

UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity

PATHWAY TO EXCELLENCE

2009



STRATEGIC PLAN

APPENDICES



UC Berkeley Strategic Plan for
Equity, Inclusion, and Diversity

PATHWAY TO EXCELLENCE

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A. Data Findings—Expanded

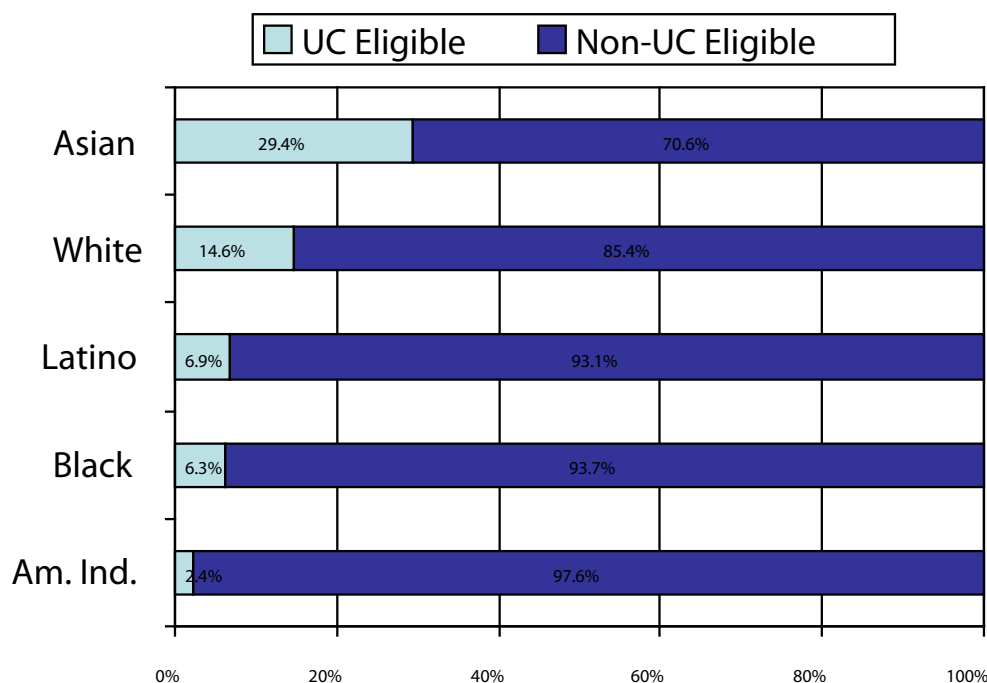
This appendix contains data supporting the main findings presented in the UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity. In addition, data are provided on the pipeline (eligibility, entry, advancement) for students, faculty, and staff, as well as on campus climate, research, and engaged public scholarship. To the extent possible, the most recent data sources are presented. Moreover, the naming conventions of ethnic/racial groups follow those of the original data source (e.g., “American Indian” in some data sources and “Native American” in others).

These data do not fully represent the picture of diversity at UC Berkeley due to current limitations in how data are collected and shared and the inconsistent use of demographic indicators beyond race, ethnicity, and gender, such as LGBTIQ (lesbian, gay, bisexual, transgender, intersex, queer, questioning), disability, and religion. The Strategic Plan prioritizes mechanisms to improve existing data gathering and analysis on all aspects of diversity, and the sharing of this information broadly.

STUDENTS: K–12

Eligibility

Figure 1: Proportion of UC-eligible California High School Graduates by Race/Ethnicity (2007)



Source: California Postsecondary Education Commission (CPEC), University Eligibility Study for the Class of 2007

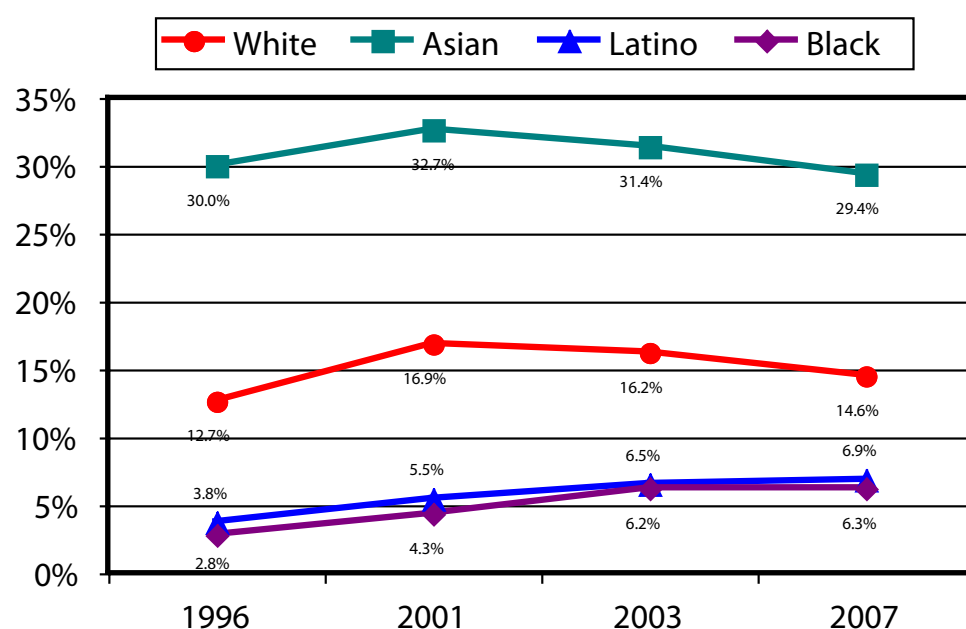
Note: Margin of error for UC eligibility is 25.3%–33.6% for Asians, 12.5%–16.8% for Whites, 6.3%–7.6% for Latinos, 4.9%–7.6% for Blacks, and 1%–4% for American Indians.



Eligibility data on high school graduates indicate that American Indian, Black, and Latino graduates in California are significantly less eligible for UC admission than Asians and Whites (Fig. 1). Only 2.4 percent of American Indian high school graduates were eligible for UC admission in 2007. While 6.9 percent and 6.3 percent of Latino and Black high school graduates, respectively, were eligible for UC admission in 2007, the figure is almost five times that for Asians (29.4 percent) and double that for White high school graduates (14.6 percent).

Eligibility Rates

Figure 2: Proportion of UC-eligible California High School Graduates by Race/Ethnicity (1996, 2001, 2003, and 2007)



Source: CPEC, University Eligibility Study for the Class of 2007

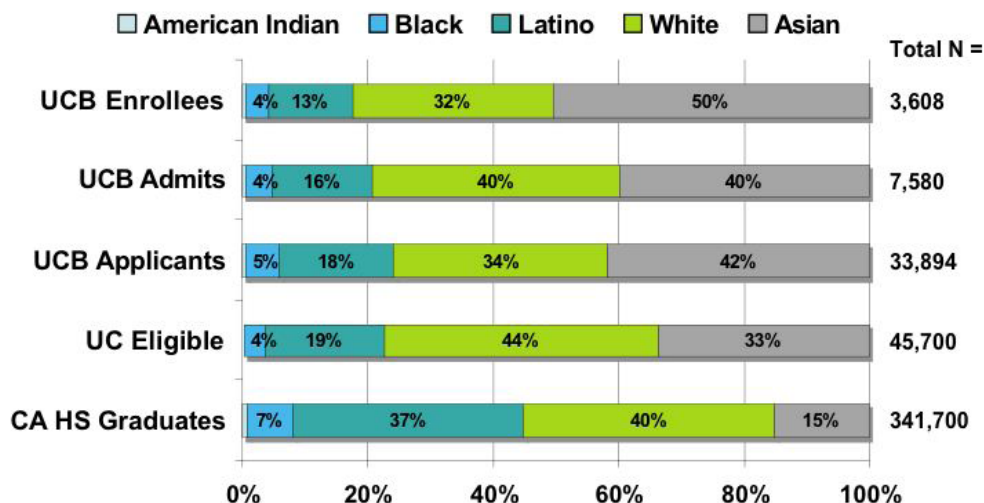
Note: CPEC studies provide margins of error for each year by race/ethnicity. For example, the margin of error for 2007 UC eligibility is 25.3%–33.6% for Asians, 12.5%–16.8% for Whites, 6.3%–7.6% for Latinos, 4.9%–7.6% for Blacks, and 1%–4% for American Indians.

The 2007 UC eligibility rates for Blacks and Latinos increased slightly over the rates for the same populations of the California high school classes of 2003 (6.5 percent and 6.2 percent for Latinos and Blacks, respectively) and 2001 (5.5 percent and 4.3 percent for Latinos and Blacks, respectively) (Fig. 2).

STUDENTS: UNDERGRADUATE

Freshman Pipeline

Figure 3: UC Berkeley Undergraduate Freshman Pipeline by Race/Ethnicity (2007)



Sources: Office of Student Research, UC Berkeley, freshman applicant files; University of California Office of the President (UCOP), Statfinder; CPEC, University Eligibility Study for the Class of 2007

Note: Foreign and unknown categories are excluded from analysis.

Freshman Applicant Pool

The proportion of American Indians, Blacks, and Latinos in the UC Berkeley freshman applicant pool is smaller than that of California high school graduates. For example, in 2007, American Indian, Black, and Latino students made up 0.8 percent, 7.3 percent, and 36.8 percent, respectively, of California high school graduates but only 0.6 percent, 5.4 percent, and 18.1 percent of the UC Berkeley freshman applicant pool (Fig. 3).

Freshman Admission

American Indian, Black, and Latino students are admitted to and enrolled in UC Berkeley at about the same proportion as their size in the applicant pool (Fig. 3). For the incoming class of fall 2007, Latino students made up 18.1 percent of the freshman applicant pool and 15.9 percent of the freshman admit pool, Black students constituted 5.4 percent of the freshman applicant pool and 4.1 percent of the freshman admit pool, and American Indians made up 0.6 percent of the freshman applicant pool and 0.7 percent of the freshman admit pool.

