



**TWENTY YEARS LATER:
ASIAN AMERICANS AND PACIFIC ISLANDERS
AT UC BERKELEY**

Presented by the
Asian American and Pacific Islander Standing Committee
University of California, Berkeley

JUNE 2021

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EXECUTIVE SUMMARY

Since its founding in 2019, the Asian American and Pacific Islander Standing Committee (AAPISC) has been working with campus partners to develop briefings about Asian American and Pacific Islander (AAPI) community needs. These briefings will serve as updates to the most recent report on the status of the AAPI community at UC Berkeley that was published in 2001, Visibility and Marginality, Asian Pacific Americans at Berkeley: A Report to Chancellor Berdahl. “Twenty Years Later: Asian Americans and Pacific Islanders at UC Berkeley” is the first in this series, the purposes of which are to provide a preliminary (pre-COVID-19) demographic overview and assessment of AAPI community needs on campus and possible strategies to address identified issues of concern to date for AAPI undergraduate and graduate students, staff, and faculty.

A preliminary analysis of recent 2019 student, staff, and faculty data shows that the challenges facing AAPI communities at UC Berkeley have not significantly changed over the past 20 years.^{1,2} Data show that the first-year retention of Filipino, Korean, and Pacific Islander undergraduate freshman students and Korean, Pacific Islander, and Vietnamese transfer students remains behind that of their white cohort – with Pacific Islander students the most heavily impacted by up to nearly three times and five times, respectively. A significant percentage of AAPI students are also the first members of their families to go to college, ranging from 9% for South Asian to 52.6% for Vietnamese.

AAPI staff representation is highest in financial job categories and in non-managerial and non-executive positions. The number of AAPI faculty on campus, while trending slightly upwards in some divisions, can still be improved – especially in the humanities and the social sciences.

¹Asian Americans at Berkeley: A Report to the Chancellor, May 1989.

²Visibility and Marginality, Asian Pacific Americans at Berkeley: A Report to Chancellor Berdahl, May 2001.

INTRODUCTION

When assessed by aggregate enrollment, retention, and graduation rates alone, Asian American undergraduate students at first appear to be among the most academically successful at UC Berkeley. These numbers, however, render both invisible and marginal the complex needs of AAPI undergraduate and graduate students – and particularly those of Pacific Islander, Southeast Asian, and South Asian, Southwest Asian, and North African (SSWANA) communities.

“Aggregate” approaches to understanding the AAPI campus community also minimize the underrepresentation of AAPI staff occupying senior leadership positions on campus, as well as the disproportionately low number of AAPI faculty – particularly in such disciplinary fields as the humanities and social sciences – in comparison to the student body at large.

The ongoing racialization of AAPIs in the U.S. as “perpetual foreigners” and “model minorities” is also harmful. As the COVID-19 pandemic has made increasingly apparent, Asians and Asian Americans – since their arrival to the U.S. in the 1800s – are not immune to economic, educational, political, and social disparities, as well as individual and institutional forms of violence and hatred as a result of racism and xenophobia.

METHODOLOGY

In Fall 2019, AAPISC began analyzing AAPI undergraduate and graduate student, staff, and faculty data obtained from Cal Answers. 2019 Cal Answers data was utilized for this preliminary analysis given the unprecedented nature of 2020-2021 due to the COVID-19 pandemic.

The racial and ethnic categories presented in the schema of Cal Answers – including the lack of disaggregated data for particular subgroups within the AAPI community, posed unique challenges to our analysis, however. For example, while Asian and Pacific Islander diasporas consist of over 50 ethnic groups, Cal Answers only provides outcome measures for 8 AAPI ethnic categories. These data limitations fail to provide the granularity needed to conduct a thorough evaluation of student, staff, and faculty data for ethnic groups that historically have been marginalized within the broader “AAPI” category.

AAPISC is committed to fostering an anti-racist vision for our campus community that is grounded in collectivity and abundance. The data presented in this briefing is thus intentionally framed outside of “overrepresentation” and “underrepresentation” discourses, as we do not believe that access to and employment within higher education should be understood through scarcity or “zero-sum game” lenses.

