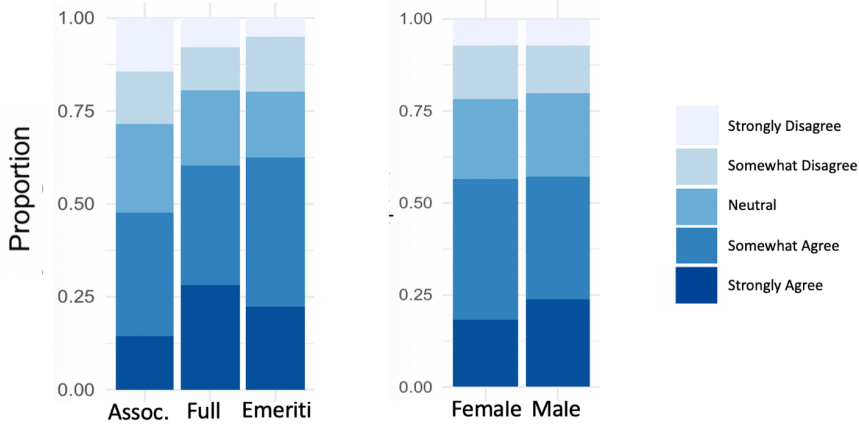
Recent_Committee_Exp_3: Is effective in reaching its operational goals



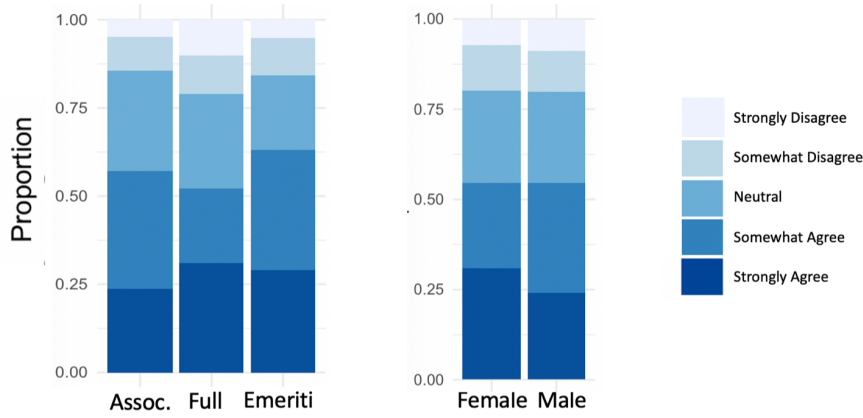
Recent_Committee_Exp_4: Is worth my time



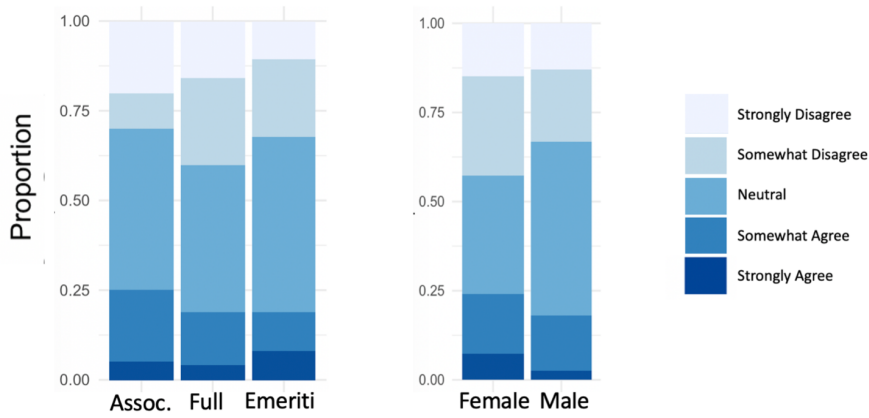
Recent_Committee_Exp_5: Membership is sufficient to represent the diversity relevant to its mission



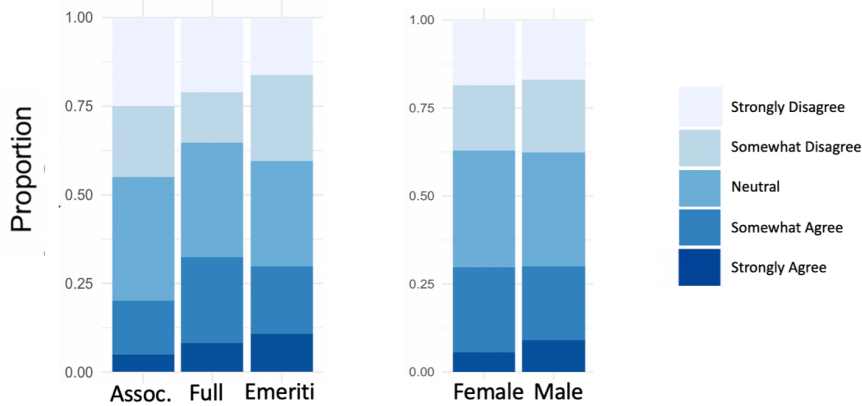
Recent_Committee_Exp_6: Recommendations to the Chair and DIVCO receive adequate attention and response