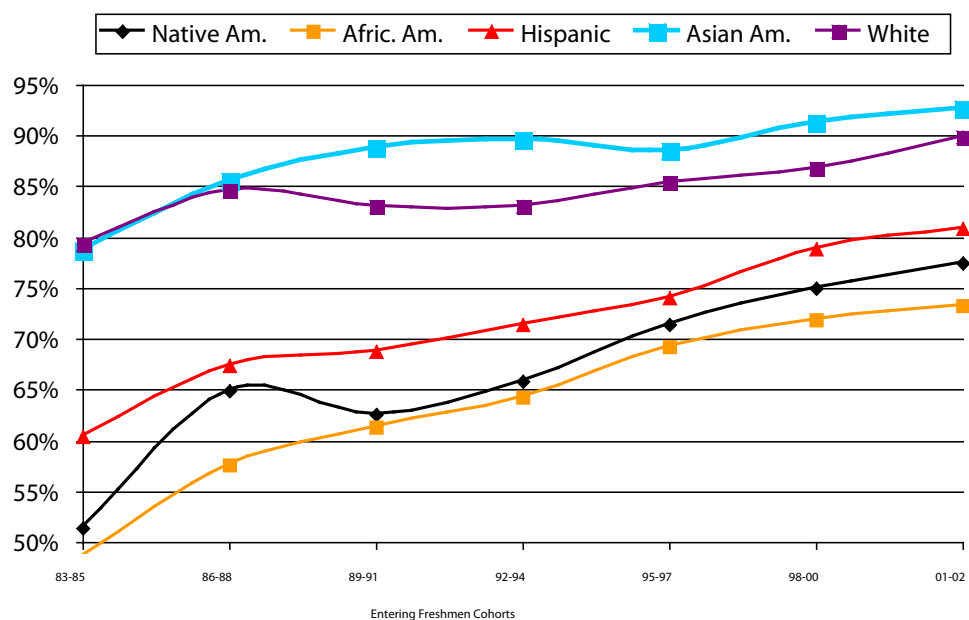


Retention/Persistence

For the incoming 2006 cohort of UC Berkeley freshmen, the persistence rates after the first year were 98.0 percent for Asian students and 97.0 percent for Whites, compared with 96.0 percent for Black and Latino undergraduates and 94.1 percent for American Indian undergraduates. The two-year retention rates for the same cohort were 95.4 percent for Asians and 92.9 percent for White students, compared with 92.1 percent for Black undergraduates, 90.9 percent for Latino undergraduates, and 82.4 percent for American Indian undergraduates (UCOP, Statfinder).

Graduation Rates

Figure 4: Six-Year Graduation Rates of Incoming UC Berkeley Freshmen by Race/Ethnicity by Three-year Entering Cohorts (1983–2002)



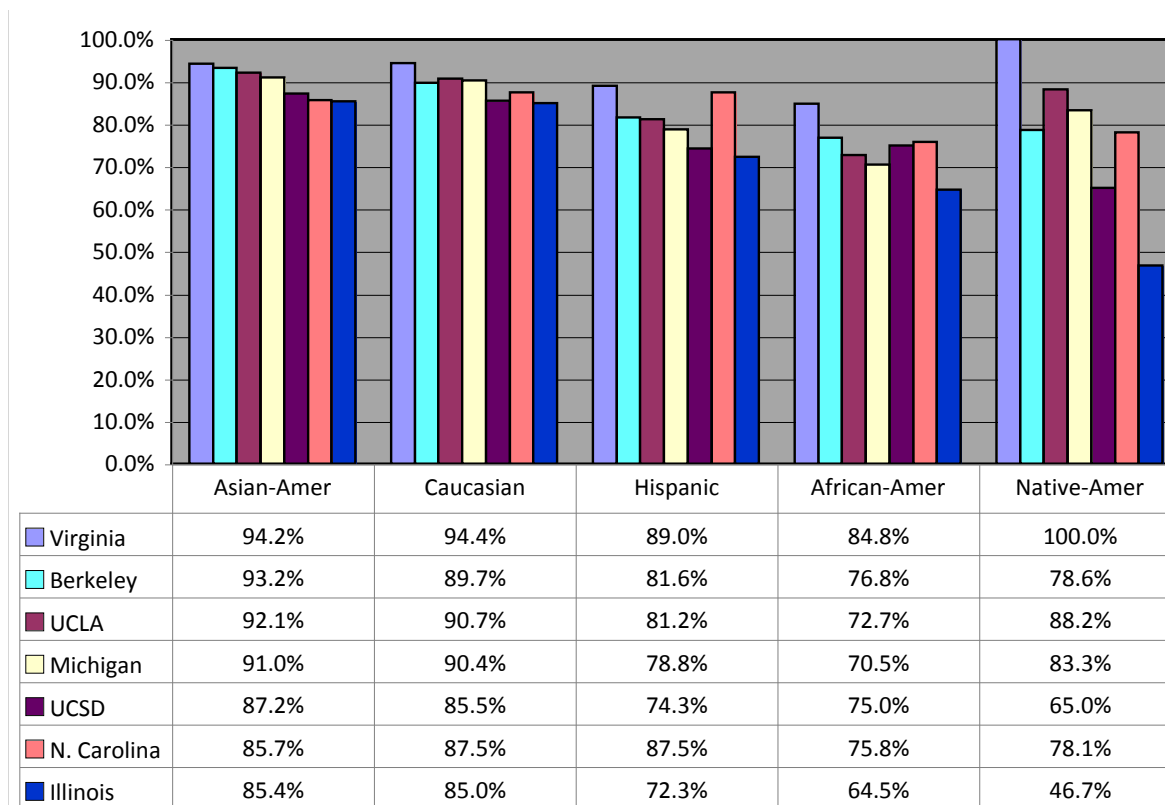
Sources: Office of Student Research, UC Berkeley, undergraduate cohort files, 1983–2002, and UC Berkeley degree files, 1984–2006; UCOP, Statfinder

For the 2002 incoming freshman cohort, the six-year graduation rates for Hispanic, Native American, and African American students were 82.6 percent, 78.6 percent, and 73.2 percent, respectively, compared with 93.5 percent for Asian American students and 90.7 percent for White students.

Despite differences in graduation rates, the six-year graduation rate has improved steadily across all race and ethnic categories between 1983 and 2002 (Fig. 4).

Graduation Rates Compared with Association of American Universities

Figure 5: Six-Year Graduation by Race/Ethnicity by Institution (Fall 2002 Cohort)



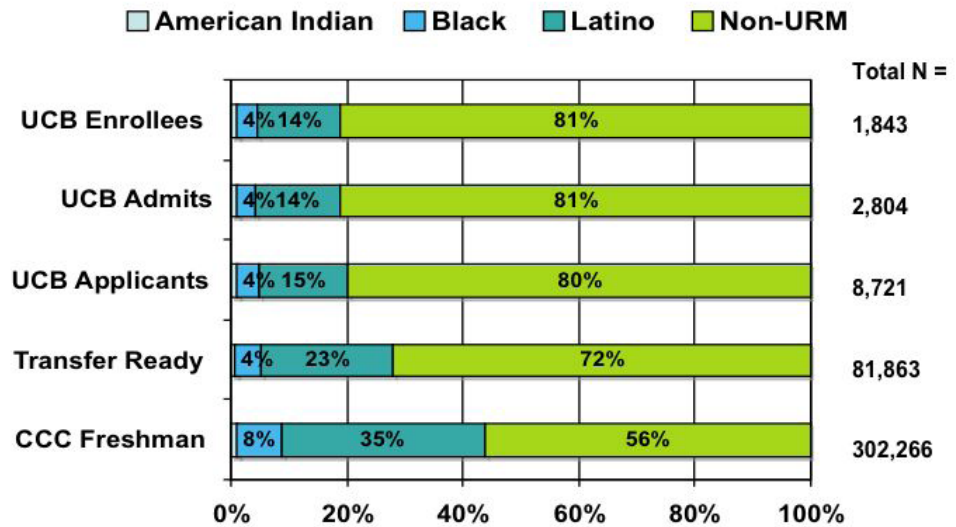
Source: Association of American Universities Data Exchange, Graduation and Retention Survey, 2008

The graduation rates for African Americans, Asian Americans, Hispanics, and Native Americans in the fall 2002 incoming freshman cohort at UC Berkeley are about average when assessed against those of some of UC Berkeley's peer Association of American Universities institutions (Fig. 5).



Transfer Pipeline

Figure 6: UC Berkeley Undergraduate Transfer Pathway: Transition Points from California Community Colleges Entry to UC Berkeley Enrollment by Race/Ethnicity (2006)



Sources: Office of Student Research, UC Berkeley, transfer applicant files; UCOP, Statfinder; California Community Colleges Chancellor's Office, Annual Year Report, 2006

Transfer Applicant Pool and Admission

In fall 2006, while 28.0 percent of transfer-ready students at California Community Colleges (CCCs) were from American Indian, Black, and Latino backgrounds — 22.9 percent Latino, 4.4 percent Black, and 0.7 percent American Indian — just 19.9 percent of UC Berkeley transfer applicants from CCCs were American Indian, Black, or Latino. This figure fell to 19.3 percent in the fall of 2008: 15.2 percent of CCC transfer applicants were Latino, 3.4 percent were Black, and 0.7 percent were American Indian. Of these 2008 transfer applicants, American Indian, Black, and Latino transfer applicants were admitted at the same proportion as their size in the applicant pool: 15.4 percent for Latino students, 3.3 percent for Black students, and 0.8 percent for American Indians.

Retention/Persistence

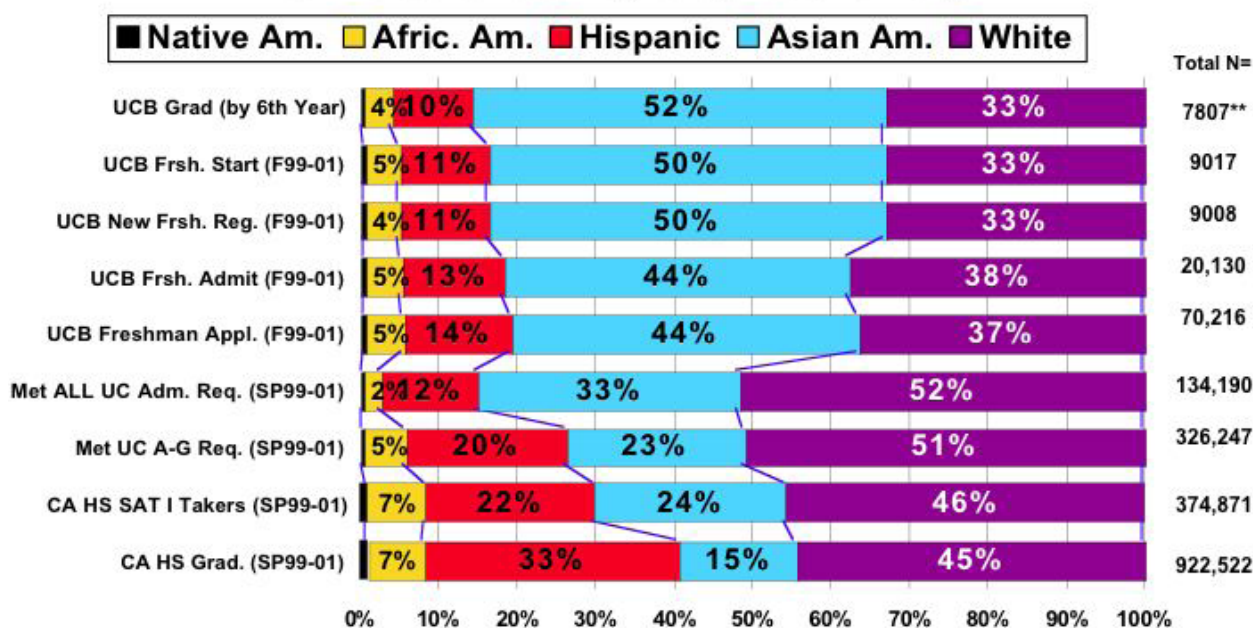
For the incoming 2006 cohort of UC Berkeley transfers, the persistence rates after the first year were 97.3 percent for Latino transfer students, 95.2 percent for Blacks, 95.1 percent for Whites, 93.9 percent for Asians, and 84.6 percent for American Indians. The two-year retention rates for the same cohort were 89.5 percent for Latino transfer students, 88.9 percent for Blacks, 87.3 percent for Asians, 86.5 percent for Whites, and 69.2 percent for American Indians (UCOP, Statfinder).