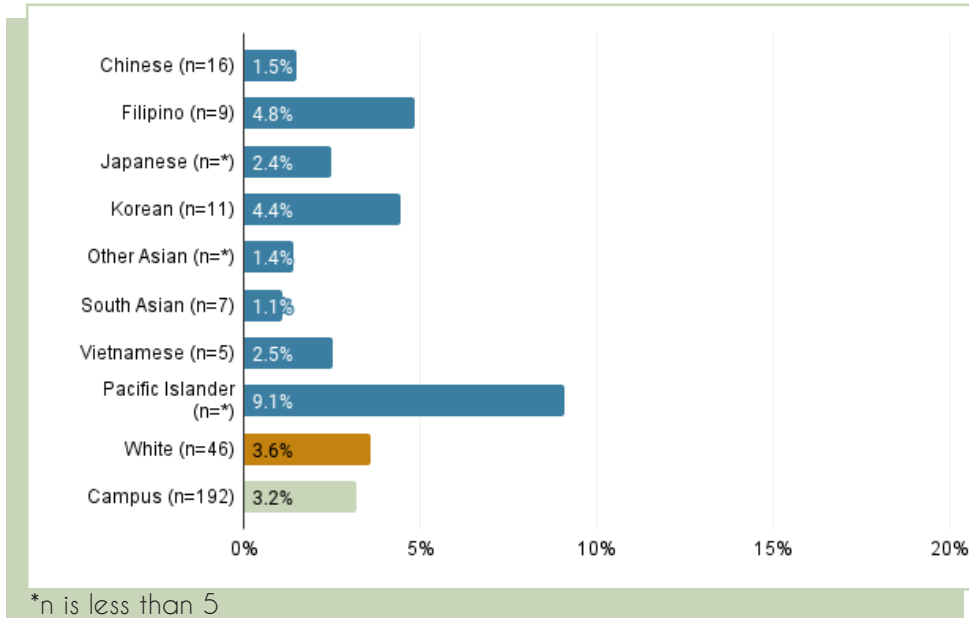


AAPI UNDERGRADUATE AND TRANSFER STUDENTS

RETENTION RATES

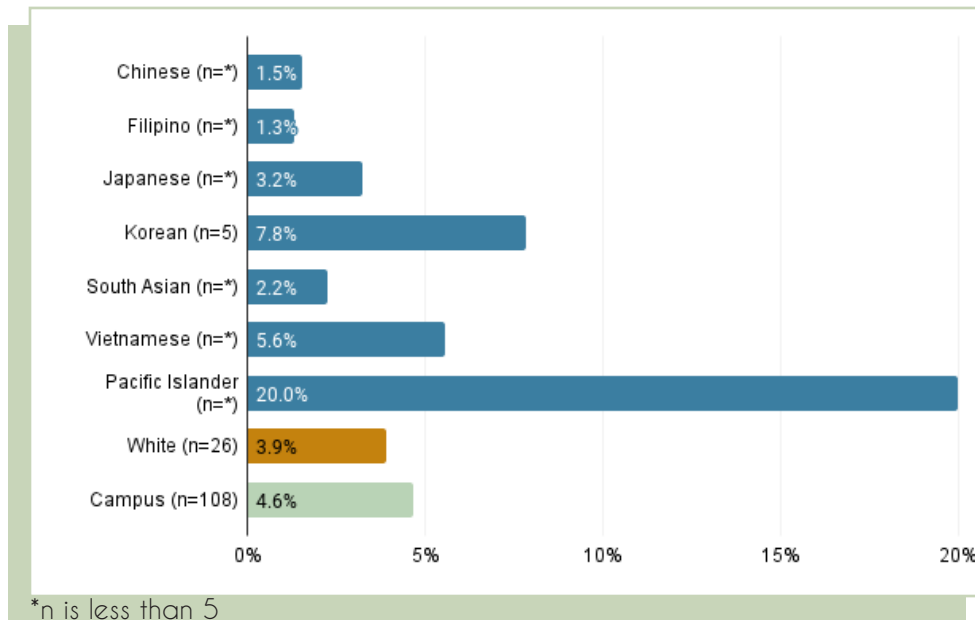
DISAGGREGATING UNDERGRADUATE FRESHMEN by ethnicity, Pacific Islander (9.1%), Filipino (4.8%), and Korean (4.4%) students entering as freshmen were not retained during their first year at UC Berkeley at higher rates compared to white students (3.6%) and the campus overall (3.2%).

FIGURE 1. PERCENT OF UNDERGRADUATE FRESHMEN NOT RETAINED FOR 1ST YEAR (2018 FALL COHORT)



DISAGGREGATING UNDERGRADUATE TRANSFER STUDENTS by ethnicity, Pacific Islander (20.0%), Korean (7.8%), and Vietnamese (5.6%) students were not retained during their first year at UC Berkeley at substantially higher rates compared to white students (3.9%) and the campus overall (4.6%).

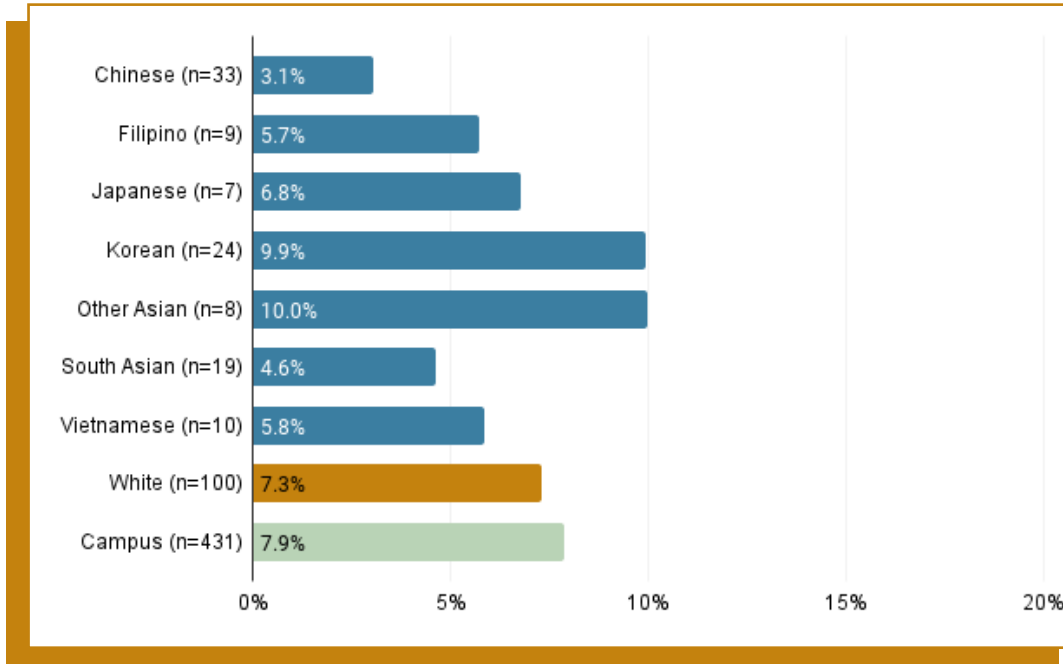
FIGURE 2. PERCENT OF UNDERGRADUATE TRANSFER STUDENTS NOT RETAINED FOR 1ST YEAR (2018 FALL COHORT)



TIME TO GRADUATION

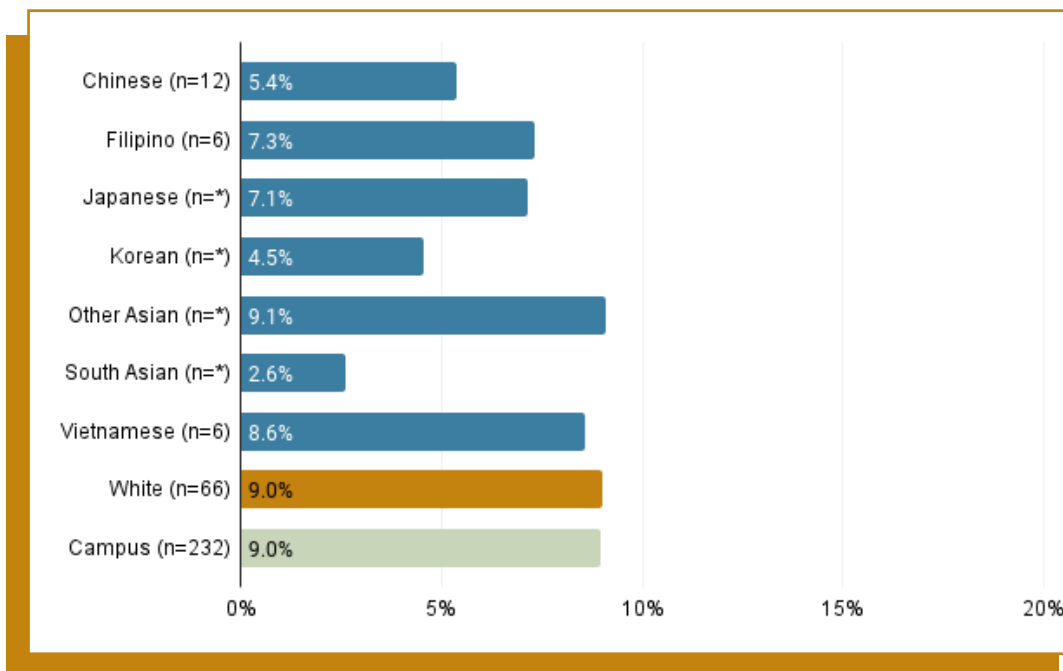
Among undergraduate students, Korean (9.9%) and Other Asian students (10.0%) entering as freshmen did not graduate within 6-years at higher rates compared to white students (7.3%) and the campus overall (7.9%).