Recent_Committee_Exp_7: Is overworked



Recent_Committee_Exp_8: Is underutilized



10. Written-responses to the open-ended questions.

A. “Is there anything else you would like to share with us about your experience with and/or thoughts about the Berkeley Academic Senate that we have not asked about?” (open to all respondents but optional)

- When I volunteer in the annual survey, no one ever contacts me, which is odd since I am always hearing the Academic Senate needs more volunteers. The annual survey is not easy to interact with. I suggest allowing choices other than pick three or open to any possibility. I am open to discussing the needs and how they mesh with my other obligations and schedule, but your survey does not provide that flexibility. I do not think drastic changes to the incentive structure or membership eligibility are needed, just an intelligent updating of the survey and intake process.
- COVID-19 has shown us the tradeoffs of online education. The academic senate needs to devote more energy and resources to expand access to education through online graduate programs, particularly in professional schools.
- I suggest the AS briefs new faculty as they are appointed. For example, my previous university was Cambridge UK which has a very different structure
- I believe in the mission of the Berkeley Academic Senate, but I am not well enough informed about the different committees, their charge and the process of recruitment.
- I have huge respect for The Academic Senate and for Shared Governance. I have seen firsthand how important it is, esp. in comparison with private institutions where there is much more top-down rule, and no process for faculty participation. I think it is inevitable that the committee structure is sometimes overly bureaucratic, but I also see the importance of the committees and the need for consultation and cooperation, so try to streamline it, but do not do away with it. It is critical for the faculty to have a say in governance.
- I happen to know a former leader of the BAS. This person devoted a huge amount of time to the BAS; when she/he ended her/his service she/he was deeply embittered by the Budget Committee’s failure to recognize/reward the service, instead all they focused on was research record.
- The Senate has been such a major part of my life at Berkeley. Whenever I speak to colleagues at other institutions, even other UCs, I am shocked at how little control or even influence they have over their institutions. They feel like employees; I don't think that Berkeley faculty have any reason to feel like mere employees of the University.
- The AS too often rubber stamps admin or is a stepping stone for people going into admin. Perhaps more important, the links from AS back to most faculty are minimal to absent. If the AS had more power and more accountability to all faculty, it would feel like more useful labor. For instance, voting on all positions including Chair, more direct polling of all faculty. And of course, more power. Advisory capacity with much sent to "task forces" is deeply anti-democratic.
- I admire the dedication of those who serve. I really think things have to be distributed fairly. I'm currently serving in 4 university roles, and if things are not distributed fairly, I don't want to keep doing so.

- I think the Senate would benefit greatly by having training for chairs of faculty committees. I also believe that faculty would benefit greatly by knowing what they would NOT have if it weren't for the Senate:
 1. Merits and promotions would be increasingly at the discretion of chairs and deans;
 2. Faculty would lose their control over instruction - this will be increasingly important following the pandemic and the pressure to move instruction online.
 3. Faculty would lose an important voice inside Cal Hall. Most faculty don't appreciate the importance of the Budget Committee, and the regular standing meetings that the Chair/Vice Chair of the Senate have with the Chancellor, EVCP and other members of the Chancellors Cabinet.
 4. Growth of the faculty would be at the discretion of Deans - the Budget committee wouldn't play a role.

I do think there is a great need to introduce junior faculty to the Senate especially given the bifurcation in the demographic profiles of junior and senior faculty. I hope that junior faculty will be inspired to serve to improve diversity.

- I am relatively new to UCB. A personal follow up after joining UCB, in the form of a person to person discussion regarding the roles and importance of the AS, might have helped me become more involved.
- My perception from my limited service is that the same pool of faculty members is churned to create different committees. Perhaps committee service should be both mandatory and subject to limits (with exceptions) to increase representation across all faculty. However, I also think that the mission and scope of each committee should be more carefully considered and communicated, and that redundancies between committees should be reduced.
- Frankly, as a junior person, the Academic Senate is mostly a mystery -- how it works, what it does, etc is quite opaque. I think some of this stem from a desire to protect junior people from university service, which is well-intended and often very important, but also means junior folks have little sense of the levers of power. An intro/overview to the Academic Senate would be great. In the end, though, service has to be better rewarded, especially in merit/promotion cases. There are people who are interested in contributing to faculty governance, but it's not clear that it's rewarded *at all.* There's lip service to the value of service, but at the end of the day, it's outside offers that get people salary leverage, not what they do for Berkeley. Campus must reward internal service more in merit/promotion cases to recognize those who are already doing the work but in un/undercompensated ways and to incentivize it.
- I do campus-level service on a compliance committee, but I don't think that's the same as AS service. Perhaps it is, and that would change my answers. In general, I don't understand what the AS term is, or whether I'm part of it.
- More awareness of and recognition for other campus tasks than Academic Senate duty, such as, for instance, the directorship of ORUs.
- It should not be or threatened to be mandatory to serve on an Academic Senate committee. Too much weight is placed on it in promotion cases.
- Departments on campus vary greatly in teaching load as well as service load. This may be a huge barrier and equity issue in departmental representation on your committees. Faculty who are required to teach 4 courses per year as in one of my departments would unlikely be able to serve unless there is a course or service reduction.