Undergraduate Choice of Major/Program

A detailed UC Berkeley analysis by the Office of Academic Affairs and the Division of Equity & Inclusion of the fields of study of degree recipients by race, ethnicity, and gender demonstrates that there are disparities in undergraduate choice of major by these demographic factors. Women, African American, Hispanic, and Native American undergraduate students are generally more likely to complete degrees in the social sciences and professional fields than in the STEM (Science, Technology, Engineering, Mathematics) disciplines. For example, from fall 2002 to spring 2007, there were no African American women among the 561 UC Berkeley bachelor's degree recipients with a major in computer science, the 389 degree recipients with a major in mathematics, or the 381 degree recipients with a major in physics (UC Berkeley degree files, undergraduate degree recipients, fall 2002–spring 2007).

Undergraduate Student Pipeline (K–12 through Undergraduate)

Figure 7: UC Berkeley Undergraduate Pathway: Transition Points from California High School Graduation to UC Berkeley Baccalaureate by Race/Ethnicity



Sources: Educational Demographics Unit, California Department of Education, California Basic Educational Data System, AY 1998–2000; CPEC, University Eligibility Study for the Class of 2001; Office of Student Research, UC Berkeley, undergraduate applicant files, 1999–2001, undergraduate cohort files, 1999–2001, and UC Berkeley degree files, 2000–2006

Notes: Foreign and unknown categories are excluded from analysis. For the class of 2001, final six-year graduation rates will be adjusted based on the most recent spring graduates.

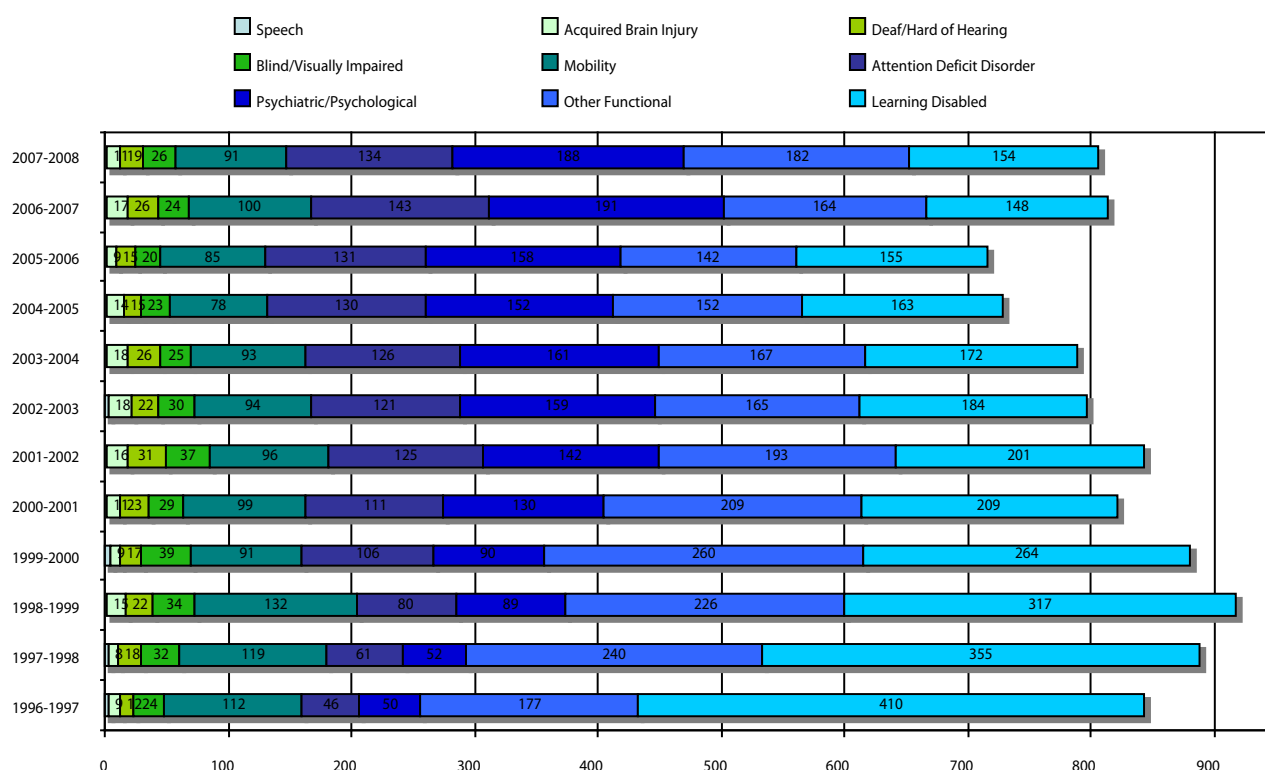
An analysis of entry and exit rates was conducted for undergraduates by ethnicity, influenced by a methodology similar to the “Diversity Scorecard,” a diversity as-



assessment tool developed at Loyola Marymount University (Bauman et al, Achieving Equitable Educational Outcomes). The high school graduating classes of 1999 to 2001 were compared with the six-year baccalaureate recipients for the entering freshman cohorts of 1999 to 2001. One finding from this study is that although Hispanics made up 33 percent of the high school graduating classes in California between 1999 and 2001, they constituted only 12 percent of the potential UC applicant pool, 13 percent of admitted students, and 10 percent of UC Berkeley graduates for the 1999 to 2001 cohorts (Fig. 7).

Undergraduate Disabled Student Population

Figure 8: UC Berkeley Undergraduate Disabled Student Population by Type of Disability (1996–2008)

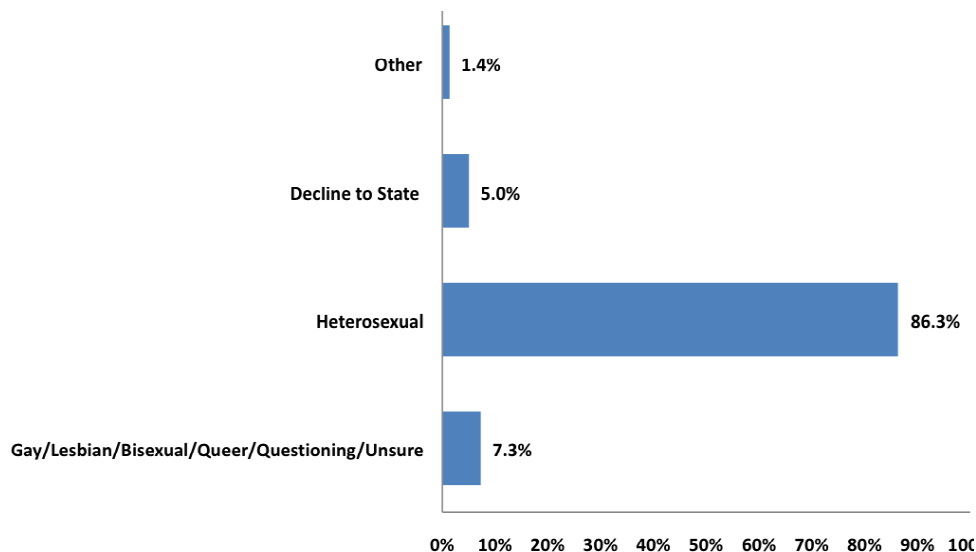


Source: UC Berkeley Disabled Students' Program, annual data, 1996–2008

In 2007–2008, slightly over 800 undergraduates used the services of the Disabled Students' Program. Of these students, 23.3 percent had psychiatric/psychological disabilities, 19.1 percent had learning disabilities, and 16.6 percent had attention deficit disorder. Students with mobility, visual, hearing, acquired brain injury, speech, and other functional disabilities made up the remaining 40.8 percent. Since 1996, the Disabled Students' Program has served between 716 and 917 students each year (Fig 8).

Undergraduate Students' Sexual Orientation

Figure 9: Responses to the 2009 UCUES Question “What Is Your Sexual Orientation?”



