

Impact through Inclusion: A Future for Self-Governance
FLA 2021 Academic Senate Study and Recommendations
Final Report

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Introduction and Charge Statement

The UC Berkeley Faculty Leadership Academy (FLA) is a leadership development program intended for tenured and mid-career faculty to develop leadership skills and abilities, deepen connections to colleagues across campus, and build confidence to step into campus leadership roles or initiate multidisciplinary projects. Run by [CORO Northern California](#), the program also seeks to increase participant understanding of UC Berkeley's resources and operations. In Spring 2021, the second cohort of this program included 17 faculty from various disciplines across campus (FLA 2021).

The FLA program sponsors and supporters—including EVCP Paul Alivisatos, Vice Provost for Faculty Ben Hermalin, Assistant Vice Chancellor Eugene Whitlock, Project Sponsors Academic Senate Chair Jennifer Johnson-Hanks and Incoming Chair Ron Cohen, as well as Program Planning Committee Karie Frasch, Angela Stopper, Andrea Lambert, and Kristine Lee Wilby—assigned FLA 2021 a group project focused on improving the Academic Senate (AS) at UC Berkeley. The sponsors defined the project with the following central question: How can the Berkeley Division of the Academic Senate evolve in form and function to best serve UC Berkeley and its faculty today and in the future? Further, the sponsors raised sub-questions related to four topics: (1) Academic Senate Mission and Values; (2) Structure; (3) Function; and (4) Participation. Project sponsors asked the FLA cohort to provide a set of actionable recommendations to be presented to campus and Academic Senate leadership, including DIVCO.

In light of a 2009 report on the Academic Senate that focused on staffing and the committee structure, we concentrated our efforts on developing a better understanding of perceptions about the Academic Senate performance and examined how attitudes about the Academic Senate shapes participation. This Summary Report explains our methods, findings, and recommendations.

The Stakes

At the two twenty minute summary presentations of this report on May 19 and May 24, 2021, [the slides of those presentations can be found [here](#)], several listeners asked very directly what the problem was that this Academic Senate study was designed to address. What are the stakes of shared governance at Berkeley?

The pressures on UC Berkeley in the last twenty years have been immense, and have led to many transformations in our institution. Financial pressures, linked to the divestment in higher education in the public sector, and pressures coming from State governance, Regents, and others have led our leaders over the years to feel the need to be able to move nimbly and quickly, at times making major changes that felt instituted from the “top down,” sometimes at the suggestion of outside consultants. Operational Excellence, Campus Shared Services, and other initiatives have led over these recent decades to a reduction in staffing, the shifting of many former staff burdens onto the faculty, and an unfunded mandate that shifts the financial burden of staff salaries onto departmental units. Chairs and faculty have been strongly encouraged to turn their research time and energy toward entrepreneurship—revenue generating summer

certificate programs, new MA programs— as well as cultivating philanthropy or corporate partners. As Berkeley's undergraduate enrollment numbers each year have burgeoned in response to state mandates, departments have been pressured (through the threat of Finance Reform) to increase the numbers of large lecture classes that yield more student credit hours—and hence to reduce their emphasis on small courses that permit close individual relationships between faculty and undergraduates. Often our units are in direct competition with one another for summer course (UNEX) enrollments, and smaller units lose out to those who can pay publicists to help with advertising and social media. How should Berkeley evolve around online education, and the Mills campus? UC Berkeley has undergone unprecedented challenges over the past year and a half due to the COVID-19 pandemic combined with national protests that forced our community to answer calls from Black, Indigenous, Asian, Latinx communities and other marginalized groups to do more to advance racial justice and social equity on campus and beyond. These are just some of the pressures on the University that the leadership is challenged to address. Yet what form should that leadership and those solutions take? Who should decide on them?

The project charge provided to the FLA 2021 cohort centered around the effectiveness of the Academic Senate, how it operates and impacts the faculty and campus community at large. Yet, the interactions between the Academic Senate and UCB leadership and administration are foundational to shared governance on campus and AS effectiveness. The research done for this project identified divergent impressions of the degree of AS power at different periods and under different administrative leadership. Those committees with a clear operational role and delegated power of decision—in particular BIR (the Budget Committee) and to some degree COCI, CAPRA, and Admissions—had important and clear powers and operational jobs to keep the campus running. With welcoming campus leaders who have long institutional memory such as Chancellor Christ, the role of the Academic Senate has been important. Still, many faculty members are hardly aware of its role, and the broader challenges are not easily solved. Some sources pointed to a slowly but consistently eroding role for the Academic Senate in campus decision making. The adage 'we are as effective as we are persuasive' was frequently mentioned by interviewees, for example, but for some, it does not appear to be particularly accurate today. One example of conflict is that campus leadership decision-making processes may have to occur in timeframes shorter than those required for Academic Senate deliberation. Consequently decisions may be made without sufficient Academic Senate consultation. This has allowed campus administrators over recent decades to undertake large expenditures that ignored input from the Academic Senate, leading to significant long-term detrimental consequences to campus.