- Senate service has to be valued and taken into account in promotion and merit. Certain committee chairs, because of the workload of the committee, should receive a course relief. Senate committees have to be empowered to promote change, not just getting the usual work done. Faculty have to know what the senate does and can do. Faculty have to believe that they can make a difference by participating in the senate and that their participation is valued. Faculty have to know that being on the senate is NOT just busy work but that it makes meaningful decisions that affect the university as a whole.
- It's worth drawing a clear distinction between Divisional meetings and the work of the institutional Senate, i.e., its committees. I have not much interest or confidence in the former, and a great deal in the latter.

The Senate committees I served on have done the best job imaginable of introducing me to the overall landscape and issues of the campus. There's nothing comparable in any other setting on campus.

The first round of the FLA did the campus a service by encouraging more mid-career colleagues to participate in the institutional Senate. The success of the Senate depends on that kind of participation. Please remember the responsibility to the campus that comes with doing this survey. If FLA members personally don't know much about the Senate, think of it solely in terms of big performative Divisional meetings, or don't have confidence in it as an institution, that may not be a flaw of the Senate alone.

- My experiences of two Berkeley Academic general/special meetings on specific issues have been positive.
- Not clear what the Academic Senate does, other than the committee I work on. In other words, not clear why I should go to the meetings. What types of issues are discussed at Senate meetings, and what power would a random professor have in making a speech or presentation on those issues? (or is it mostly just the vote)?
- I have volunteered in the past for service in committees, but I was never offered the option to serve in the committees I wanted. I have therefore lost interest.
- More has to be done to make faculty aware of the importance and rewards of serving on AS committees but also to incentivize faculty to serve on them given how much pressure is put on faculty to perform service within their units.
- I've been at several large state universities and have been a visiting professor at some of the leading privates. Berkeley is by far the most bureaucratic and unwieldy. The Senate can sometimes feel like just one added layer of bureaucracy in a system that's already cumbersome and slow. There's also a bias at times in favor of preserving the status quo. On the other hand, I do think it's important for faculty to have input into major decisions, especially those most directly affecting the academic mission. On balance, I'd like to see some streamlining -- fewer committees, less emphasis on process, and more focus on key institutional issues. Berkeley faculty spend too much time at meetings.
- The campus student body is majority Asian and Hispanic, and yet the Academic Senate leadership is majority white even for non-elected positions. I have seen the former co-chair of a committee that I served on bully an Asian-American faculty member on the committee, during committee meetings and discussions. Given the racial reckoning of the past year and the growing anti-Asian violence and other violence, this is an issue that needs to be seriously addressed.

- I strongly support the Academic Senate. Given the current and apparently long-lasting efforts of the administration to treat the university as a bean-counting, cold and non-empathetic business that only looks at the "bottom line", it is very important that the faculty, and students, who actually constitute and form the backbone of this great institution, counteract and countermand activities to undermine the very mission of the university: to produce well-informed, all-around good future citizens, and not just products to be shunted out as quickly as possible so they can get a great job and somehow lead this country in the future, without the appreciation that a general, liberal arts portion of their education could have provided.
- I feel academic senate has lost so much power that it is hardly worth getting involved anymore
- I'm a staunch supporter of the Senate and the role it plays in Berkeley's governance. I do wish it would design ways to operate more nimbly and efficiently. (I've felt this keenly in several roles in the administration.) I also really appreciate the Fortnightly and all other reports and minutes that are posted on the Senate's web site.
- Those of us with shared appointments in two small departments find it very stressful to be saddled with the same expectation for Senate service--for us, we are already usually shouldering a double service load to the university; adding Senate service is like taking on a third.
- I used to put my name in regularly for committee service work. I was only asked once to serve, but after following up in the affirmative, I was not contacted again. Now, sandwich generation duties must take priority and I have no additional time for service beyond what my department requests.
- Berkeley is a special place, and the Academic Senate has played an important role in creating this special place. I think that its influence should on campus policies is needed now more than ever, and we should resist any efforts to reduce its influence.
- The whole concept of shared governance is flawed. The faculty /are/ the University, and should determine how it is governed. The administration (besides being bloated and a drain on resources) should be viewed as employees of the faculty. In practice, I don't remember any time when the faculty succeeded in reversing a decision of the administration.