FIGURE 3. PERCENT OF UNDERGRADUATE FRESHMEN NOT GRADUATED WITHIN 6-YEARS (2014 FALL COHORT)



Among undergraduate transfer students, Other Asian students entering as transfers did not graduate within 4-years at a slightly higher rate compared to white students and the campus overall.

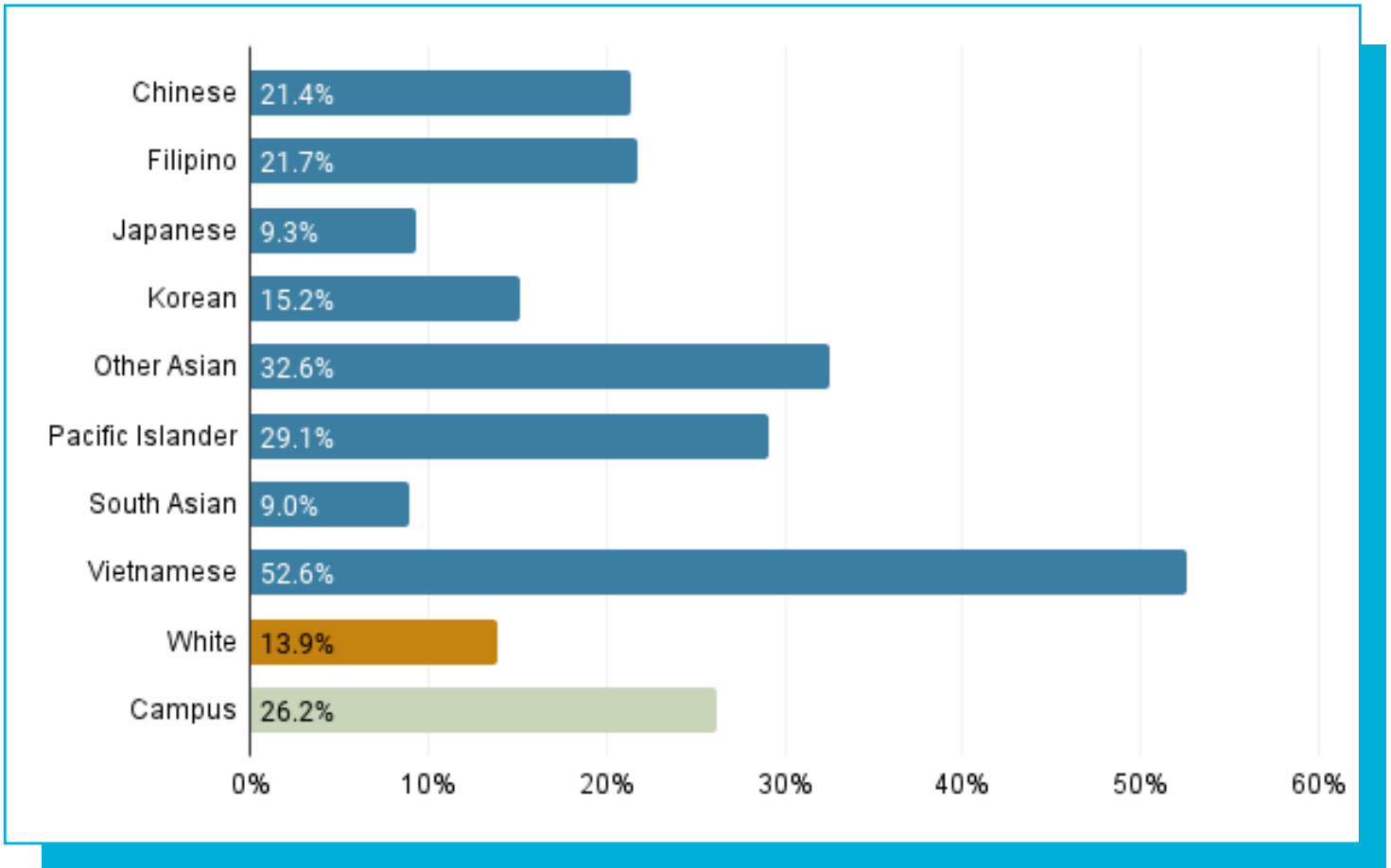
FIGURE 4. PERCENT OF UNDERGRADUATE TRANSFERS NOT GRADUATED WITHIN 4-YEARS (2016 FALL COHORT)



REPRESENTATION

FIGURE 5. PERCENT OF FIRST GENERATION COLLEGE UNDERGRADUATE STUDENTS (FALL 2019)*

* "First generation": neither parent has earned a 4-year college degree



Pacific Islander students consist of 0.5% or less of the student population in all colleges and schools across both undergraduate and graduate programs.

AAPI undergraduate students have the lowest proportion of undergraduate student representation in the College of Letters & Science Division of Arts and Humanities.

Among first generation college undergraduate students at UC Berkeley, AAPI students have a higher proportion of students who are first generation college students compared to whites (13.9%). Vietnamese (52.6%) have the highest proportion of first generation college students, followed by Other Asian (32.6%), Pacific Islander (29.1%), Filipino (21.7%), Chinese (21.4%), and Korean (15.2%).

AAPI GRADUATE STUDENTS

REPRESENTATION

No Pacific Islander graduate students are represented in the College of Environmental Design, Graduate School of Education, Graduate School of Journalism, Rausser College of Natural Resources, School of Information, School of Optometry, School of Public Health, and School of Social Welfare.