Our recommendations acknowledge that the Academic Senate serves in an advisory role to the UCB leadership. But they also raise the issue of whether the Academic Senate has the resources it needs and the broad faculty engagement required to play this role effectively. We propose that increased faculty representation and participation in the AS will reinvigorate the role of shared governance on campus, and allow for the AS to be more persuasive and effective into the future.

The Academic Senate is at a crossroads for how to strengthen its leadership and core values of faculty self-governance in ways that contribute to Berkeley's overall excellence and advance the diversity, equity, inclusion and belonging (DEIB) mission of the university. The clearly visible ability to shape key decisions made for the campus can deepen faculty engagement in the institution and commitment to our shared goals. Concerns that the Academic Senate does not have enough power to steer the Administration away from choices that proved, over time, to have been misguided can erode faculty willingness to engage. Robust faculty participation ensures that the role the Senate plays in shaping the University and guarding its critical public education and research missions reflects the aims and vision of the larger faculty. Given the current pressures on the University, this is a critical time to examine the Senate's role and faculty participation.

Methods and Overview of Interview & Survey Results

Our cohort includes a broad range of faculty members from the social sciences, sciences and humanities, providing expertise in a broad range of research methodologies. In the end, we worked together with four primary resources: review of previous archived reports (the 2009 Academic Senate study was particularly useful); institutional data on faculty participation in the Academic Senate; interviews with key stakeholders; and a broad survey of faculty.

Survey

We conducted a 10-minute survey of UC Berkeley faculty about the Academic Senate between March 29 and April 12 and received 453 complete responses. The survey sample was similar to the larger Berkeley faculty distribution across a number of factors: gender (37% of survey respondents were women vs. 34% of Berkeley faculty), race/ethnicity (race = white: 65% in the survey vs. 70% of Berkeley faculty), and professor rank (Full Professor Rank: 65% in the survey vs. 61% on campus; Associate Professor: 24% vs. 22%, respectively). However, Assistant Professors were somewhat underrepresented in the survey (11% vs. 17% at Berkeley as a whole).

Survey questions explored faculty's knowledge about and participation in the Academic Senate, their sense of belonging and commitment to the Academic Senate as an institution, potential barriers and solutions for increasing faculty involvement in Academic Senate service, and the nature and quality of faculty's past and/or current experiences serving on Academic Senate committees.

Gender differences in outcomes were minimal and sample size for underrepresented minorities was too small to assess race/ethnicity differences. Details on the survey instrument, analyses, and results are presented in the Appendix.

Free responses to the open questions, which are transcribed anonymously in the Appendix, provide a vivid picture of the range of responses to the position and activities of the Academic Senate, and it is highly recommended reading. The responses range from strongly positive to

hopeful to deeply disillusioned, and show a strong awareness of the overall power structure of the institution. A sample of these anonymous responses follows:

From the positive:

- “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 Academic Senate here is far more powerful than at other institutions where I have worked.”

Importance of strengthening the Academic Senate:

- “I think that shared governance and a separation of powers needs to be vigorously defended and exercised.”
- “Academic Senate must take power back from the administration before they ruin the university.”

To highly critical:

- “I feel the Academic Senate has lost so much power that it is hardly worth getting involved anymore.”
- “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.”
- “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.”

Many of the survey responses also contain excellent suggestions for how to improve the function and effectiveness of the Academic Senate, some of which have been included in this report; others remain to be mined.

Interviews

To complement the survey, we conducted interviews with twenty-one faculty members in fourteen interviews.