The Regents are happy to let the faculty govern things that aren't important -- well, not even that; we have little or no influence even on parking policy. But, more important, faculty hiring and tenure should be completely decided by the faculty. (The administration can determine how much money is available, and maybe even how it is divided among departments, but they have no business considering the individual faculty hiring and tenure.)

But the specific, fairly recent disaster of administrative governance was the hiring of the union-busting Bain consultants to oversee a policy of layoffs and speedup of the staff. The euphemism "Operational Excellence" didn't fool anyone. The faculty would never have permitted this if it had any real voice in campus governance.

- It would be good to give attention to promoting more civility and less outright contention in those meetings of the Senate that deal with crisis situations.
- [REDACTED] was vice chair of the systemwide academic senate during the [REDACTED] crisis. I've read about Senate leaders with real will to challenge administrative initiatives, plans, and the like that threaten the university's mission and moral obligations. I've rarely seen the Senate do this in the 25 years I've been here (from the BP contract to the utterly misguided Stadium, to Finance Reform, to issues around tuition and equity/state defunding of higher education, and now to Mills College and it's "land grab"....) Far too much accommodation and "there is no alternative"

- See my prior answer on why I discount Senate service:
 - (1) WAY too many other service demands. Not enough hours in the day, especially if I want to see my kids grow up and protect my mental health.
 - (2) Sense that central campus administrators regularly ignore faculty advice or recommendations. So why bother?
- It is a valuable institution and needs to be shored up. The 2 existential threats, as I understand the situation, are 1.) we are all overworked with administrative service and that deters many faculty from serving; 2.) we need an upper administration that is fully accountable to the Academic Senate and respects its role in Governance. The university needs to step back from a corporate model which is toxic to its mission and best interests.
- Only my utmost respect and admiration for the history and continued vitality of shared governance at Berkeley through the Academic Senate.
- I have often thought that the administration should think more regularly about deeper consultation with the Senate before taking important decisions.
- I have not served recently because of my service commitments within and outside my department.
- The academic senate is unable to control the administration and the administration does not seem to listen to the faculty. The only effect is to put pressure on administrators to try to get them to work for the faculty. A recent example is the thinking by the administration to furlough everyone at Cal. The administration lives in their own world and basically will do what they want, no matter what the academic senate would like.
- ALMOST EVERYONE WHO HAS BEEN at Berkeley for a while says that faculty governance has become increasingly weak. To take one example, university management has eliminated faculty deliberation from dean searches and replaced it with an outside corporation. You as faculty management trainees are being groomed to support such a movement, and this survey seems constructed to acquire data for it.
- Membership in the academic senate should be open to all instructors who are full time, including the adjunct professors.
- Very mixed signals about service at mid-career (associate). Seems like it is optional... bonus points for those who do it. But that just makes it a penalty for those of us who do allocate our time to institution building.
- Excellent and rewarding; meet people from all over campus, some of which become friends
- I think some faculty have little faith that the Academic Senate has any real say on how campus is run, and there is a general lack of trust in campus leadership. Service at Berkeley is poorly rewarded, so is teaching for that matter, all that matters for promotion cases are grants and publications. Even grants and pubs are not enough to get a decent salary increase for the Bay Area, now you have to get an offer from outside campus, further reducing effort going into service.
- The Senate as a voting body seems completely divorced from the Senate committees that make recommendations and advise on important things like Academic Program Review, new policies, etc. It hardly seems like the same body to be honest.
- The general advice in my department is that assistant professors should wait until after tenure to become involved in AS service. I'm not sure if this attitude is shared in other departments. More cross-department events for junior faculty would promote a sense of belonging in Berkeley as a whole and perhaps encourage more junior participation in the AS.
- The Academic Senate here is far more powerful than at other institutions where I have worked.