Vietnamese graduate students represent less than 1% of graduate students in the College of Engineering, Haas School of Business, School of Law, Goldman School of Public Policy, School of Information, and Rausser College of Natural Resources.

Among graduate students in the College of Letters & Science, 12% of graduate students are Asian American and 0.1% are Pacific Islander compared to white graduate students (41.6%). Disaggregated by ethnic subgroups, Filipino, Japanese, and Vietnamese graduate students each represent less than 1% of the graduate students in the College of Letters & Science.

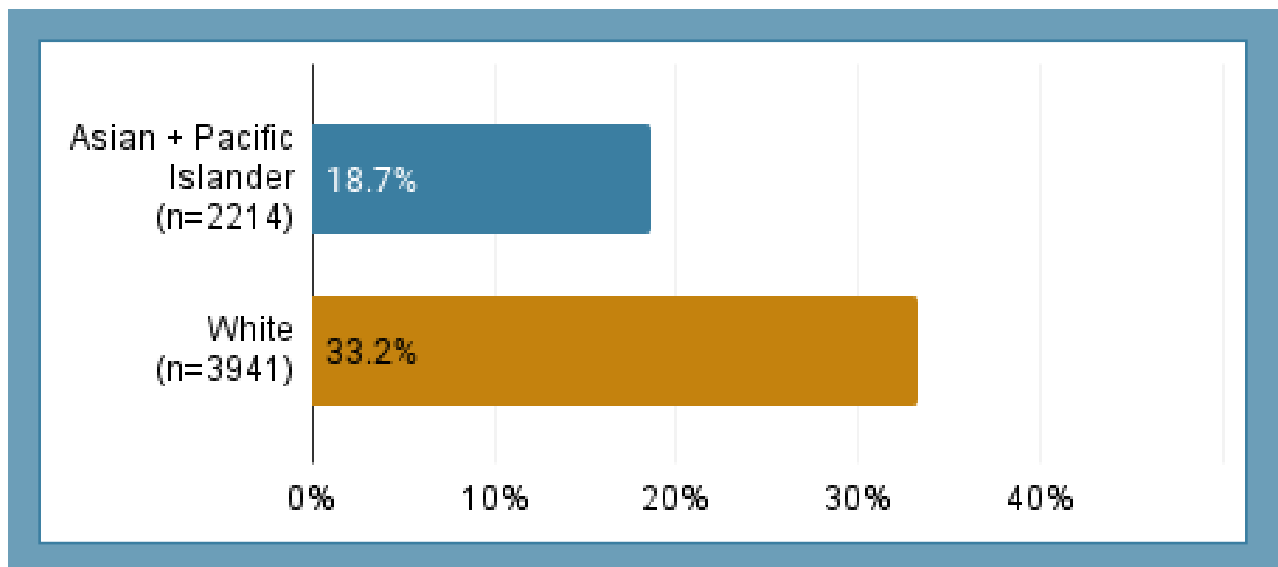
46.1% of graduate students in the Rausser College of Natural Resources are white compared to 12.4% Asian and 0% Pacific Islander. 1% or less of the graduate students in the Rausser College of Natural Resources are Filipino, Other Asian, Korean, or Vietnamese.

46.1% of graduate students in the Goldman School of Public Policy are white compared to 14.5% Asian and 0.4% Pacific Islander. Less than 1% of the graduate students in the Goldman School of Public Policy are Vietnamese. There were no Japanese students enrolled at the Goldman School of Public Policy.

41.0% of graduate students in the School of Law are white compared to 17.2% Asian and 0.4% Pacific Islander.

In reviewing the demographic composition of each campus division, the divisions with the three lowest percentages of AAPI graduate students include: the College of Letters & Science Arts and Humanities, School of Journalism, and Letters & Science Social Sciences. No Pacific Islanders were represented in these three divisions.

FIGURE 6. PERCENT OF GRADUATE STUDENT POPULATION: AAPI COMPARED TO WHITE (FALL 2019)



AAP STAFF

JOB CATEGORY DATA

FIGURE 7. STAFF JOB CATEGORY BY RACE/ETHNICITY (OCTOBER 2019)

Within staff job categories, AAPI staff have lower % shares of Managerial/ Executive and Supervisory jobs than other campus jobs.

Of all job categories, the percentage of AAPIs in managerial and executive positions is the lowest at 11.8%. This is in stark contrast to the percentage of whites in managerial and executive positions at 63.2%.

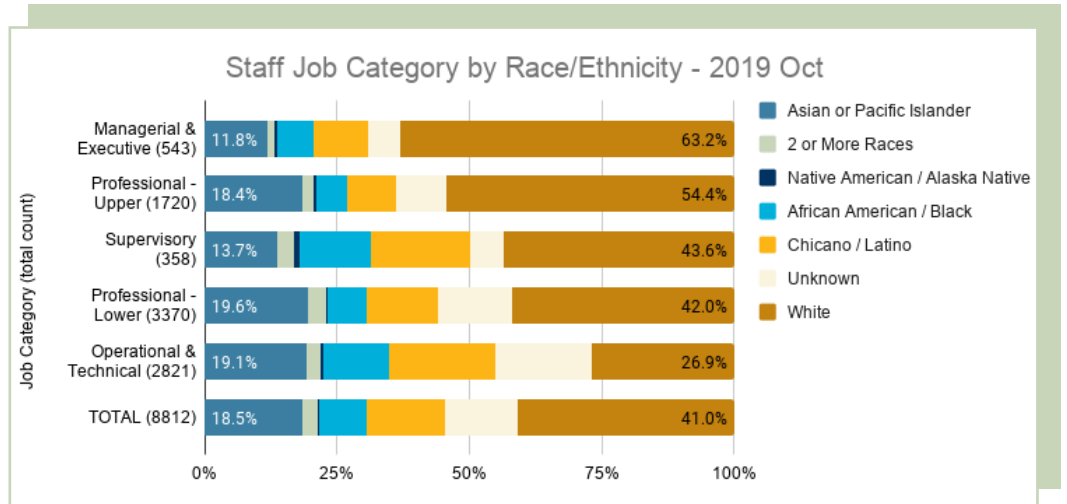
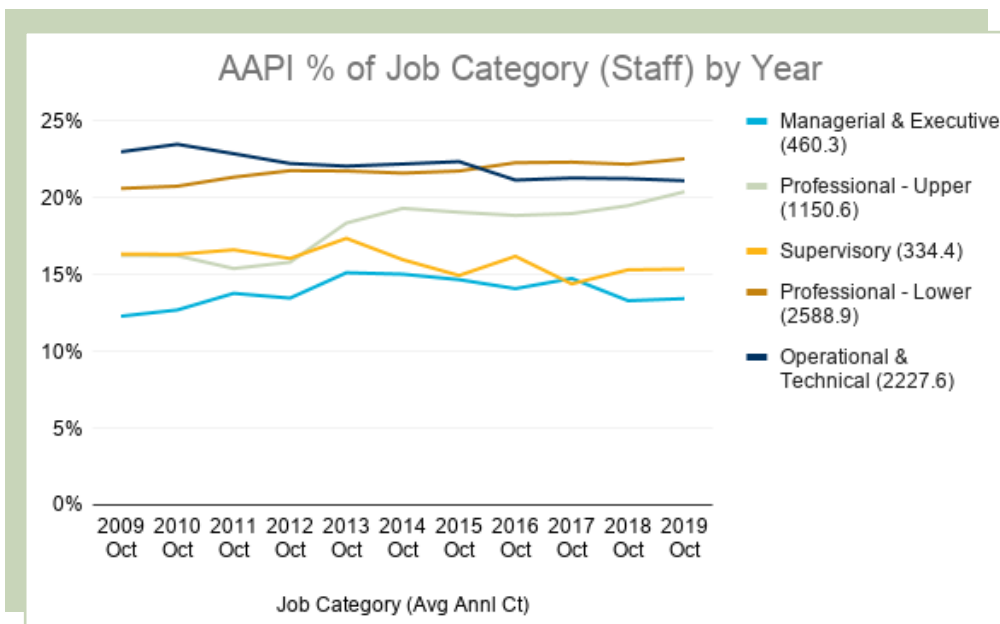