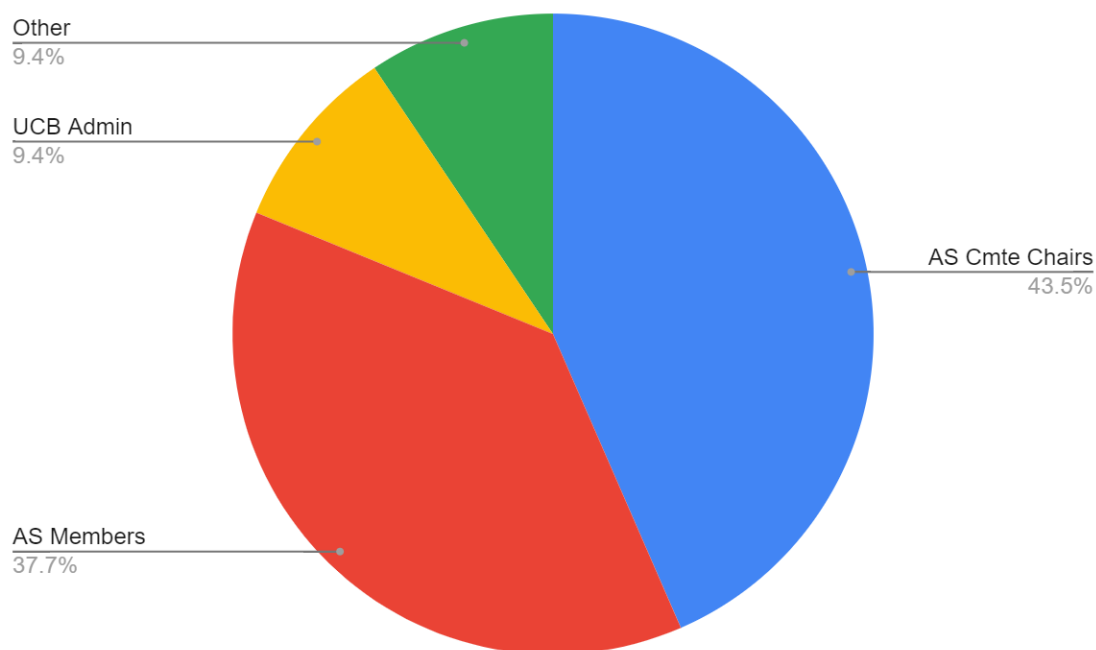


Figure 1: Distribution of Interviewees (Total 21)

Interviewees included representatives from Campus Administration and from the Academic Senate, with most interviewees having served as chair of an Academic Senate Committee. Interviews were conducted by one or more FLA members and drew questions from a common interview guide with some questions tailored for the interviewee. The interview team took notes to summarize the interview, calling attention to key findings. The FLA cohort then collectively reviewed interview summaries to generate a shared view of the most important points revealed during the interviews.

Interviews presented us with a range of perspectives about how the Academic Senate is currently functioning and about what it is like to serve on a committee. Many common themes emerged. First, the majority of interviewees emphasized how unique the Academic Senate is in shaping the University and could point to no other examples where faculty so strongly shape campus decision making. Many emphasized the critical role the Academic Senate will play in shaping how the University will adapt to an environment where the campus is increasingly dependent on private sector support and argue that the Academic Senate will be a force in protecting academic freedom going forward. Interviewees expressed a great deal of pride in the accomplishments of the Academic Senate and pointed out that, even in cases where the Administration did not heed the Senate's advice, felt that the advice proved itself to be sound.

The interviewees also praised the critical role of Academic Senate staff in supporting committees and allowing them to perform both their operational roles and their advisory roles. Because of a norm where committee service is supposed to circulate among faculty, the institutional memory of many Senate committees is held by the staff. In an era of declining resources, interviewees expressed concern about maintaining appropriate levels of staff for Academic Senate committees. Many chairs were emphatic that they simply could not do the work required of their committees without the talented and dedicated staff who supported them.

Another theme that emerged was the important role that the Academic Senate plays in advising the campus during a crisis. While many felt that the size of the operational role committees play and the pace of crises hitting campus sidelined the ability of the Senate to step back and think more about the strategic role it could play in shaping UC Berkeley, the interviews turned up numerous examples where the AS stepped up to guide the University through a crisis. For those people who served in a year not swept up in a crisis, they were able to provide examples of initiatives they led, in addition to their committee's operational role, to improve some part of campus. These examples reinforce our impression of how unique the Academic Senate is as an institution, the valuable role it plays in shaping the University, and the incredible dedication of the faculty and staff who serve on it.

Four Key Challenges:

In reviewing the results of our study, we found four key challenge areas:

1. The Academic Senate has a **marketing problem**.
 - How can we make the Academic Senate work visible and transparent to all?
2. The Academic Senate has a **“debate club”** reputation.
 - How can we improve strategic planning and effective processing?
3. The Academic Senate has an **incentive issue**.
 - How can we clarify and (maybe) increase the incentives for Academic Senate participation?
4. The Academic Senate has an **equity and inclusion issue**.
 - How can we make the Academic Senate an active force for equity and belonging?

1. Communication and transparency

Challenges:

In terms of what we named as the “marketing problem,” we found that for many faculty members the Academic Senate is perceived to be a black box. In the words of one survey respondent, *“I think the majority of faculty have no clue what Academic Senate is, what it does, what committees do. So the non-responses to this survey tell you more than the responses.”* As this faculty member suggests, we can infer that the sample, which includes 453 of the more than

2000 eligible respondents, is more likely to skew towards faculty members who *do care* and know something about the Academic Senate. Yet, many respondents expressed confusion or lack of clarity about what is and is not part of the Academic Senate mandate, structure, and role.