Source: UC Berkeley, University of California Undergraduate Experience Survey, 2009

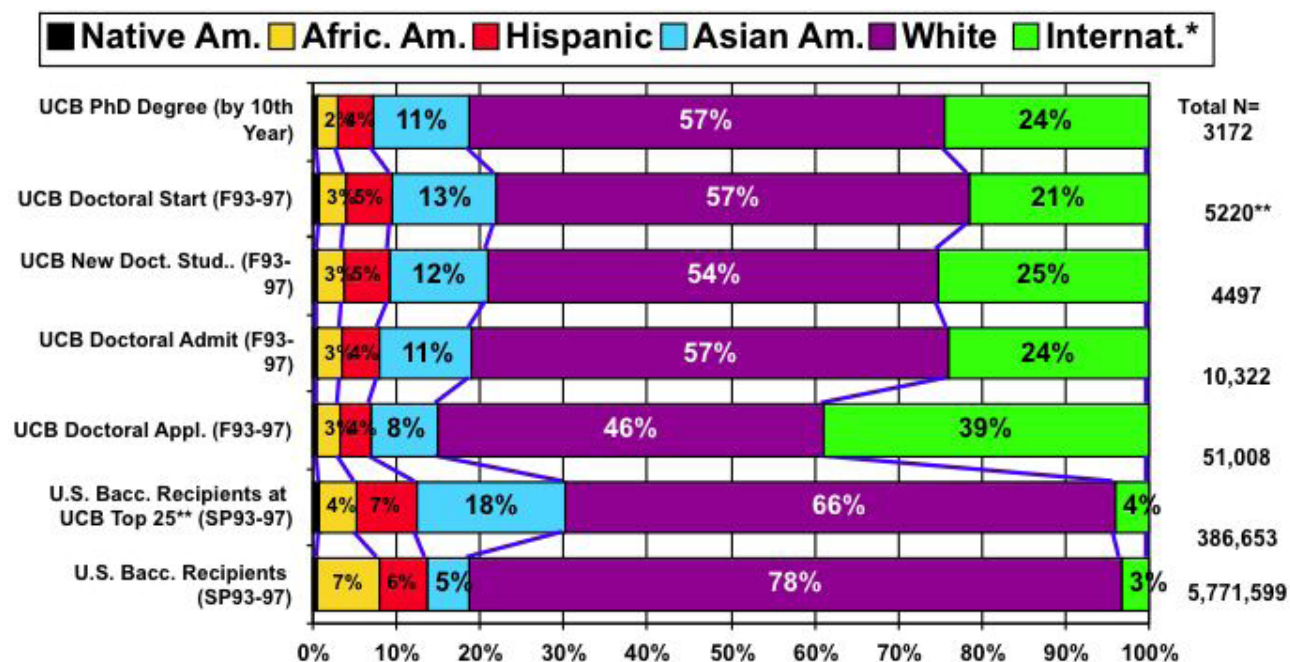
In response to the 2009 UC Undergraduate Experience Survey (UCUES) question, “What is your sexual orientation?”, 86.3 percent of UC Berkeley undergraduate student respondents identified themselves as heterosexual and 7.3 percent identified themselves as gay, lesbian, bisexual, queer, or “questioning/unsure” — all listed as separate categories. Five percent of respondents declined to state their sexual orientation, and 1.4 percent identified themselves as “other” (Fig 9).



STUDENTS: GRADUATE

Applicant Pool and Admission

Figure 10: UC Berkeley Doctoral Student Pathway: Transition Points from U.S. Bachelor's Degree to UC Berkeley Ph.D. (Within 10 Years) by Race/Ethnicity



Sources: Integrated Postsecondary Education Data System and National Center for Education Statistics, Completion and Enrollment Survey, 1993–1997; Graduate Division, UC Berkeley, doctoral student applicant, admit, and registrant files, AY 1993–1997, and year-by-year doctoral student graduation cohort file, AY 1991–2006

*Because of variation in data sets, “unknown” and “other” are included in the international group for applicant, admit, and new doctoral student data bars but excluded from doctoral start and degree receipt bars.

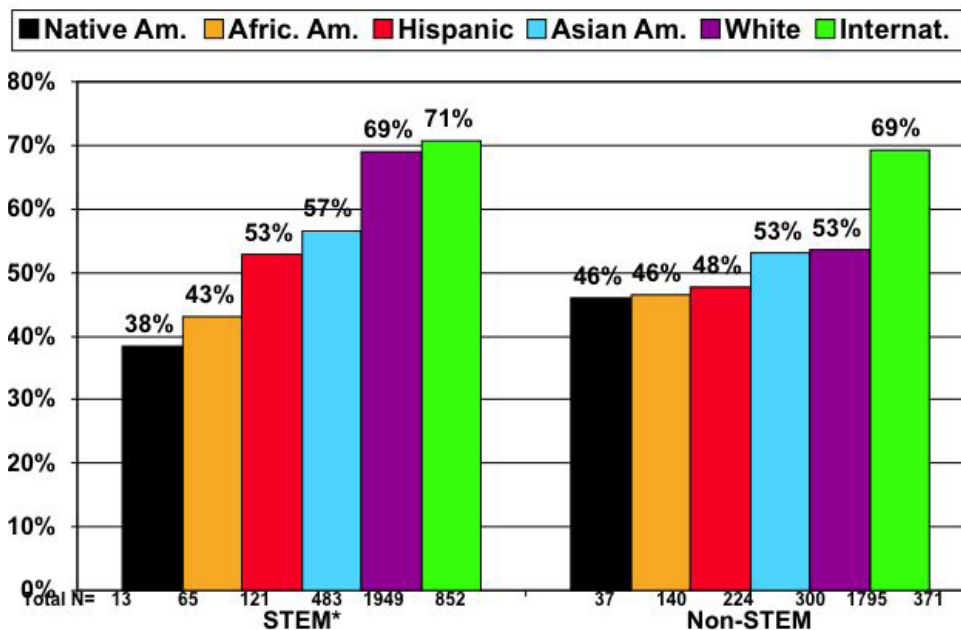
**“UCB Top 25” refers to baccalaureate recipients from the 25 most common U.S. bachelor’s degree institutions among the incoming UC Berkeley cohort.

African American, Asian American, Hispanic, and Native American students make up 30.2 percent of all baccalaureate recipients from the 25 U.S. colleges and universities that supply the largest number of UC Berkeley graduate students, yet they constitute only 14.8 percent of applicants to UC Berkeley doctoral degree programs (Fig. 10).

Once students from these groups apply to UC Berkeley, however, they are admitted at about the same proportion as their size in the applicant pool: Asian Americans make up 7.8 percent of the applicant pool and 11.0 percent of the admit pool; Hispanics make up 3.8 percent of the applicant pool and 4.4 percent of the admit pool; African Americans make up 2.8 percent of the applicant pool and 2.9 percent of the admit pool; and Native Americans make up 0.5 percent of the applicant pool and 0.6 percent of the admit pool (Fig. 10).

Graduation Rates

Figure 11: 10-Year Graduation Rates of UC Berkeley Doctoral Students by Race/Ethnicity and STEM*/non-STEM (Entering Cohorts 1991–96)



Source: Graduate Division, UC Berkeley, doctoral student year-by-year graduation cohort file, AY 1991–2006

*Science, Technology, Engineering, Mathematics

Graduation rates of doctoral students differ by ethnicity and field. In the STEM fields, 56.5 percent of Asian American doctoral students, 52.9 percent of Hispanic doctoral students, 43.0 percent of African American doctoral students, and 38.5 percent of Native American doctoral students graduate within 10 years, compared with 68.9 percent of White doctoral students. In non-STEM fields, the rates are 47.8 percent of Hispanic students, 46.4 percent of African American students, and 46.0 percent of Native American students, compared with 53.4 percent of White students and 53.0 percent of Asian American students (Fig. 11).

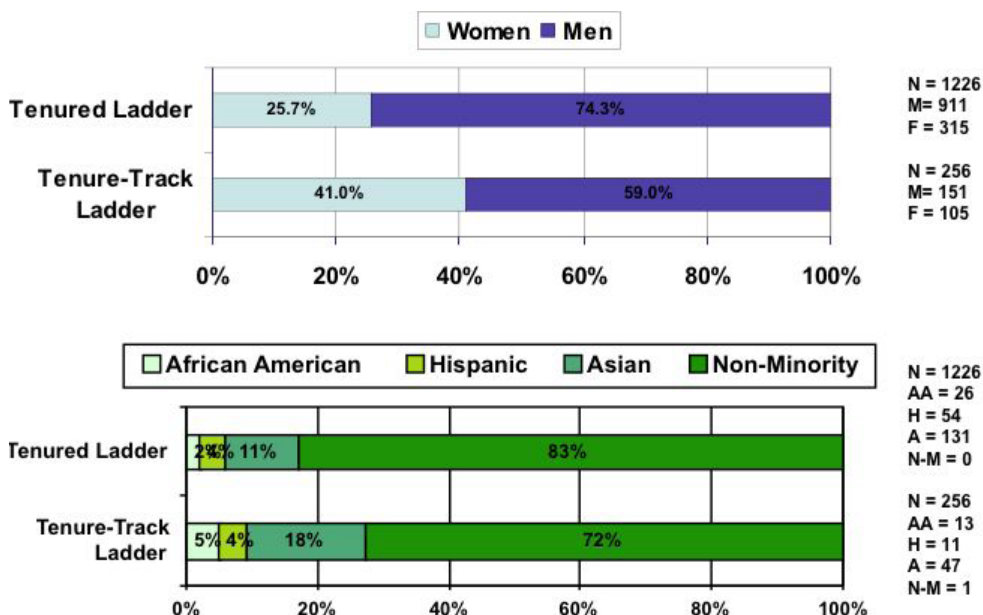
An analysis of entry and exit rates was conducted for graduate students by ethnicity. Recipients of bachelor's degrees between 1993 and 1997 at all U.S. institutions and those at the top 25 UC Berkeley feeder schools were compared with UC Berkeley doctoral applicants, admits, and enrollees during the same time period and doctoral degree recipients after 10 years. Native American students made up 0.6 percent of U.S. baccalaureate recipients and 0.5 percent of UC Berkeley doctoral degree recipients. However, although African American and Hispanic students constituted 7.4 percent and 5.8 percent, respectively, of U.S. baccalaureate recipients, they made up only 2.4 percent and 4.4 percent, respectively, of UC Berkeley doctoral degree recipients by the 10th year (Fig. 10).