FIGURE 8. PERCENT OF JOB CATEGORY THAT IS AAPI BY YEAR (2009-2019)



AAPI % share of the staff job categories has remained fairly constant over the past 10 years.

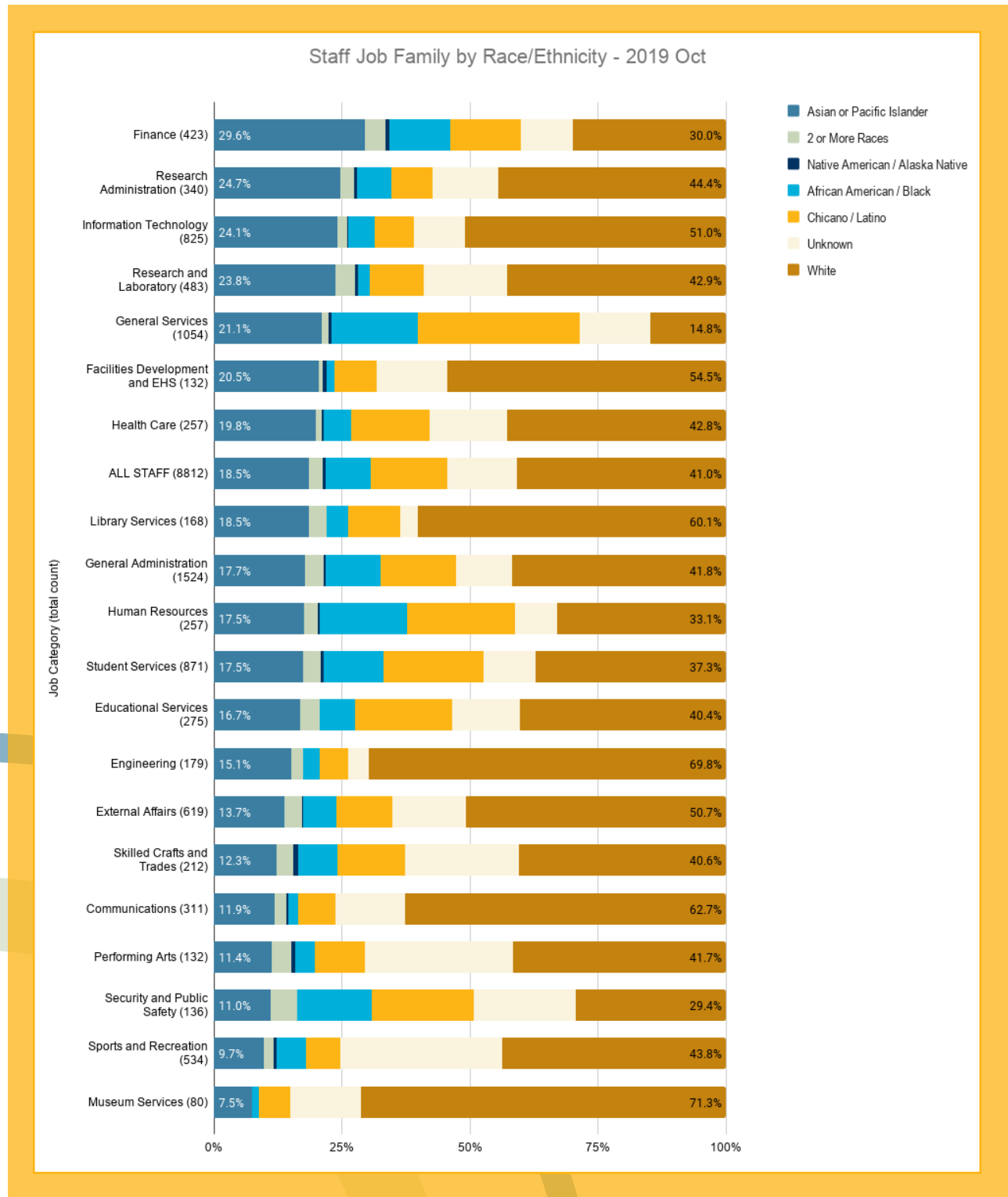
AAPI staff have increased % share of “Professional - Upper” jobs, but remain less well represented in Managerial/ Executive and Supervisory jobs.

From 2009 to 2019, AAPI staffing in the Supervisory and Operational & Technical categories decreased.

Most of the trend lines indicated by the past 10 years for each job category show a relatively constant relationship.

Note: This chart counts staff who identify as AAPI alone as well as staff who identify as AAPI in combination with other race/ethnic groups. In other charts the latter staff would be categorized as “Two or More Races” or “Hispanic.” Even with an expanded definition of AAPI, the same general contours of representation are seen.

FIGURE 9. STAFF JOB FAMILY BY RACE/ETHNICITY (OCTOBER 2019)



AAPIs continue to be concentrated in financial services (29.6%).