- Over the years that I have been here administrative responsibilities have fallen increasingly on the faculty, due to budget cuts and increasing regulatory burden. Thus, my administrative load has increased while my administrative help has decreased. This makes it very difficult for me to commit to serving on additional committees, no matter their import. I suspect that I am not the only person in this overburdened situation.
- Although I have been in academics for 25 years, I don't get the sense I am qualified or that it would take a huge amount of time to get the knowledge to be qualified to contribute.
- I wish the upper administration really took notice of the AS and gave it real power...
- The biggest issue with the Berkeley Academic Senate is that the faculties of the Colleges/Schools have essentially not been active at the level that they should. The College of Engineering has healthy semesterly meetings of the Senate faculty, but from what I gather, this is not the case in many divisions. The Senate there is inactive. In CoE, there is transparency because of these meetings. There are no hidden policy decisions and shared governance can function. I don't understand how this can work in other divisions without transparency and votes --- the risk of administrative capture is too great in my opinion. I think that shared governance and a separation of powers needs to be vigorously defended and exercised.
- I am fairly new to Berkeley, but a colleague of mine told me that serving on an Academic Senate Committee was important when it came time to promotion, so I volunteered to do so for next year. I have been a professor at other schools for nearly 20 years, and I have never done any academic senate work elsewhere; it always seemed like a grand waste of time. Hoping my experience at Berkeley is different.
- Budget Committee should focus on promotions to tenure and tenured hires. They do not have resources to review merit increases as well. Maybe an occasional review of a dept. To see if last 8 merits were appropriate, but not each review.
- Some committees (e.g. BIR, COCI) have a clearly defined mission with concrete outcomes that affect campus operations. With other committees, and arguably the AS as a body, the results seem much less obvious – lots of nonbinding resolutions and reports recommending greater study of obvious problems. I sense I can have more impact by acting locally (dept, college) or by working through campus administrative committees, e.g. as set up by VCRO and decanal units.
- The AS seems to function as a brake on innovation at a time when the academy needs to innovate radically. Fortunately for Berkeley, COVID forced us into a new era -- but at a horrible cost to the world and to the country. The question before us now is whether we will pull as hard as we can to preserve our faculty privileges and resist change -- or whether we want to be the greatest public university in 50 years -- and start to skate in that direction. UCLA just passed us in the USN&WR rankings. Perhaps that will be a second wake up call to urge us to reclaim the disruptive mantle for which we used to be known. We starve our professional schools
- The concept/principle of shared governance is super special, and I tell all our faculty interview candidates about it!

The beginning of the survey talks about the Academic Senate and somehow it wasn't clear to me that that included all the committees that are considered senate committees. The way things work on campus is still a bit confusing even after 15+ years of being here.

- I think you're assuming a lot of institutional knowledge about the Academic Senate that I don't have. I don't know what its purpose is or what it does. I just get emails once a semester to go to a meeting.

- Every year I volunteer to serve and except for two cases I received no invitation to serve. This suggests, to me, that there are not ample opportunities to serve in the Senate. Therefore, for someone volunteering to serve regularly, the lack of senate service should not be a negative factor in merit cases.
- AS must take power back from the administration before they ruin the university
- You need to stop the hoax that AS service is available to all. I volunteer to serve on multiple AS committees every year and have never been invited to serve. Yet, every three years the budget committee admonishes me during merit review for not doing enough AS service. This is infuriating, especially when lack of opportunity impacts my merit raise. Whoever wrote this survey is drunk on the cool-aid as well, because several questions implicitly assume that whoever wants to serve on the AS is free to do so. This is absolutely not true- it is a club. All of this has left me disillusioned about the AS and the university as a whole. It seems that only certain types of inclusion and belonging are important to this university.
- I know that this survey is designed to poll faculty's "attitudes" towards and experiences with the Academic Senate. To the extent that you can poll persons working in the offices of our chancellor(s) and deans on their "attitudes" toward the Academic Senate, I urge you to do so. Shared governance is shared...
- First, I don't think I could have understood the value and roles of the Senate until I served as a department chair. That really opened my eyes. Second, my time in the FLA also helped enormously in understanding how the Senate works and how I could engage with it.
- You seem to suggest there is not much advocacy for this service in departments; that is certainly true in the professions. But in addition, there is not much sense of joy, growth, or reward from service in these. They are effective ways to cultivate leadership on campus, but the poor quality of experience on lower rungs probably leads to a leaky pipeline.
- Given recent developments at UC-Berkeley, the Academic Senate should work hard to reiterate the notion of "faculty governance."
- I think that part of the culture is that research-active faculty who are engaged in a lot of professional service don't participate in the AS.
- This is not new, but it's really hard for faculty from small departments with high teaching loads and high departmental service loads to serve in AS. It would be very helpful to faculty governance to figure out how to deal with this problem, as without it, AS tends to be dominated by larger departments that are already relatively powerful on campus.
- I don't really see where there is anything that could encourage me to do more than the minimum for UC Berkeley. My department is rotten and doesn't prepare students for anything in the workforce. We can't even hire professors in a timely fashion even if we're given lines, but are expected to increase diversity, equity, etc. The university is cutting our budgets even though we're overworked and understaffed but there is no movement to eliminate all the redundant, useless steps to every single activity I have to do. I worked in industry for almost 20 years before becoming a professor and have never seen an organization so poorly managed. Good luck with doing anything worthwhile.
- Yes. The Senate staff is terrific. They are, on the whole, extremely professional, careful, reliable. Without them the Senate would be entirely a volunteer organization with high turnover and therefore--despite good will and heroic effort--it would be disorganized, lacking in institutional memory, and low functioning.