We discovered a great ignorance on the part of many faculty members, especially new and junior faculty, as well as many in our own FLA group, about aspects regarding the balance of power in the University and Academic Senate committee roles within that structure. A large number of eligible Academic Senate members do not know very much about what the Senate actually does, do not understand its Committee structure, and do not know how to get an issue onto an appropriate committee's agenda. Though those already deeply engaged seem to understand and value the Academic Senate work, a lack of understanding of the range of work that AS committees do—from operational (e.g., COCI), to advisory (e.g., CAPRA), to crisis-response—acts as a barrier to entry and full participation. (Questions regarding incentive structures and DEIB are relevant here and are discussed in the sections below.)

Furthermore, for many, the recruitment process is opaque—some have volunteered to serve but when not chosen become disillusioned and disengaged with the process. Even some current Senate members have shared that once reports are generated they are often unaware of what happened to the report or whether the thought that went into it made a difference in the final decision. Successful interventions and contributions may be celebrated or appreciated internally by those who worked hard to make them. On the other hand, the larger faculty may hear more about unsuccessful attempts to shape campus decision making, like the stadium or campus shared services. We also noted that there is a tendency for faculty to attend to the impact of a committee's work soon after a committee report has been shared. If there is no immediate impact, faculty tend to believe that the recommendations went nowhere. During interviews we heard of several examples where committee reports did have an impact, but some that occurred after report stakeholders had already tuned out.

We found that campus units and colleges are unevenly represented in the Senate, and that representation by rank is uneven as well. This may reflect a wide range of diverse senate service cultures in place among the various units, colleges, and ranks. In the graphs below, representation ratios by department and by college (only 2020-2021 here) are colored blue for units or colleges represented above the mean, and gold for those represented below the mean.