The percentage of AAPIs in student services (17.5%) is less than half of the percentage of white staff in student services (37.3%).

AAPI FACULTY

FACULTY BY DIVISION

There are no Pacific Islander Regular Faculty on campus.

Other Asian, Korean, Japanese, Filipino, SWANA, Vietnamese, and Hispanic AAPI faculty are more represented in Other Faculty positions rather than Regular Faculty positions.

There are low numbers of Vietnamese, Filipino, and Korean Regular Faculty members.

The College of Environmental Design continues to have less than 10% of its Regular Faculty identifying as AAPI.

The Haas School of Business decreased in percentage of AAPI Regular Faculty from 2008 to 2019.

Most of the divisions had low to modest increases in AAPI Regular Faculty numbers.

FIGURE 10. AAPI AND NON-AAPI FACULTY BY DIVISION

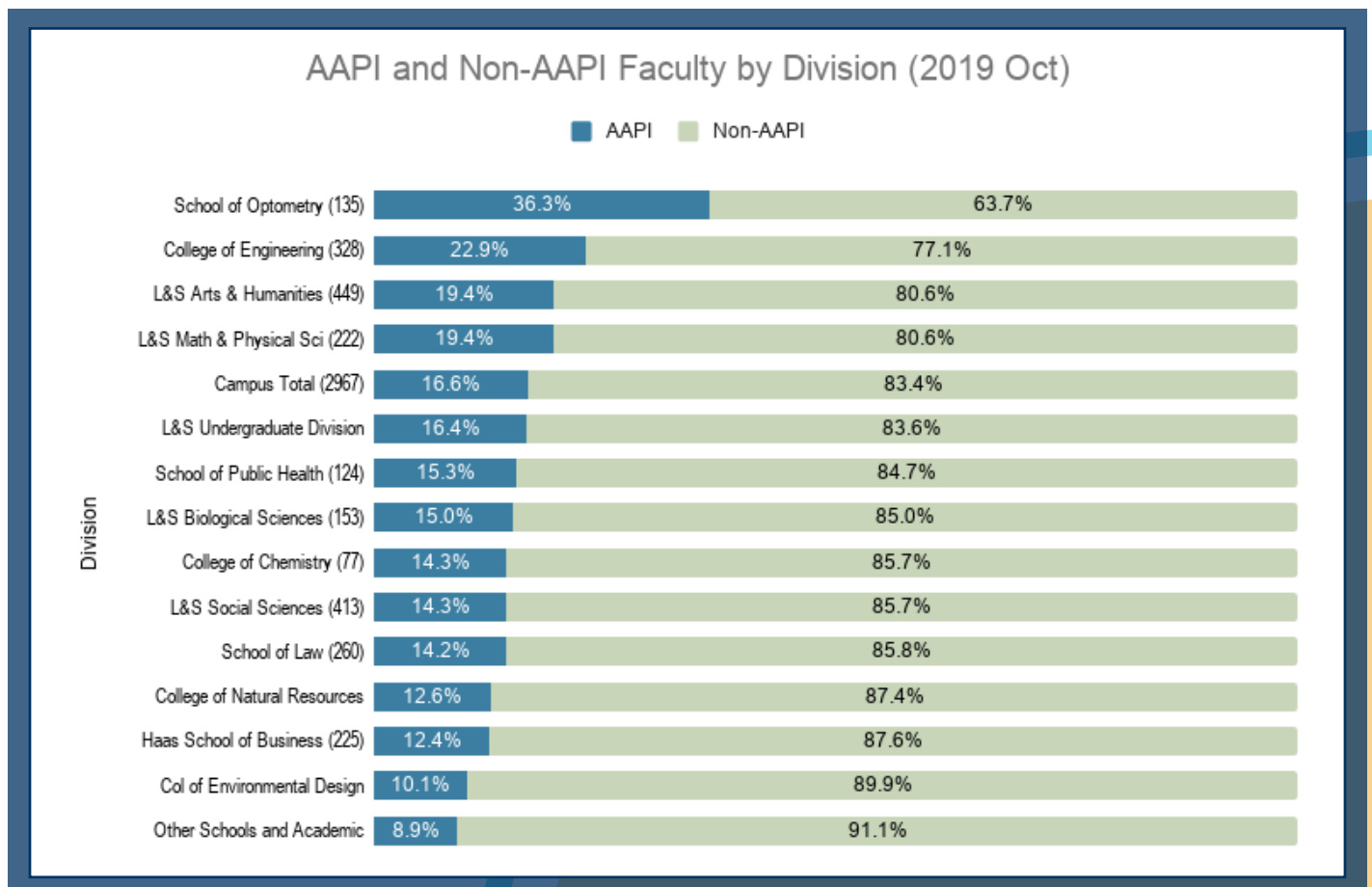


FIGURE 11. FACULTY BY AAPI-SWANA ETHNICITY AND FACULTY TYPE

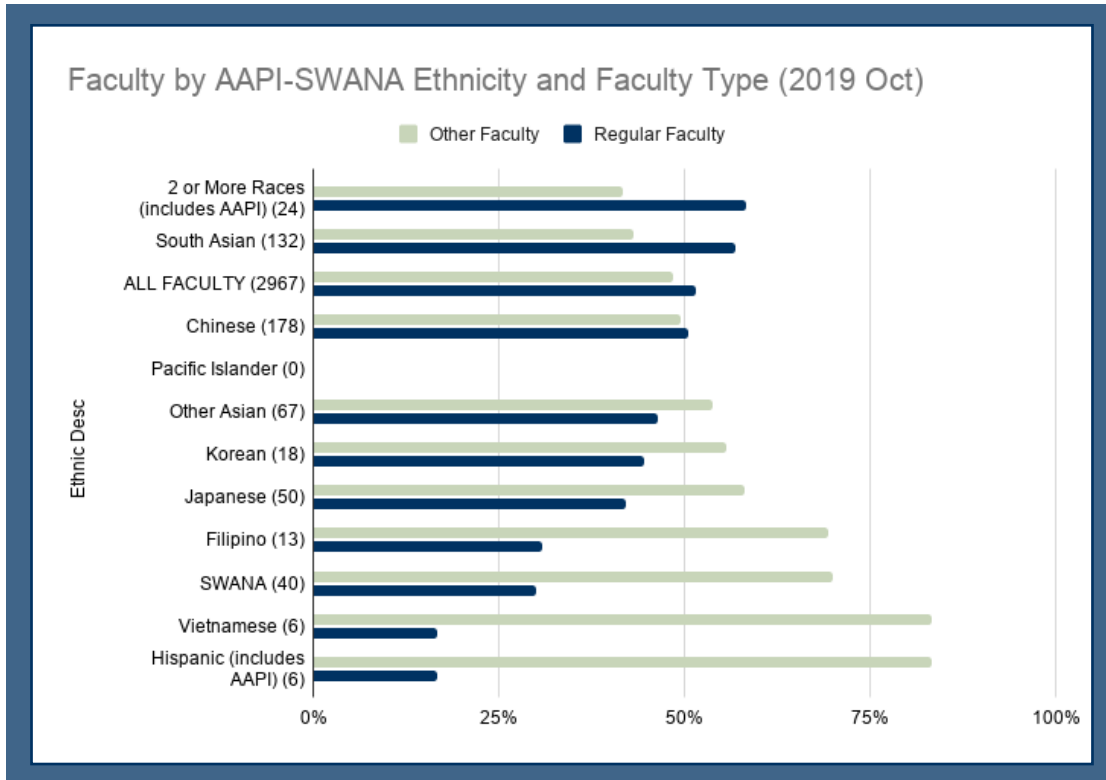
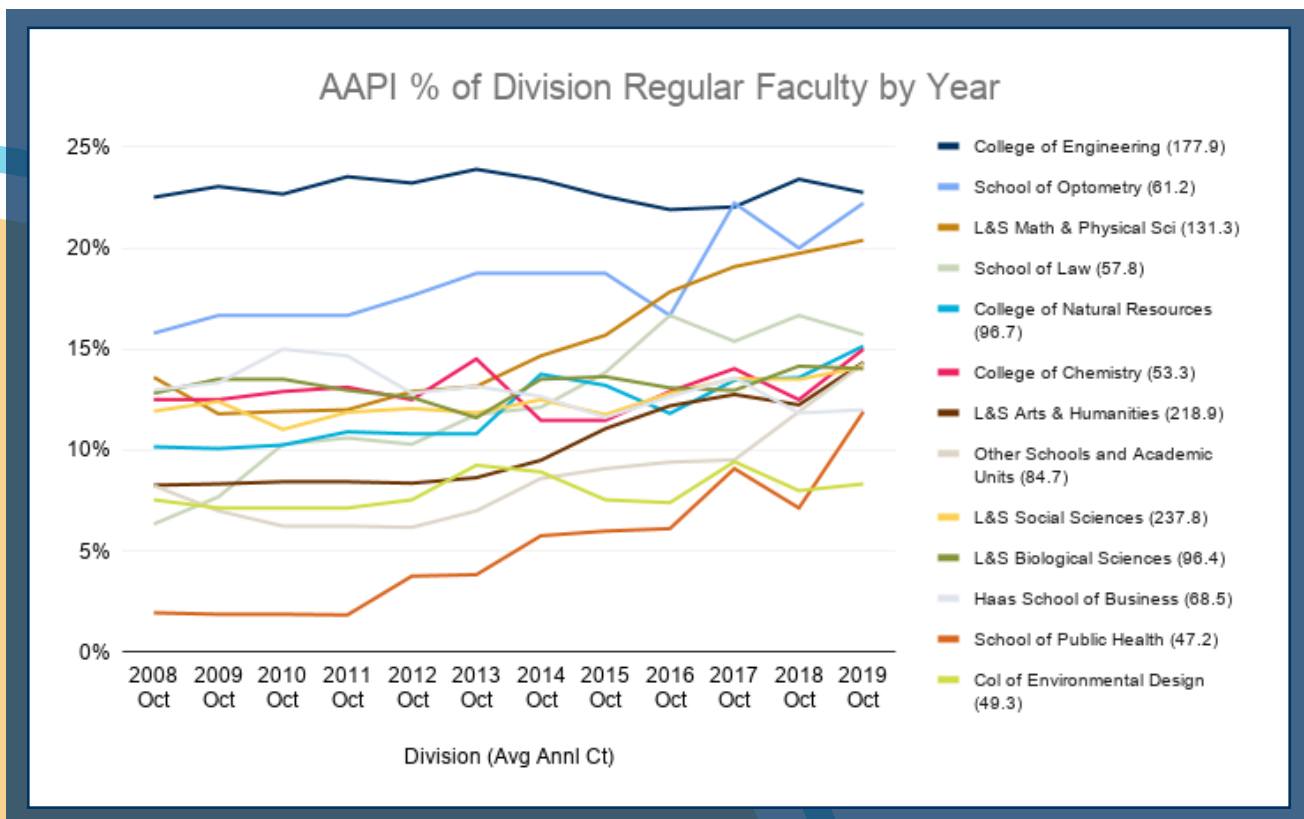


FIGURE 12. PERCENT OF DIVISION REGULAR FACULTY THAT ARE AAPI BY YEAR



THE 10-YEAR TREND SHOWN IN THE ABOVE FIGURE, COUPLED WITH DATA FROM ASIAN AMERICANS AT BERKELEY¹, INDICATE THAT AAPI REPRESENTATION IN FACULTY POSITIONS HAS REMAINED RELATIVELY FLAT IN THE VAST MAJORITY OF CAMPUS DIVISIONS.

¹Asian Americans at Berkeley: A Report to the Chancellor, May 1989.



The disproportionate health impacts of COVID-19 on Pacific Islander communities in California and increase in anti-Asian violence since the onset of the pandemic have led to increased attention to and awareness of AAPI communities locally, nationally, and globally. This report provides a preliminary overview of these diverse and complex AAPI communities on campus. As a community comprised of over 50 different ethnic groups who live at the intersection of many marginalized identities (e.g. LGBTQ+, low-income, first generation, disabled, etc.), we thus encourage campus leadership to continue to devote time, energy, and resources to understanding and addressing campus climate issues for Asian, Asian American, and Pacific Islander undergraduate and graduate students, staff, and faculty.



GENERAL RECOMMENDATIONS

- Validate and promote the diversity and inclusion of AAPI students, staff, and faculty at UC Berkeley.
- Recognize the need for broader institutional reform related to the collection, reporting, and use of disaggregated data about and for Asian American and Pacific Islander communities on campus.
- Include AAPIs in campus-wide conversations and efforts to realize an anti-racist vision for our campus.