- The academic senate is perhaps the biggest disappointment about the institution in my 14 years at Berkeley. It seems to exist only to block genuine innovation and experimentation by the administration but has no capacity for innovation or experimentation itself. So, what is sometimes touted as an engine of progressive values is instead an engine of conservatism. I would much, Much, MUCH rather work at a university where the administration could make efficient decisions, than work at an institution where fear of tyranny, ossified since 1968, prevents the institution from evolving with the times. I have worked in the past at universities where the administration could make actual decisions, and guess what? They turned out not to be cartoon supervillains, but human beings committed to service who tried to solve difficult problems as best as they could with the public interest at heart. Imagine that!
- After I had served on the Emeriti Relations Committee for five years, two as Chair, the committee was abolished by the AS and its functions supposedly relegated to another committee. (Even during my time, the Emeriti Committee received no funding from the AS). UC is loud in its vocal appreciation of the emeriti's contribution, but its actions tell another story.
- AS seems to have no executive power at all. I have somewhat the feeling that all the decisions that affect me at UCB are made by others, mostly California Hall where we have no influence and are not being heard. It is very possible that this is my lack of understanding of AS. Maybe explaining more clearly what AS does and does NOT would be helpful to?
- For younger academics with childcare responsibilities, almost any additional service is too much. But that may change over our careers.
- Most ad hoc committees appoint to issue reports on undergraduate education are a waste of time. I served on one such committee, and I do not think that any of its recommendations were ever referred to, despite the fact that it was extremely time-consuming.
- Fewer standing committees with more strategic orientation. Great use of ad-hoc committees at critical moments.
- Would be useful for newbies to have a mentor about how-to workaround bureaucratic holdups while still keeping Senate leadership in the loop.
- It is hard to overcome the perception that service in the Academic Senate is what you do after you wash out of research and are looking for something else to do.
- see comment on senate leadership.
- The AS has had my back at every one of my promotion cases, protecting me from politics in my department. I deeply appreciate this on a personal level.
- I am quite disaffected with my interactions with the Academic Senate. I have twice been approached to serve on Budget and Interdepartmental Relations. Both times the invitation has evaporated when the persons inviting me has discovered that I have a disability which would make service difficult but not impossible -- they were simply not willing to make the effort to find suitable accommodations.
- A little unclear about which committees are Academic Senate versus other parts of the University e.g., do Ad-Hoc committees count.
- When I arrived, there was a norm I was told: service at least once every three years was expected, and the review process would take it into account. I believed that was true. Later, I realized that people were advanced in personnel reviews regardless of whether they ever served. That should simply be unallowed. That alone would solve the problem of service, without making up new benefits to induce people to serve.

- I wish that serving on senate committees felt more essential to the running of the campus. I valued serving on DIVCO, and my other service positions, and was glad to be on DIVCO, but mostly because it informed me about the workings of the campus. I felt like I learned about how things really worked. But that knowledge was ultimately demoralizing. I would like DIVCO to be a more progressive and active voice in faculty and campus politics and policies.
- The Academic Senate would be more effective if it were not such a gossipy clique.
- Participation will increase when the committees actually do something that is real. Long range planning is fine, but some decisions need to be made by the committee that actually make a difference that can be seen and verified. If that's not possible, hire the work done and leave professors alone, or pay them a stipend, or give them a creative gift.
- From my perspective the Academic Senate does not adequately represent the faculty, but rather represents the agendas of a minority of faculty on campus. The culture around this is one in which faculty are loathed to voice their opinions.
- Please increase diversity and representation.
- To me, it's unfortunate that there seems to be mission mix up:
1--dealing with the actual, specific business of the faculty, teaching and research, at our research university, and 2-big politics and political grandstanding, which seems a rather different mission. I think the politicking turns off a lot of people and doesn't help with the public image of the AS.
- My understanding was that this type of university service is not necessary until achieving tenure. Until then it is too much time spent on service when I should be focusing on research.
- Academic Senate needs to gain more authority on campus -- it is too weak in its current form.
- The singular weakness of the Senate is its reliance on the administration for funding. No matter the rhetoric around "shared governance," the Senate must always go hat in hand to those in power to ask for money for even the smallest things. S/he who holds the purse strings, holds the power. Until the Senate can operate without begging for money, that is, until it has real power to determine its budget, it will be the much, much weaker partner in any governance that is shared. The Senate needs to be a real partner, not a handmaiden.
- I think majority of faculty have no clue what AS is, what it does, what committees do. So the non-responses to this survey tell you more than the responses.
- In my view the two most important structural institutional features responsible for UCB's enviable reputation are the Senate and the Graduate Division. The Senate (particularly Berkeley Division, which has more power and influence than other divisions) which is actually in control of admissions and graduation standards and regulations for study and which allows cross-discipline faculty cooperation in a way not found at our competitors. Note that the Budget Committee here both passes on qualifications and, essentially, also sets individual salaries. The second feature is the Graduate Division, which prevents siloing of disciplines and which does a good job of maintaining high standards of student education across all graduate programs. As a result, we have far fewer weak and or isolated graduate programs than even our strongest competitors.
- I think it would be interesting if the Senate considered the role of academic appointees like: Academic Administrators, Academic Coordinators, Researchers and the like that might add interesting and valuable perspectives to the Senate's work.
- As an Assistant Professor the AS has not been my focus, but I assume with tenure I will provide more service to the AS and be asked to serve in some capacity.
- I am a new faculty member and I honestly have no idea what it is other than that it voted to hire me!