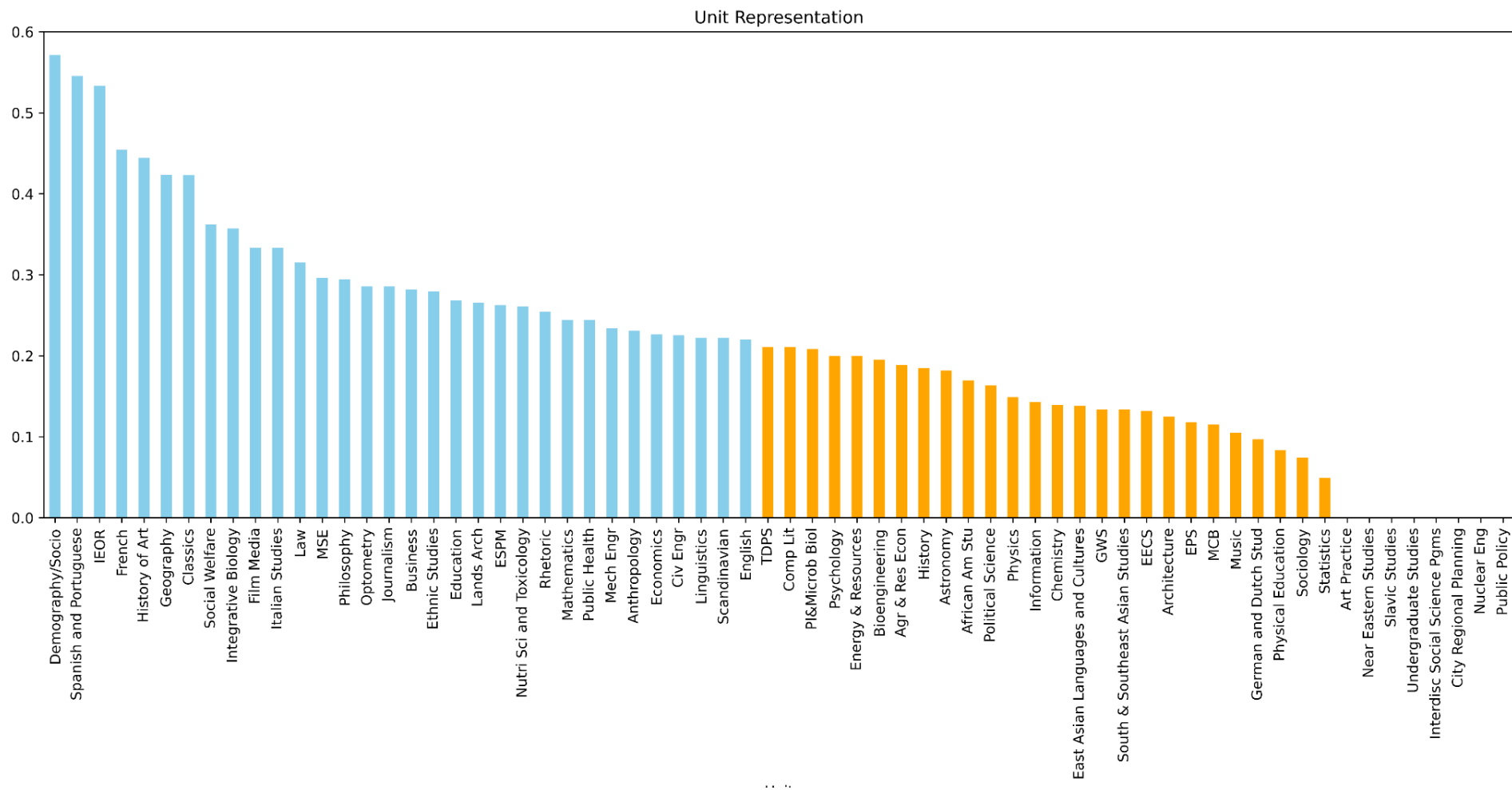


Figure 2: Unit Representation (Senate members/Faculty), 2020-2021

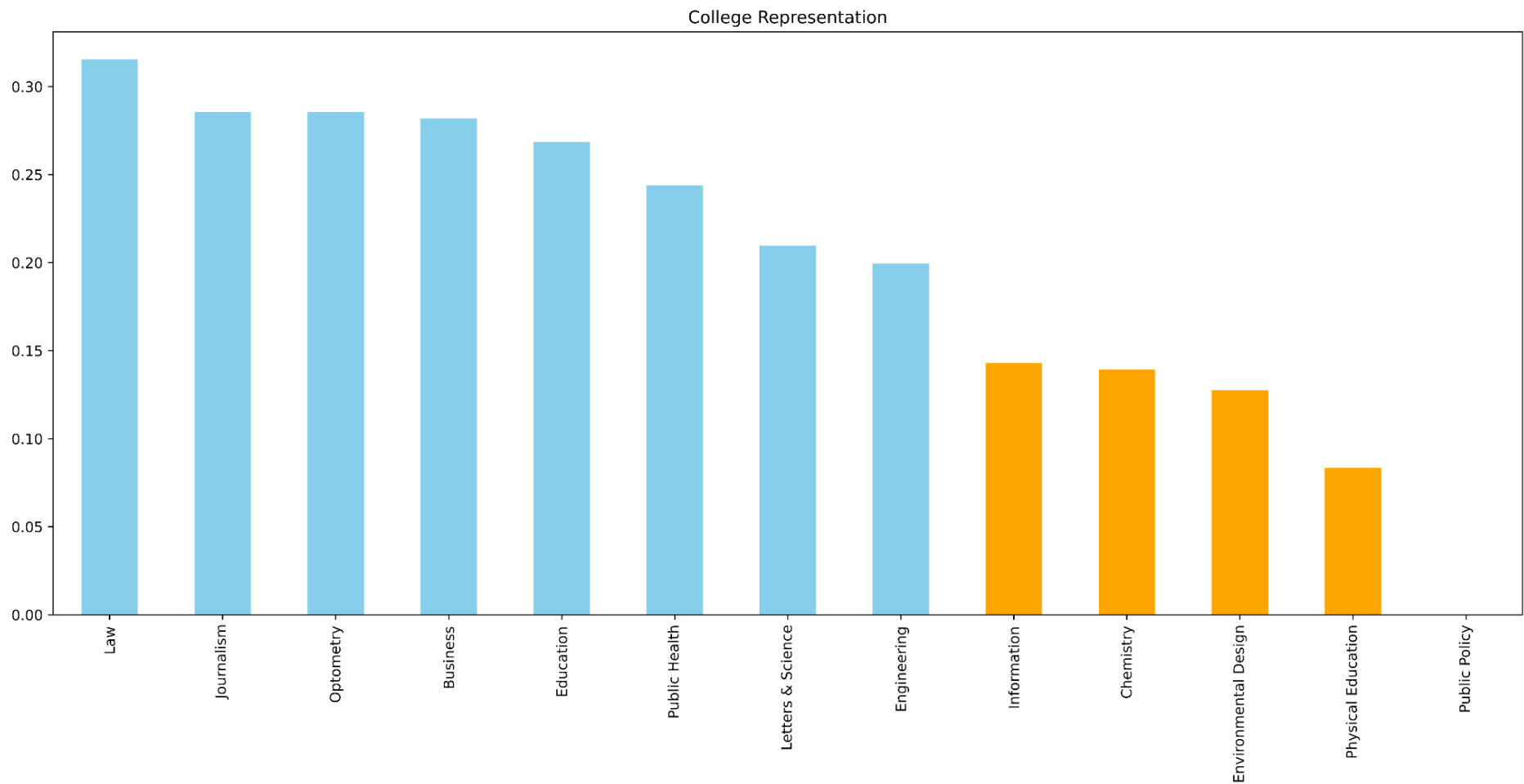


Figure 3: College Representation (Senate members/Faculty), 2020-2021

Recommendations:

- Consider a Delegate role for faculty to ensure that every unit has at least one representative who can create a feedback loop between unit and Senate;
- Consider including graphic or video introduction to the Academic Senate and its workings as part of new faculty seminars and Associate Faculty seminars, with frank discussion of the rewards and balance of service priorities;
- Give volunteers feedback about their applications, even if they are not selected to join a committee;
- Consider making the recruitment survey more flexible by including space for comments and unstructured expression of general interest areas;
- When the Senate has an important achievement or key role in a major campus decision beyond the best-known functions (e.g., BIR), communicate this internally and powerfully to the faculty, perhaps by involving Berkeley's office of public relations or including it in the EVCP emails
- Consider making the "Fortnightly" emails default to go to all senate members who can then opt out (rather than needing to do work to subscribe)
- The Administration can clearly communicate the impact of Academic Senate consultations, both in cases where Academic Senate advice is and is not followed.
- Create a platform for faculty to make direct and transparent strategic propositions to be considered by the Senate or specific committees;
- Collect demographics about Senate members and present this information publicly;
- Be sure that Committee members themselves are aware of the results (positive or negative) of their recommendations, and what became of the outcomes;
- Consider increasing Academic Senate and staff funding to allow for more continuity and lines of communication as well as publicity about Academic Senate results, outcomes and accomplishments.

2. Strategic planning

Committee-level Challenges:

At times the Academic Senate has been accused of being a reactive body, responding primarily to crises or to requests for comment from elsewhere rather than proactively setting its own agenda. We found at times a lack of vision or engagement regarding the items processed through especially "non-operational" committees. Some committees had a reputation as "debate clubs"—in other words, spaces of discussion without effective and actionable agendas or the power to implement those agendas.

In part, this may be due to lack of clout on the part of some committees in their advisory function, or to the individual willingness of those administrators with decision-making power to listen to or abide by the recommendations of the committees. (BIR and COCI were among those named as exceptions to this rule, given their clear operational mandate and delegated authority.) Having a good chair with a sense of direction, we found, makes all the difference in making or breaking a committee.

Some of our most powerful faculty advocates choose to make their interventions in other contexts, such as the Berkeley Faculty Association, where they may feel more free to intervene on systemic or cultural issues, or at the college, school, administrative task force or other level. Individuals on committees also vary in their levels of engagement and participation. In the case of lack of engagement, the committee chair does not have much recourse other than asking COMS that the member not be retained the following year. How freely and effectively can the Academic Senate speak out on strategic issues for the campus, while considering the big picture pressures on UCB and on higher education as a whole?

Recommendations:

- Committee chairs develop an **annual strategic plan**, outlining explicit annual objectives and expected outcomes, in order to focus on the most effective work for the committees.
- Consider leadership training for Committee Chairs, an explicit process of **onboarding** of new committee members (and **exit interviews** for departures)
- Continue Zoom attendance (hybrid) possibility at Academic Senate Divisional meetings, post-pandemic

Senate-level challenges and recommendations:

According to the 2009 Report, not all committees are effective, which may be in part due to the unwieldy structure of the Academic Senate. While some of the 2009 Report's suggestions have been implemented, it may be time to reconsider others, possibly including further reduction in committees, to make sure each committee has a clear mandate consistent with the current university structure. This would increase the value of time spent on committees, while managing or reallocating the time and load on highly competent and excellent Academic Senate staff.

Some committees work extremely hard to produce requested reports but members report being unsure of where their work goes or if it even has an effect. We discuss this under "communication/transparency" above in terms of follow-through. We note that Chancellor Christ mentioned at our May 19, 2021 presentation that the advisory role of the AS is crucial in decision making, and that perhaps it is a question of communicating that importance back to faculty more. However, we were concerned that the need to listen to AS is not necessarily structured into the system, and with another individual in an important administrative role, perhaps a deeper change could help ensure the important role of shared governance. Thus, we recommend that we:

- Consider ways to give the advisory committees' recommendations more "bite" or official recognition. Are there ways, even subtly, to shift the advisory function, in particular of non-operational committees, towards a decision-making role?