FACULTY

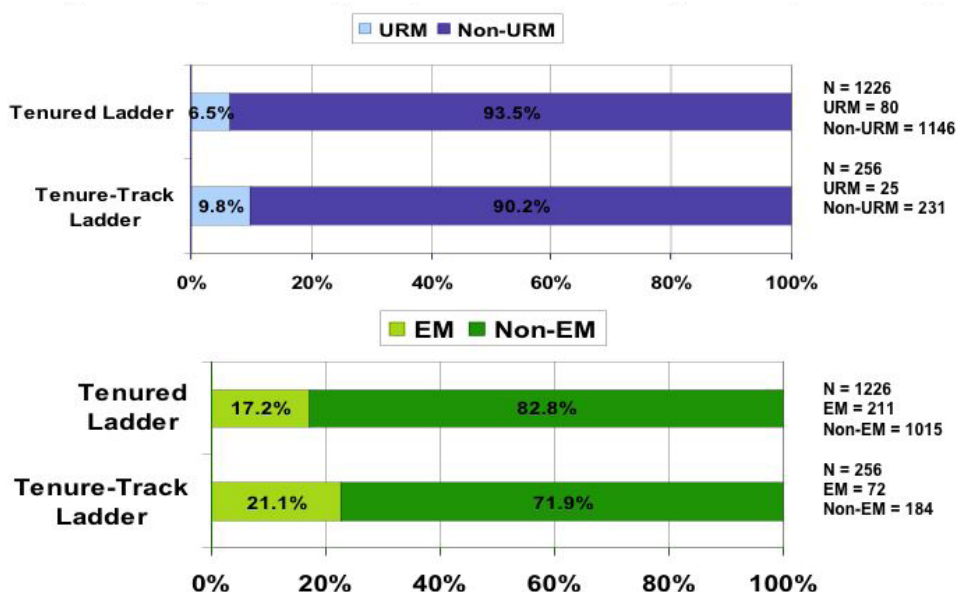
Faculty Distribution by Race and Gender

Figure 12: Proportion of Tenured and Tenure-Track Ladder Faculty by Gender and Race/Ethnicity (2008–2009)



Source: Office of Faculty Equity, UC Berkeley, Affirmative Action Program for Academic Employees, 2008–2009

Figure 13: Proportion of Tenured and Tenure-Track Ladder Faculty by Underrepresented Minority (URM) and Ethnic Minority (EM) Status (2008–2009)

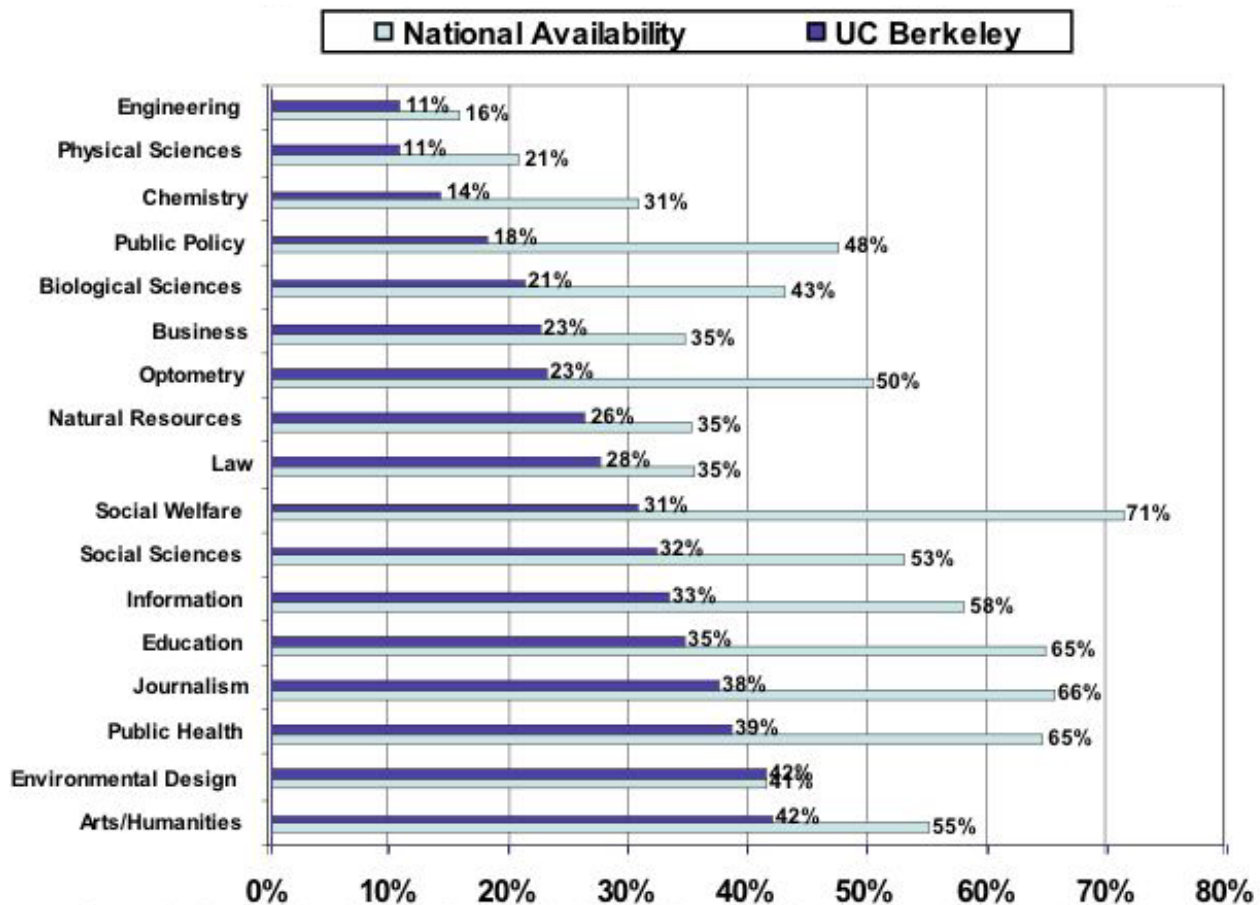


Source: Office of Faculty Equity, UC Berkeley, Affirmative Action Program for Academic Employees, 2008–2009

Among UC Berkeley tenured ladder faculty or the equivalent in 2008–2009, 25.7 percent of faculty are women and 6.5 percent are underrepresented minorities. Among tenure-track ladder faculty or the equivalent during the same year, 41.0 percent are women and 9.8 percent are underrepresented minorities (Figs. 12–13).

National Availability Comparison

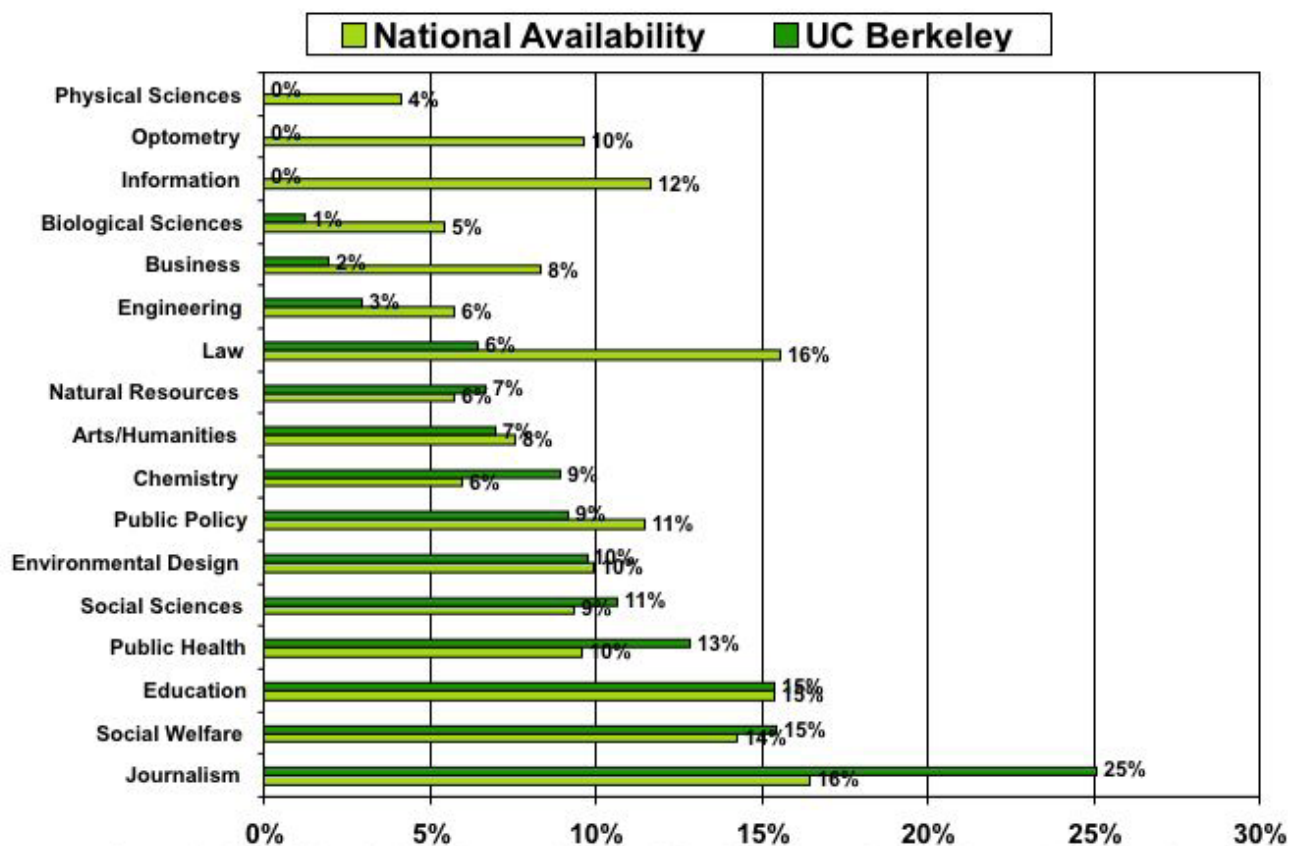
Figure 14: Female Proportion of UC Berkeley Tenured Ladder Faculty Compared with National Availability Pool (2008–2009)



Source: Office of Faculty Equity, UC Berkeley, Affirmative Action Program for Academic Employees, 2008–2009