- The AS perpetuates inequity and ineffectual preparation of graduates to succeed. AS is a professional organization protecting the interests of its members. It blocks innovation and any challenge to the status quo.
- I think the AS is probably effective and important, but I just don't have time to think about campus governance issues. As a PIR, I'm not sure if I'm going to even keep my job here if I don't secure funding, so I don't think that coming up with ways to get PIRs more involved in AS issues will be helpful.
- The Academic Senate is vital. It needs better funding, better staffing, and less cramped quarters. It advocates for Berkeley to Systemwide/Oakland — which, as in the issue I mentioned above of permitting letters of recommendation in Admissions, makes decisions that have far-reaching consequences for Berkeley. It can only help Berkeley to have a strong Academic Senate.
- The department and school service load is enormous for me, and I also serve on other campus committees that are not part of the academic senate. Rather than focus on one type of service, you should survey faculty across campus on their service loads if you want to know why people are doing less academic senate work. I think you will find bimodal responses - some faculty do little service at all, other faculty are swamped with service demands at lower levels or in other contexts, especially E&I. I would like to see the academic senate take on this issue as an equity issue for faculty more generally. If service is expected, it should be valued in reviews.
- I expect that I've been blunt enough. I cannot see what is currently being gained through the Senate. What is being lost, both tactically and in the sheer waste of intellectual energy, seems quite clear.
- I literally don't know what the Academic Senate is - no one has ever said anything about it in my 5 years at Berkeley. I get e-mails about it, but since I get 100+ e-mails a day, I don't typically read them. Perhaps most importantly, I feel so mired in bureaucracy and unsupported on the Berkeley campus that I don't really hunt for new ways to serve the place. If I knew that the Academic Senate offered ways of improving conditions, and/or experienced rewards for participating, this might change.

FLA survey team identified 6 themes that were prominent in these written responses. We list these themes below with selected responses that exemplify each theme.

1. Need for empowerment and accountability

- AS committees should be empowered to make change happen (strategic goals), not just fulfill their operational goals.
- Reduce the influence of the administration (e.g., hiring and tenure should be decided solely by the AS)
- Recent AS leaders do not have the will to challenge ill-conceived administrative decisions (e.g., the stadium, operation excellence, the pool) the way past leaders did around the Loyalty Oath crisis; need to step back from a corporate model
- we need an upper administration that is fully accountable to (and consults regularly with) the Academic Senate and respects its role in Governance
- Some committees do not have clearly articulated outcomes; lots of nonbinding resolutions and reports recommending greater study of obvious problems which makes one think they can be more effective at the local level
- AS seems to exist only to block genuine innovation and experimentation by the administration but has no capacity for innovation or experimentation itself.
- The singular weakness of the Senate is its reliance on the administration for funding. S/he who holds the purse strings, holds the power. Until the Senate can operate without begging for money, that is, until it has real power to determine its budget, it will be the much, much weaker partner in any governance that is shared.

- Committee decisions/outcomes should be visible and verifiable.
- Links from AS back to faculty are absent or minimal which undermines faculty's trust in its power and trustworthiness.

2. Lack of knowledge/information about the AS

- Provide more information about the AS about the different committees, their charge and the process of recruitment;
- incoming faculty are particularly in the dark.
- Faculty should be informed/educated about what they would NOT HAVE if it weren't for the AS.
- Even veteran faculty don't know enough about the AS and it seems like a huge undertaking to learn all the butts and bolts to be able to make a meaningful contribution

3. Lack of transparency and diversity in who gets to serve (13)

- Annual survey is not transparent about how responses are handled, some people volunteer and are never called upon; make it more interactive (indicate where there is more or less need for volunteers). People have lost interest because they have not received any feedback.
- It shouldn't be the same people over and over who end up doing service. Same pool of faculty members is churned to create different committees. Make AS service both mandatory and impose term limits? Academic Senate leadership is majority white even for non-elected positions
- You need to stop the hoax that AS service is available to all. I volunteer to serve on multiple AS committees every year and have never been invited to serve...Whoever wrote this survey is drunk on the cool-aid as well, because several questions implicitly assume that whoever wants to serve on the AS is free to do so. This is absolutely not true- it is a club. All of this has left me disillusioned about the AS and the university as a whole. It seems that only certain types of inclusion and belonging are important to this university.
- I have twice been approached to serve on Budget and Interdepartmental Relations. Both times the invitation has evaporated when the persons inviting me has discovered that I have a disability, they were simply not willing to make the effort to find suitable accommodations
- The Academic Senate would be more effective if it were not such a gossipy clique.
- The Academic Senate does not adequately represent the faculty, but rather represents the agendas of a minority of faculty on campus. The culture around this is one in which faculty are loath to voice their opinions.
- AS is a professional organization protecting the interests of its members. It blocks innovation and any challenge to the status quo.
- Faculty should vote on all positions including the AS chair.

