2024-25 Academic Senate Committee Priorities (If interested, you may [click here](#) for a list of committee descriptions)

Admissions, Enrollment and Preparatory Education (AEPE): 1) improve the effectiveness of transfer admissions and enrollment policies and of processes for "discovery" into undergraduate majors; 2) develop policies secondary major information and parameters for freshman admits' discovery into undergraduate majors; 3) develop a position statement on the use of standardized testing; 4) clarify policies on direct admission of transfer students into majors; 5) revise the student athlete admissions policy to clarify conditions for admission by exception.

Academic Freedom (ACFR): 1) monitor threats that may violate academic freedom on campus (e.g., faculty authority to determine course content); 2) collaborate with the systemwide committee on academic freedom to preserve the role of Academic Senate faculty in the conduct of academic searches.

Budget Committee (BIR): 1) advance equity and excellence in the full range of academic personnel matters; 2) continue to be efficient in processing of academic personnel cases; 3) perform analysis to inform FTE allocation decisions and represent the faculty's interests to the administration; 4) advise campus administration on related policy matters.

Committee on Academic Planning and Resource Allocation (CAPRA): 1) partner with the administration and other relevant stakeholders to improve the efficiency of capital projects, increase faculty size, and improve facilities maintenance and modernization, with a particular focus on research facilities; 2) advocate for budgetary support for the Library to ensure its research and teaching function on campus; 3) partner with Cal Athletics to inform solutions to the athletics budget deficit; 4) develop a set of budget and policy recommendations to inform the campus administration about budget and resource allocation challenges facing the campus, particularly those impacting faculty.

Committee on Committees (COMS): 1) improve communication with Senate faculty and increase transparency in the committee selection process; 2) increase diversity in committee appointments and foster a more inclusive pipeline of future Senate leaders.

Committee on Courses of Instruction (COCI): 1) ready all new and modified classes for inclusion in the course catalogue; 2) examine curriculum across the campus with respect to the expanding scope and complexity of online modalities and disability accommodations.

Committee on Memorial Resolutions (CMR): 1) resolve the backlog in memorial resolutions to ensure that faculty members who have died in the past few years are memorialized appropriately, both for their families and colleagues, and for the recorded history of the university; 2) work with departments and departmental faculty ad hoc committees to raise awareness of the importance of memorial resolutions and improve timeliness of resolutions.

Committee on Research (COR): 1) advocate for improved research infrastructure (maintenance and upgrades) to support faculty research excellence; 2) engage campus decision-makers to develop a more holistic understanding of current efforts to enhance research administration; 3) advise campus decision-makers providing an interdisciplinary perspective on the challenges of our current research ecosystem; 4) establish procedures for Senate participation in the oversight of Organized Research Units (ORUs) and museums; 5) develop guidance for the campus administration to improve strategic and logistical support for faculty to apply for funding opportunities.

Committee on Teaching (COT): 1) encourage and aid departments in strengthening their efforts to foster, recognize, and reward inclusive and excellent teaching; 2) undertake special initiatives alongside the Center for Teaching and Learning (CTL) to improve teaching and learning on campus (e.g., gen AI in the classroom); 3) make recommendations to Divisional Council (DIVCO) about priority issues concerning teaching on the campus.

Demonstrations and Student Actions (DSA): 1) monitor campus administration's responses to pressure from

UCOP, donors, and off-campus groups and actors to stifle student protest; 2) monitor campus enforcement of Time, Place, Manner policies with an eye toward ensuring consistency, reasonableness, and the free exchange of ideas; 3) stay abreast of the concerns, plans, and predicaments of student groups.

Diversity, Equity, and Campus Climate (DECC): 1) develop and strengthen processes for the use of evidence in assessing units' diversity, equity, and climate contexts and efforts; 2) in coordination with the Division of Equity and Inclusion and the Office of Faculty Equity and Welfare, develop and strengthen units' capacity to use available evidence and tools to systematically collect and analyze diversity, equity, and climate data in order to address the unit's needs and strategic goals; 3) in collaboration with other Academic Senate committees, create a vision for learning at Berkeley in changing political and social contexts.

Divisional Council (DIVCO): See link

Faculty Awards (FAC): 1) effectively solicit a diverse set of nominations for the awards the committee handles; 2) improve transparency and effectivenss in the selection of award winners.

Faculty Research Lecture (FRL): 1) increase the number of faculty of color nominated and invited to give Faculty Research Lectures; 2) raise awareness of the Faculty Research Lectures among Senate faculty at all ranks.

Faculty Welfare (FWEL): advocate on campus and system-wide for a range of faculty welfare issues including health care optons, rates, and quality of service; compensation and benefits; faculty recruitment support (e.g., sustainability of the MOP program); efficient merit and promotion case processing, benchmarking related to research administration; advocate for improved processes to mitigate administrative workload for faculty (e.g., student accommodations).

Graduate Council (GC): 1) increase the effectiveness of GC's input on Academic Program Reviews through holistic orientation of new members, review of graduate student outcome data directly from Graduate Division (rather than relying on data provided from units), and review of prior APR materials; 2) revise the proposal and review guidelines for new self-supporting graduate professional degree programs (SSGPDPs) and generate a list of best practices (e.g., advising); 3) examine the changing nature of the graduate student mentoring climate for impacts on graduate students and faculty; 4) develop a consistent approach to reviewing demographic data about student retention and faculty hiring to better gauge departmental diversity.

Library Committee (LIBR): 1) build a strong collaborative relationship between LIBR and the new University Librarian; 2) improve understanding in CAPRA and the Senate faculty at large of the full spectrum of services the Library provides; 3) work with CAPRA, the Divisional Council, and the campus administration to achieve appropriate and sustainable budgetary support for the Library.

Panel of Counselors (POC): ensure that faculty have taken advantage of all other avenues of conflict resolution (the University ombudsperson, informal mediation by a department chair) and advise faculty on how to bring a case to the Privilege & Tenure committee (P&T).

Privilege and Tenure (P&T): adjudicate grievance, disciplinary, and early termination cases effectively and efficiently.

Rules and Elections (R&E): 1) work with COMS to improve the diversity of the pool of nominees for elected Senate committees through direct outreach; 2) improve voter turn-out for Senate elections by exploring new possibilities for communication and outreach; 3) work incrementally toward great transparency and standardization of Berkeley Division By-Laws.

Undergraduate Council (UGC): 1) provide feedback on policy and institutional changes relevant to

undergraduate education (e.g., new majors, curriculum changes) to ensure that undergraduate educational needs and perspectives are addressed; 2) investigate how and where equity and quality of undergraduate education can be improved (e.g., online teaching, gen AI in the classroom, grading policies; transfer student pathways; common good courses; undergraduate research and other discovery opportunities).