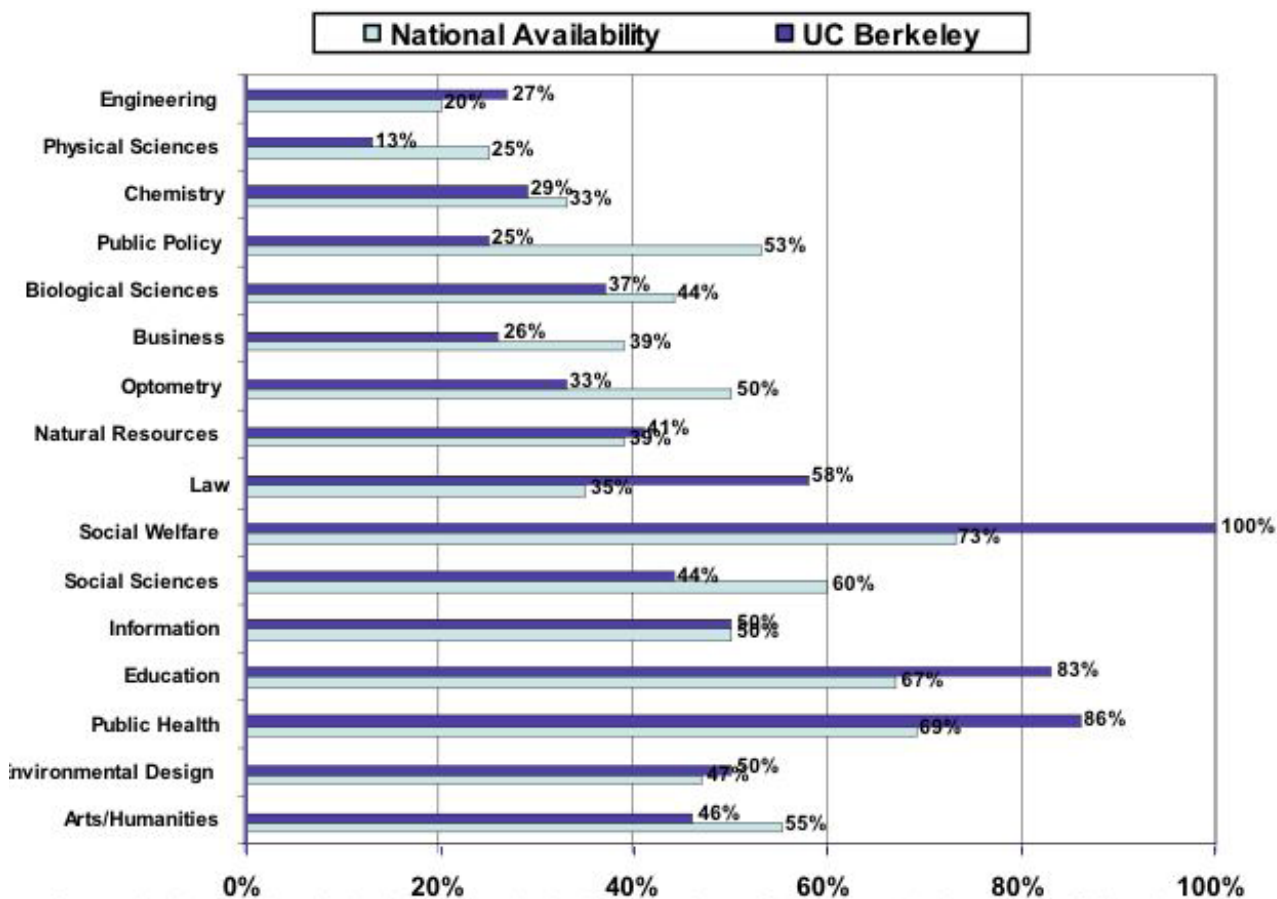
Figure 15: Proportion of Underrepresented Minorities among UC Berkeley Tenured Ladder Faculty Compared with National Availability Pool (2008–2009)



Source: Office of Faculty Equity, UC Berkeley, Affirmative Action Program for Academic Employees, 2008–2009

Among tenured faculty, women are fully utilized in only one discipline (environmental design), according to the national availability pool of doctoral degree recipients, and underutilized in 16 disciplines (Fig. 14). Underrepresented minority faculty are fully utilized in no disciplines, are completely underutilized in two disciplines, and have split utilization (i.e., are utilized in some ethnic categories but not others) in 15 disciplines (Fig. 15).

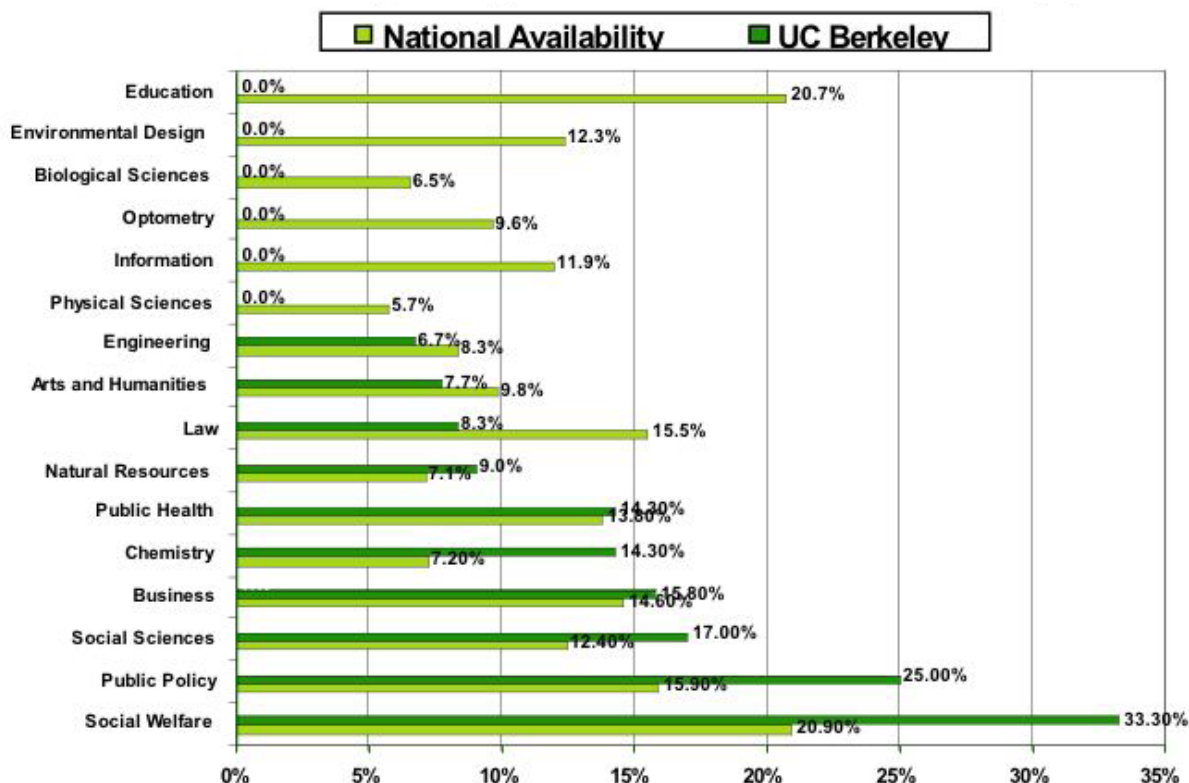
Figure 16: Female Proportion of UC Berkeley Tenure-Track Ladder Faculty Compared with National Availability Pool (2008–2009)



Source: Office of Faculty Equity, UC Berkeley, Affirmative Action Program for Academic Employees, 2008–2009



Figure 17: Proportion of Underrepresented Minorities among UC Berkeley Tenure-Track Ladder Faculty Compared with National Availability Pool (2008–2009)

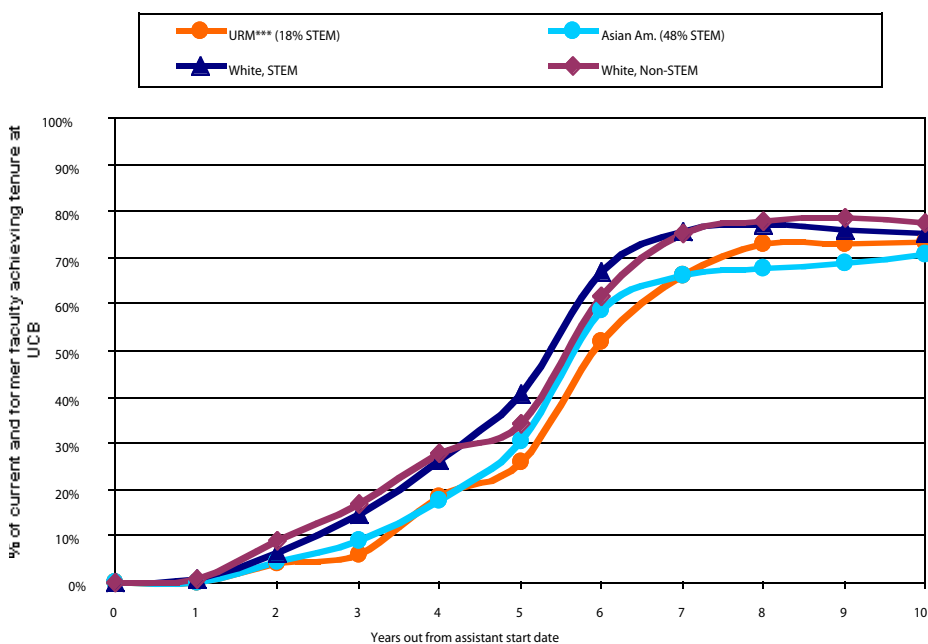


Source: Office of Faculty Equity, UC Berkeley, Affirmative Action Program for Academic Employees, 2008–2009

Utilization is slightly better among tenure-track faculty. Women are fully utilized in half (eight) of UC Berkeley's disciplines and underutilized in the other half (Fig. 16); African Americans, Hispanics, and Native Americans are fully utilized in one discipline and completely underutilized in one discipline, with split utilization in 14 disciplines (Fig. 17).