4. Need for More Incentives

- Recognize AS service; people should be rewarded for AS service in promotion cases. Why reward people for getting outside offers but not for serving Berkeley? (one person argued for the opposite; too much emphasis). Teaching reduction for depts that have a heavy teaching load (leads to unfairness in AS representation).
- Very mixed signals about service at mid-career (associate). Seems like it is optional... bonus points for those who do it. But that just makes it a penalty for those of us who do allocate our time to institution building.
- Differences within and between departments in how service is evaluated in merit and promotion cases.
- Pay professors who serve.
- Junior faculty are protected from AS service. By the time they have tenure, they are told better to focus on research than on service if they want to keep moving up.

5. Need to streamline the AS organization, reduce bureaucracy

- Fewer committees, less emphasis on process, and more focus on key institutional issues. Berkeley faculty spend too much time at meetings.

- The Senate as a voting body seems completely divorced from the Senate committees that make recommendations and advise on important things like Academic Program Review
- Senate faculty should have regular meetings at the level of colleges & schools, apparently the college of Eng meets each semester which provide transparency, and allow shared governance to function
- Budget Committee should focus on promotions to tenure and tenured hires (eliminate review of merit cases)
- There is no movement to eliminate all the redundant, useless steps to every single activity I have to do. I worked in industry for almost 20 years before becoming a professor and have never seen an organization so poorly managed.
- Fewer standing committees with more strategic orientation. Greater use of ad-hoc committees at critical moments

6. Strengths and importance of the AS

- The Senate which is actually in control of admissions and graduation standards and regulations for study and which allows cross-discipline faculty cooperation in a way not found at our competitors.
- AS particularly Berkeley Division, has more power and influence than other divisions
- Excellent and rewarding; meet people from all over campus, some of which become friends
- The AS has had my back at every one of my promotion cases, protecting me from politics in my department. I deeply appreciate this on a personal level
- I valued serving on DIVCO, and my other service positions, and was glad to be on DIVCO, but mostly because it informed me about the workings of the campus. I felt like I learned about how things really worked. But that knowledge was ultimately demoralizing.
- The Academic Senate is vital. It needs better funding, better staffing, and less cramped quarters.
- In my view the two most important structural institutional features responsible for UCB's enviable reputation are the Senate and the Graduate Division.

C. Semi-Structured Interview Questions

- Can you describe your AS and/or Campus Admin service to date?
- Do you hope to continue to serve in your present or some other role in the Academic Senate in the future? What are the factors that shape your position on this?
- If you wanted to encourage someone who was considering serving on the AS, what would you share from your experience that might tip the scales for a faculty member who is on the fence?
- What would you want faculty to know before they begin serving on the AS that might prepare them for the downsides of AS service?
- What are the most recent successes the AS can point to? In thinking about how many faculty hours are expended in a year on AS service, are the successes proportionate to faculty time?
- Do you have any insights into the 2009 report on streamlining the AS? If so, did that report have an impact on the AS? If not, do you have insights into what happened?
- Given your experience, do you have ideas about how to improve the AS?
- What would you Stop, Start, Continue about the way the AS functions now?
- UC Berkeley stands out for the role of the AS in shaping the campus. Compared to other campuses, do you think this leads to better outcomes? Are there other campuses that might provide an alternate model for faculty input?

D. FLA 2021 Participants



E. Acknowledgements

The FLA would like to thank first of all the 453 colleagues who responded to our survey, and took time to share their frank and candid assessments of the state of the AS at the current moment. We would like to thank the 21 members of the administration, staff, and current AS members as well as many others in the context of our FLA program who took time to grant our interviews, explain to us their unique perspectives on the AS from within, and to help in the formation of our views of the questions at hand.

For the bigger picture, we would like to thank the program sponsors who gave us this opportunity to learn more about the workings of UC Berkeley across the board, including program sponsors EVCP Paul Alivisatos, Vice Provost for Faculty Ben Hermalin, and Assistant Vice Chancellor Eugene Whitlock, project sponsors Academic Senate Chair Jennifer Johnson-Hanks and Incoming Chair Ron Cohen, and the Program Planning Committee: Karie Frasch, Angela Stopper, Andrea Lambert, and Kristine Lee Wilby. Thanks to CORO NorCal and Courtney Young-Law for facilitating a productive semester of learning with clarity and patience in a pandemic year, and Mark Sebarrotin for supporting the process in so many ways.

Though not every vegetable in the soup reflects the strongest tastes of every chef in our 17-person kitchen, we have worked hard to frame this report as closely to our consensus as possible. Collectively we have learned much about the AS as well as the workings of the university as a whole, and for that we are grateful.