Suggestions for implementation included: having the CAPRA chair sit on the administration's small "finance committee" as a voting/consensus member; allocating the Academic Senate its own regular budget which it controls and can allocate as needed.

For now, however, we are focused on increasing awareness of the importance of the AS's roles, and generating more engagement on the part of the faculty. Rather than through local powers of

persuasion and contingent individuals' willingness to listen, we felt that generating widespread, active collaboration in the biggest issues seemed one important way to increase the impact of shared governance and deepen the Academic Senate's role in proactive campus strategic leadership.

3. Incentive structure

The current incentive structure for Academic Senate participation is largely shaped by the role that faculty Service plays in merits and promotions, along with Research and Teaching. Within Service, it is noteworthy that our survey revealed the following ranked order of priority in service for faculty: service to 1) their department, 2) the profession, 3) the college/school, 4) broader community, and, lastly 5) the Academic Senate.

Challenge: Unclear and variable expectations about Academic Senate service

A common expectation was that Academic Senate service should increase with a faculty member's seniority, though this was not universal and in fact varied widely depending on Department Chairs or Deans. Indeed some of us were told that even Assistant Professors are expected to serve in the Academic Senate service, and continued Academic Senate service even in later years when we were chairing departments. Others were told to begin Academic Senate service after tenure. Still others in specific departments were advised *not* to do Academic Senate service to focus efforts elsewhere.

Recommendation:

- More uniform messaging about *expectations* concerning Academic Senate service, from both the decanal and department-chair levels, can play a significant role in encouraging faculty participation on Senate committees.

Challenge: Heavy Workload Committees and Inconsistent Support

There are widely divergent workloads for committee chairs and committee members across the many committees of the Academic Senate: some faculty work for many hours each week on their committees, while other faculty meet once a month and get through their business quickly. Yet both forms of service "count" as Senate service.

Recommendations:

We believe that consistent support, in the form of course-releases, should be attached to chairs of "heavy workload committees." At present, there is no consistent recognition of workload, apart from course releases for the Budget Committee. Our interviews revealed that some Deans grant committee chairs course releases, while others do not. We know of at least one case of a highly engaged, effective and inspiring committee member who was asked to chair her committee. She was willing to serve but could not because her dean would not grant her a course-release and the workload was heavy. (Particularly jarring is the fact that the chair of the same committee at the time *did* have a course-release, but from a different dean.) We recommend:

- Implementation of an agreement across decanal units about standard releases for chairs of heavy workload committees;
- Heavy workload committees should be recognized as such more expressly in professional review outcome letters.

Challenge: Messaging about the role of Senate Service in Merit Cases

While many faculty know that Senate service is a part of merit cases, most are unaware that it can even warrant accelerations and decelerations, which normally are perceived as being driven mainly by research and perhaps teaching. Indeed the FLA was surprised to learn how many accelerations across campus are linked to exemplary service. We think the word should get out about this more broadly.

Recommendations:

- Communications about Senate Service from all levels (from upper administration, to deans, to chairs) should emphasize that robust Senate service can be an important pathway to professional advancement. This data can be tracked at the Budget Committee level, and this information can be an important part of the “marketing” recommendations we make elsewhere in this report.

Challenge: Messaging about the other benefits of Academic Senate service

For many faculty another important incentive to participate in Academic Senate committees is “civic duty,” the idea that we all should do our part within our structures of shared governance. Many Academic Senate participants also reported other benefits, including: connecting to faculty across disciplines, gaining insight into the way the university works, and feeling like they are a part of a broader community. One experience that emerged among a number of interviewees was how service on an Academic Senate committee renewed that faculty member’s sense of belonging at UC Berkeley. This was particularly true for faculty experiencing alienation and/or burnout at the unit level. Several interviewees shared that connecting with other faculty across campus through Academic Senate service brought relief.

Recommendation:

- Messaging that includes the personal and socio-professional upsides of Senate Service might further incentivize Academic Senate participation.

4. Diversity, Equity, Inclusion and Belonging (DEIB)

Based on our interviews and informal data collection, as well as the survey responses, we addressed two key questions: (1) How can the Academic Senate be more inclusive and achieve better equity representation, especially on powerful committees in terms of impact on important outcomes? And, (2) how can the Academic Senate enhance DEIB across campus?

Challenge: More inclusive Academic Senate with equity representation, especially in powerful committees

Our interviews with faculty and administrator colleagues indicate that faculty from underrepresented groups are often tracked away from AS service, particularly on powerful

committees that shape important outcomes on campus. Service on these committees, because it can lead to future campus leadership opportunities, is especially important for faculty from groups who are underrepresented. Some faculty from underrepresented groups may not view the Academic Senate as an effective vehicle for achieving campus DEIB goals and are therefore more likely to undertake other forms of service to effect change in this area (e.g. Department chair, Department or College DEIB committee service, etc.). Still, for those who might want to make a contribution through the Academic Senate, they should not face barriers.