Advancement

Figure 18: Achieving Tenure at UC Berkeley by Race/Ethnicity and STEM*/non-STEM

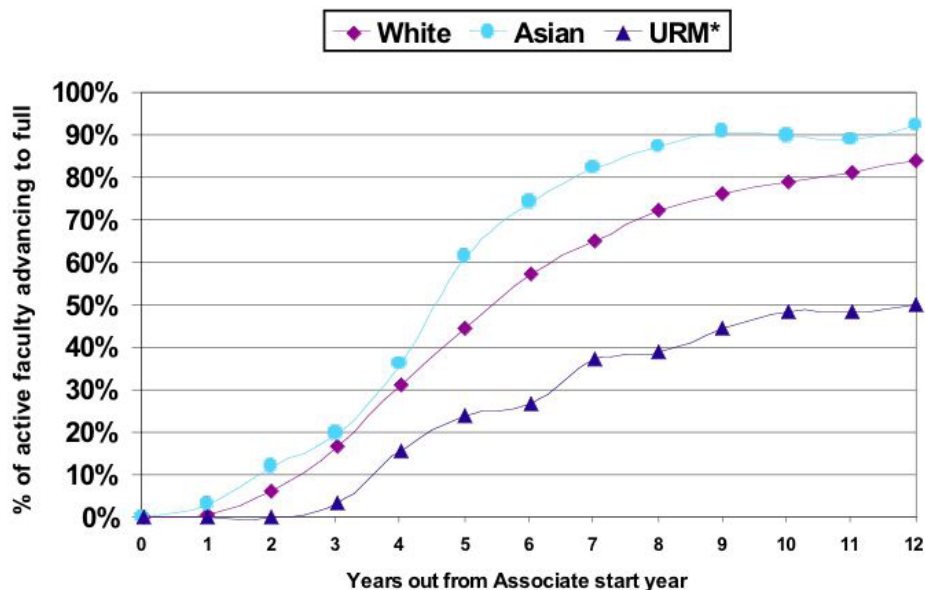


Source: Human Resources, UC Berkeley, faculty personnel records, 1985–2006

*Science, Technology, Engineering, Mathematics

***"URM" includes African American, Hispanic, and Native American.

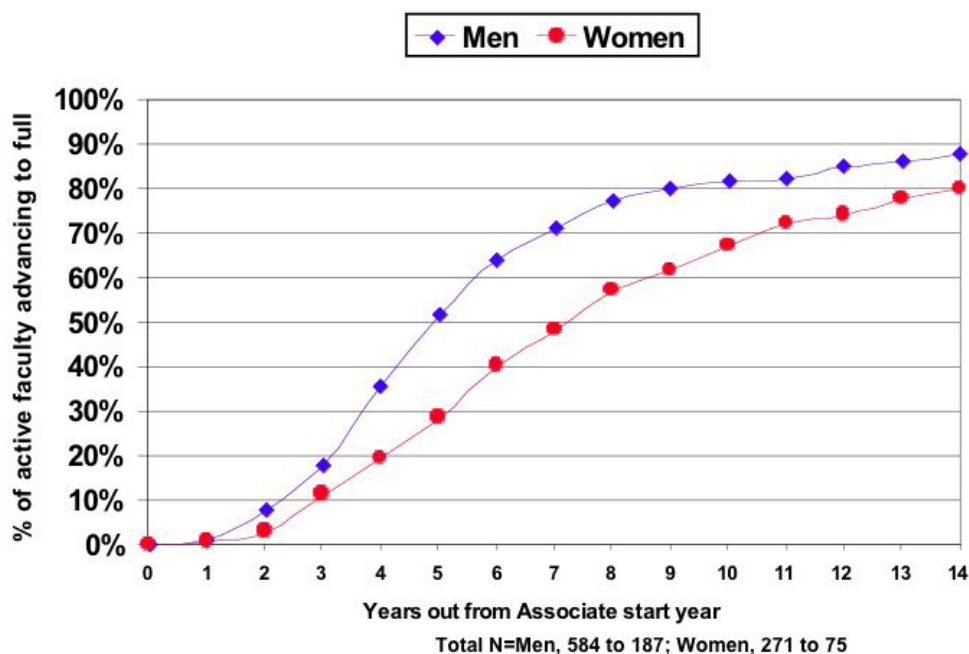
Figure 19: Advancing to Full Professor among Active UC Berkeley Faculty by Race/Ethnicity



Source: Human Resources, UC Berkeley, faculty personnel records, 1985–2006



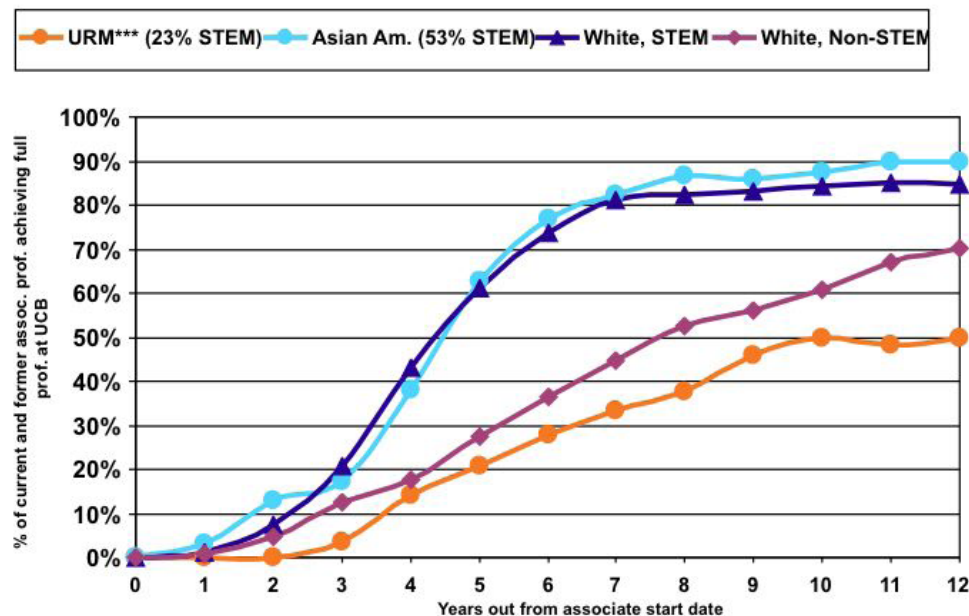
Figure 20: Advancing to Full Professor among Active UC Berkeley Faculty by Gender



Source: Human Resources, UC Berkeley, faculty personnel records, 1985—2006

Once appointed as assistant professors at UC Berkeley, African American, Hispanic, and Native American faculty achieve tenure at approximately the same rate as White faculty: 73.3 percent of African American, Hispanic, and Native American faculty achieve tenure within 10 years of the assistant professor start date, compared with 75.1 percent of STEM White faculty and 77.5 percent of non-STEM White faculty (Fig. 18). However, the rate of advancement to full professor is substantially slower in non-STEM fields, where African American, Hispanic, and Native American faculty are concentrated, and slower still for these groups of faculty overall. Although women advance to full professor at comparable rates to male professors, the rate is slightly slower (Figs. 19 and 20).

Figure 21: Achieving Full Professor at UC Berkeley by Race/Ethnicity and STEM/non-STEM among Whites



Source: Human Resources, UC Berkeley, faculty personnel records, 1985—2006

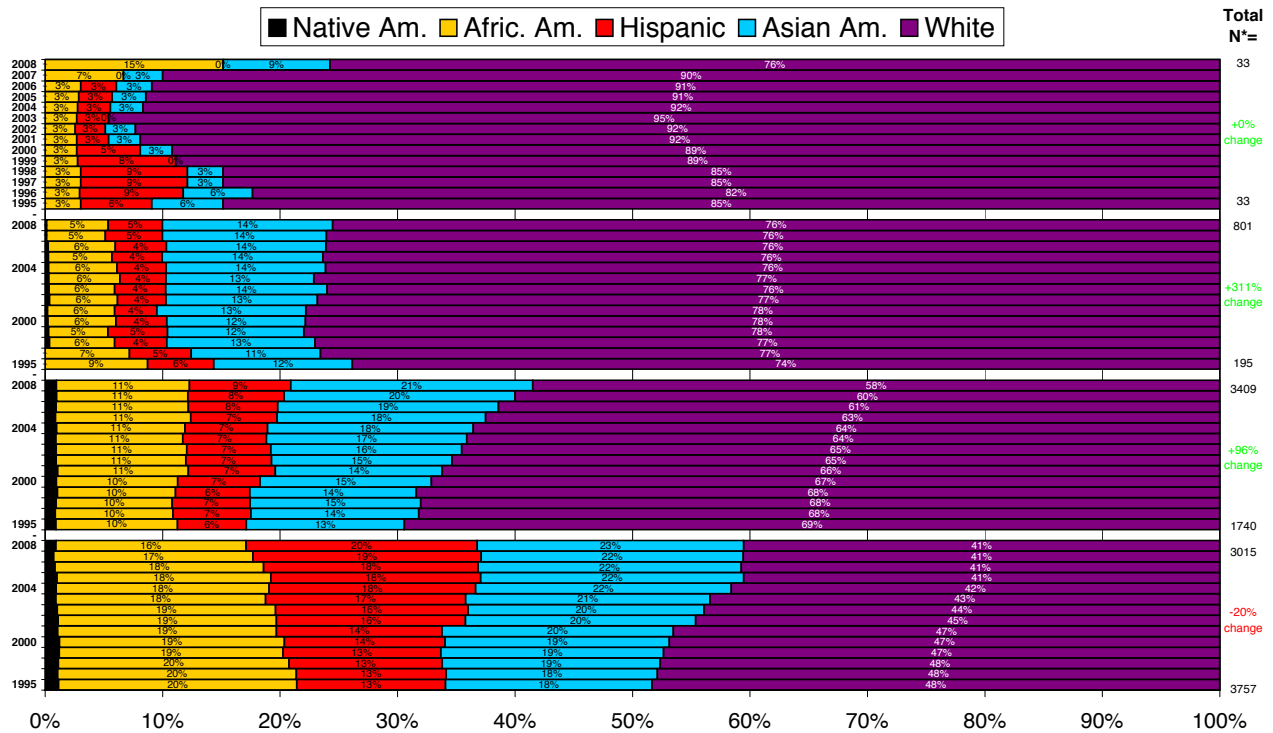
Twelve years out from the associate professor start date, only 50.0 percent of African American, Hispanic, and Native American faculty and 70.4 percent of non-STEM White faculty have been promoted. This is compared with 84.6 percent of STEM White faculty and 89.7 percent of Asian American faculty (Fig. 21).



STAFF

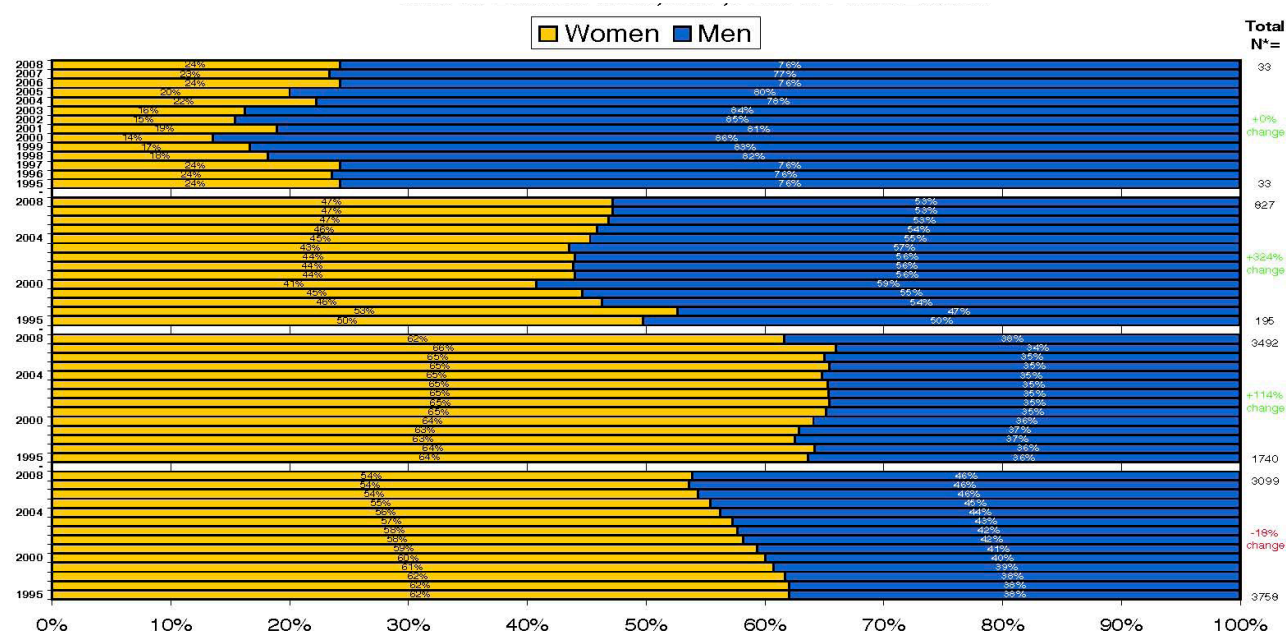
Gender and Race/Ethnicity Composition by Personnel Category