UNDERGRADUATE STUDENT RECOMMENDATIONS

- Increase AAPI undergraduate student representation by improving campus outreach, recruitment, and retention efforts to AAPI students within the K-12 and community college systems.
- Support the Pacific Islander community on campus – which continues to experience disparities in rates of college access, retention, persistence, and degree attainment – by increasing outreach, recruitment, and retention efforts to support prospective and continuing Pacific Islander students; improving recruitment efforts of Pacific Islander staff and faculty; and developing Pacific Islander studies.
- Offer more and improved counseling and advising services for AAPI students, including increasing AAPI representation in student services and advising positions.

GRADUATE STUDENT RECOMMENDATIONS

- Require anti-Asian xenophobia and racism in all GSI training.
- Increase and improve outreach, recruitment, and retention efforts to support prospective and continuing AAPI graduate students by creating additional cross-departmental/interdisciplinary and campus-wide structures of support for them, as well as fellowship and research opportunities.
- Provide mentorship opportunities between AAPI undergraduate and graduate students.

STAFF RECOMMENDATIONS

- Increase campus investment in professional development resources for underrepresented staff - including access to mentorship, sponsorship, and culturally relevant and competent training opportunities.
- Continue to support both existing (i.e. APASA) and newly formed staff organizations (i.e. MENASA) dedicated to both raising campus awareness about the unique opportunities and challenges facing AAPI staff and providing networking and leadership opportunities for its membership.
- Continue and bolster recent efforts to mandate implicit bias training and other DEIB considerations as part of all campus hiring processes.

FACULTY RECOMMENDATIONS

- Improve targeted outreach, cluster hiring, and retention efforts for AAPI faculty, with particular attention to Pacific Islander faculty.
- Expand AAPI faculty mentorship and pathway programs.
- Create faculty incentives and awards for DEIB teaching and research efforts similar to those which already exist for staff -- i.e. Achieve Together, BSA and CSAC Awards.

APPENDIX

The work of AAPISC builds on the legacies of many who have advocated for the increased visibility and understanding of the diverse experiences of AAPI communities at UC Berkeley. In Fall 1987, for example, Chancellor Ira Heyman appointed Janice Koyama and Dr. Yuan T. Lee as Co-Chairs of the Advisory Committee on Asian American Affairs, which produced a report in May 1989 entitled Asian Americans at Berkeley: A Report to the Chancellor. Ten years later, AAPI students, staff, and faculty created the Campus Advisory Committee for Asian American Affairs which not only published the most recent report on the status of the AAPI campus community, Visibility and Marginality, Asian Pacific Americans at Berkeley: A Report to Chancellor Berdahl, May 2001, but also hosted an inaugural conference for 350 attendees in October 1999 entitled, “Asian Pacific Americans at Berkeley: Visibility and Marginality.”

On May 31st, 2018 -- upon the request of a coalition of AAPI students, staff, and faculty representing the Asian Pacific American Student Development Office (APASD), the Asian Pacific American Systemwide Alliance (APASA), and the Asian American & Asian Diaspora Studies Program (AAADS) -- Vice Chancellor of Equity and Inclusion Oscar Dubón agreed to serve as the executive sponsor of an inaugural advisory body dedicated to developing strategic solutions to address the diverse and complex needs of AAPI undergraduate and graduate student, staff, and faculty members on campus. A year later on May 8th, 2019, the Office of the VCEI hosted the first meeting of the Asian American and Pacific Islander Standing Committee (AAPISC).

Prior to its first meeting convened on September 13th, 2019, AAPISC administered a survey of five questions to all standing committee members between August 22nd and September 6th, the responses to which continue to guide the work of AAPISC:

1. WHAT DO YOU BELIEVE TO BE THE TOP THREE AAPI ISSUES ON CAMPUS?

- The need to disaggregate the panethnic category of “AAPI” to examine the diverse experiences and needs of specific ethnic subgroups such as Pacific Islanders, Vietnamese, and Filipinos.
- The absence of AAPI representation in bodies and perspectives in key administrative and academic positions on campus.
- Campus policies and practices are often framed with little consideration given to their impact on AAPI faculty, staff, and student feelings of equity, inclusion, and belonging on campus.

2. WHAT DO YOU BELIEVE TO BE THE TOP THREE MISCONCEPTIONS THAT THE CAMPUS COMMUNITY HAS ABOUT THE AAPI COMMUNITY?

- The AAPI community is thriving.
- The AAPI community is homogeneous.
- The AAPI community is not in need of campus resources and support.

3. WHAT DO YOU BELIEVE SHOULD BE THE TOP THREE PRIORITIES FOR AAPISC THIS YEAR?

- Do ongoing assessments of AAPI needs on campus through the review, analysis, and collection of quantitative and qualitative data.
- Provide the Chancellor and her Cabinet with recommendations based on the above “needs assessments” on how to implement changes to existing campus policies and praxis that impact AAPI campus communities, as well as develop new ways of supporting our diverse needs.
- Establish a strong institutional identity and foundation for AAPISC to ensure that our work to advance equity, inclusion, and belonging for AAPI communities on campus is sustained in perpetuity.

These responses became the basis for our objectives:

- **IDENTIFY AND IMPROVE** the recruitment and retention rates of underrepresented AAPI ethnic groups at both the undergraduate and graduate student levels;
- **DEVELOP AND STRENGTHEN** existing social, personal, and academic support systems for AAPI students;
- **EXPAND** existing professional development and career enhancement opportunities and resources for AAPI staff and faculty;
- **INCREASE** the racial, ethnic, and gender diversity of those occupying critical campus senior management positions; and
- **ENSURE** the continued growth and vitality of teaching and research efforts by and about AAPIs on campus.

The following is a list of recommendations which were endorsed by Chancellor Christ during our inaugural meeting with her on April 30th, 2020:

1. Commit to semesterly meetings with AAPISC to allow for ongoing updates and dialogues about our work and the resolution of identified issues.
2. Inform campus leaders and units about the role of AAPISC as an advisory body to the administration on issues related to the AAPI community on campus.
3. Encourage campus leaders to work with AAPISC in supporting our requests for data and additional resources needed to accomplish our objectives.
4. Include AAPISC regularly in campus-wide conversations re: diversity, equity, and inclusion.
5. Advocate for disaggregated understandings of AAPI undergraduate and graduate student, staff, and faculty needs at both the campus and UCOP levels.
6. Work with AAPISC to develop and implement actionable and proactive strategies to address increased anti-Asian hostility and xenophobia on campus as a result of COVID-19.
7. Promote more formal opportunities for collaboration amongst similar standing committees and task forces on campus to share “best practices” and determine shared agendas with each other in the pursuit of greater equity and inclusion on campus.