In considering how to remove barriers, we also must note that women and minoritized faculty are overburdened by service. For example, 34% of all UCB faculty are women, *yet at least half of the faculty serving on the Academic Senate are women*. Seventeen percent of faculty are Asian, 11% are from underrepresented groups, 1% are other, yet currently there is no systematic tracking of Academic Senate participation by other demographic categories. Given the current demographic make-up of the UCB faculty, “equal” representation may overburden underrepresented groups. DEIB needs champions beyond women and faculty from underrepresented groups.

Recommendations

With these challenges in mind, we recommend that:

- The Office for Faculty Equity & Welfare **systematically track, evaluate, and disseminate data on equity trends** in the Academic Senate in terms of demographics of membership, leadership, and especially representation on key committees (e.g. BIR, COMS, DIVCO).
- The AS should **create better service incentives, particularly for overburdened faculty** (e.g., time off of teaching, money, accelerated merit and Department service adjustments).
- To cultivate more DEIB allies on key Academic Senate committees, we recommend that COMS include **considerations of demonstrated commitment/past contributions to DEIB as part of the application/nomination process** and **require DEIB statements from applicants/nominees**, particularly for elected positions on DIVCO and for committee chair positions.
- COMS should be judicious in conducting “warm reach-outs” to potential Academic Senate members to not intentionally coerce faculty members who are already overburdened, and also **proactively connect with faculty from underrepresented groups and women’s faculty affinity groups** on campus who may have suggestions of candidates who would be ideal for Academic Senate service.
- Finally, because Unit 18 lecturers are more diverse than the tenure-track faculty and are not represented on the Academic Senate, **a pathway to Academic Senate representation should be created for Unit 18 lecturers** to increase representation and diversity in the Academic Senate and to better represent the diversity of instructors on campus.

Challenge: Role of the Academic Senate to enhance DEIB across campus

Based on results from the 2019 My Experience survey, members of marginalized groups (by race, sexual orientation, gender, or disability) and from low socioeconomic status backgrounds, reported significantly lower feelings of respect for their groups on campus. About half of all Black individuals on campus - and 68% of Black undergraduate students - report experiencing exclusionary behavior. The Academic Senate should be an active force for improving campus climate and belonging for faculty, staff, and students from underrepresented groups, and it could do much more to motivate Berkeley to achieve these goals.

Recommendations:

We recommend that:

- **The Budget Committee includes consideration of demonstrated commitment to DEIB by departments/units in allocating FTEs.** This can be accomplished by (1) reviewing self-studies and external reviews of units with regard to DEIB, especially DECC comments based on external review; (2) paying close attention to DEIB section write-ups by departments in FTE requests; (3) examining past hiring practices and whether there have been strong DEIB protocols in recent search processes and adequate representation in recent hires (in collaboration with OFEW).
- In addition, **COCI should advocate for best DEIB practices in curriculum review.** This can be accomplished by (1) including anti-racism and anti-discrimination criteria in its review of courses; (2) creating an analogous “American Cultures” requirement for graduate students; (3) creating a database for materials on how to design syllabi with an eye to DEIB.
- Finally, when DEIB problems are documented in external reviews of departments, **DECC should require follow-up on progress related to DEIB recommendations made by DECC and/or external reviewers.**

Conclusion

Through this process we tried to engage as many stakeholders as possible, including the broader faculty, those currently serving on the Academic Senate, and members of the Administration. We also sought some perspectives from outside the university. We used survey data as well as in-depth interviews to identify key themes raised regarding the Academic Senate’s functioning and effectiveness.

There was a general appreciation for the strength and importance of shared governance on campus. Beyond that strong foundation, we identified four main areas of potential improvement. Our findings demonstrated a significant need for:

- 1) improved **communication and representation** among stakeholders.
- 2) professional **planning and procedures** in and for committees.
- 3) **equitable expectations** for faculty and specific committees.
- 4) increased **inclusion and equity** in the Academic Senate and its committees.

Our recommendations fall into these categories, and many of these also emerged directly from our surveys and interviews. We look forward to seeing the directions that these take going forward.

Overall, this project has reflected the strong foundation and the key role that the Academic Senate plays at UC Berkeley. Our recommendations seek to strengthen both how the Academic Senate can use its decision making powers in line with UC Berkeley's public mission and how it can codify its advisory role with the administration in clear and meaningful ways. We hope that this report is helpful in identifying concrete steps that the Academic Senate can take to increase its impact and make it better known to the broad community.