Figure 22: Workforce Share of Non-Academic Staff by Gender at SMG, MSP, PSS I, and PSS II Levels (1995–2008)



Source: Human Resources, UC Berkeley

Figure 23: Workforce Share of Non-Academic Staff by Race/Ethnicity at SMG, MSP, PSS I, and PSS II Levels (1995–2008)



Source: Human Resources, UC Berkeley

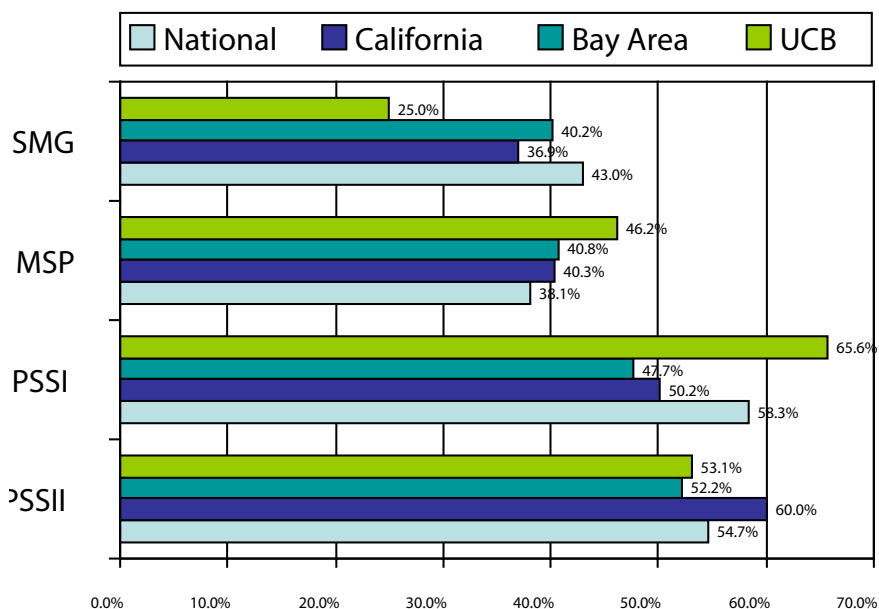
More than 7,000 career staff members are employed by UC Berkeley, in addition to another 2,000 to 3,000 employed in temporary or contract positions. In aggregate, women, African Americans, Asian Americans, Hispanics, and Native Americans are actually overrepresented among the UC Berkeley staff. According to statistics from 2008, women make up 58 percent of career staff and African Americans, Asian Americans, Hispanics, and Native Americans make up 46 percent. Yet these groups are distributed unequally across job titles (Figs. 22–23).

In 2008, women made up 54 percent to 62 percent of the professional and support staff titles (PSS I and II), but only 47 percent of the management and senior professional (MSP) titles and 24 percent of the senior management group (SMG), or executive titles. African Americans, Asian Americans, Hispanics, and Native Americans made up 42 percent to 59 percent of the professional titles, but only 24 percent of the management and executive positions (Figs. 22–23).



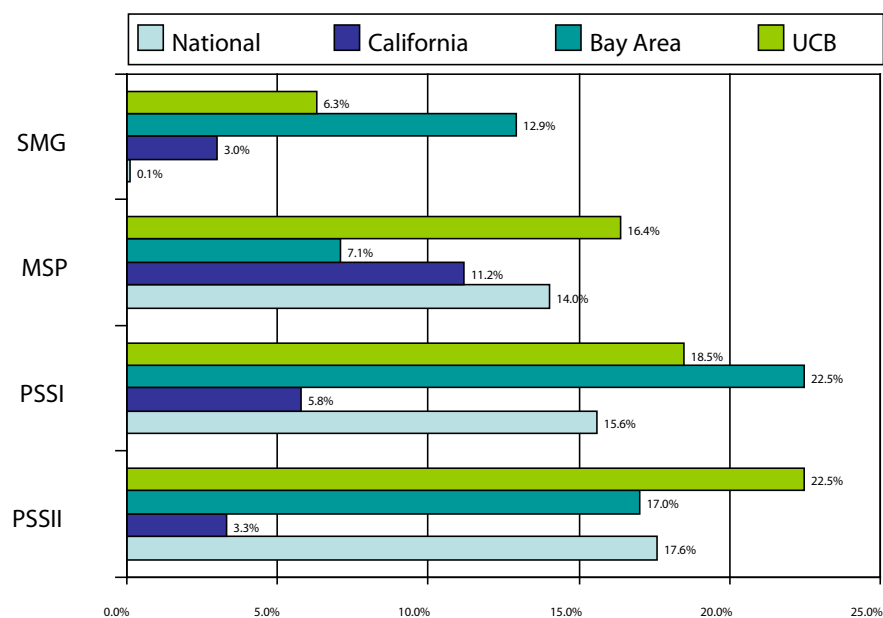
Comparison with National, State, and Local Availability Pools (Utilization)

Figure 24a: UC Berkeley Staff Compared with National, State, and Local Availability for Women by Personnel Category (2008–2009)



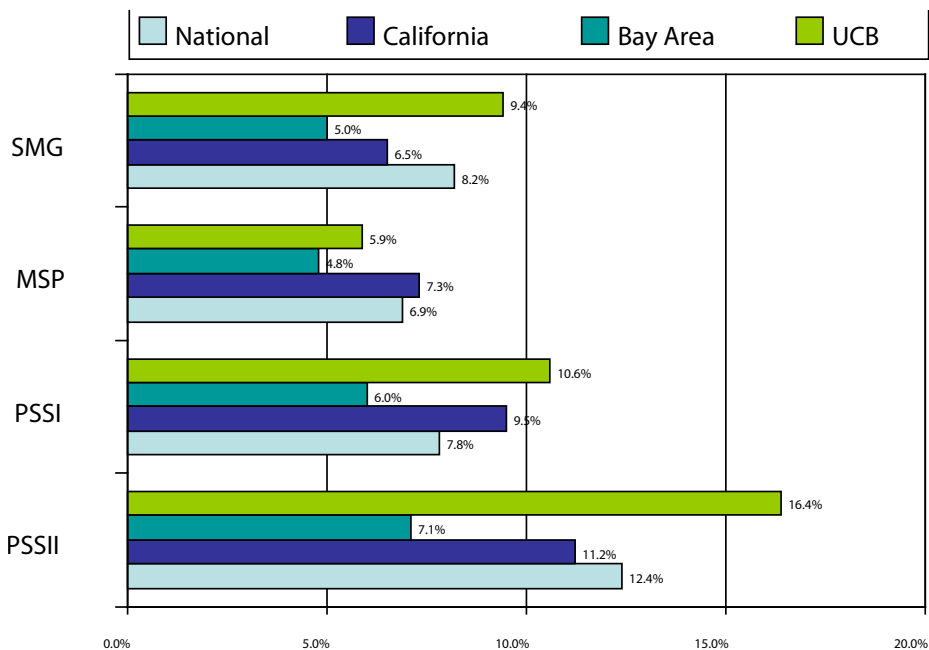
Sources: Human Resources, UC Berkeley, Staff Affirmative Action Plan, 2008–2009, Staff EEO Compliance; U.S. 2000 Census data nationally, by state, by county, by race/ethnicity, and by gender

Figure 24b: UC Berkeley Staff Compared with National, State, and Local Availability for Asians by Personnel Category (2008–2009)



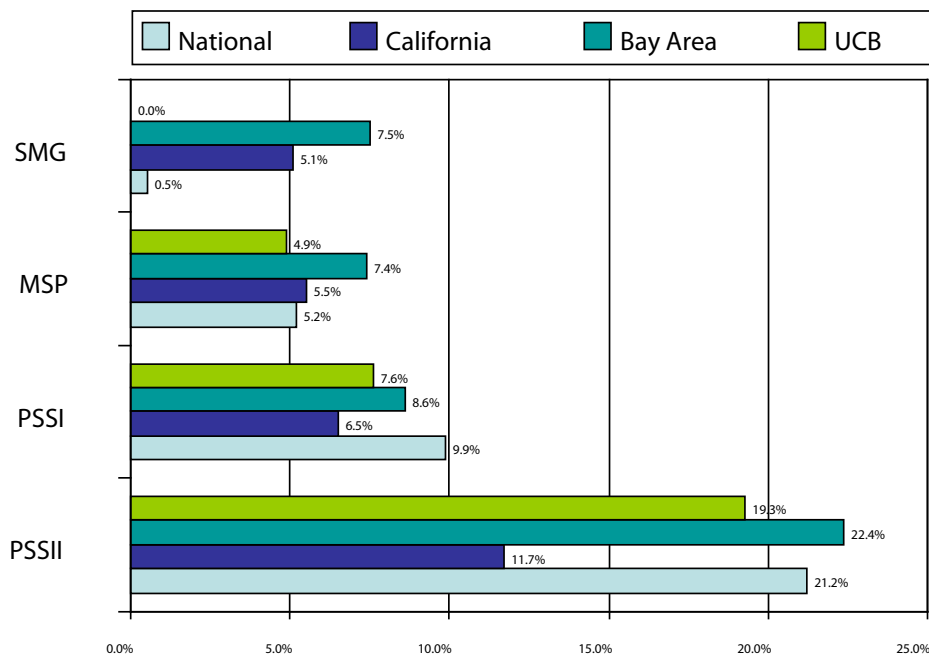
Sources: Human Resources, UC Berkeley, Staff Affirmative Action Plan, 2008–2009, Staff EEO Compliance; U.S. 2000 Census data nationally, by state, by county, by race/ethnicity, and by gender

Figure 24c: UC Berkeley Staff Compared with National, State, and Local Availability for Blacks by Personnel Category (2008–2009)



Sources: Human Resources, UC Berkeley, Staff Affirmative Action Plan, 2008–2009, Staff EEO Compliance; U.S. 2000 Census data nationally, by state, by county, by race/ethnicity, and by gender

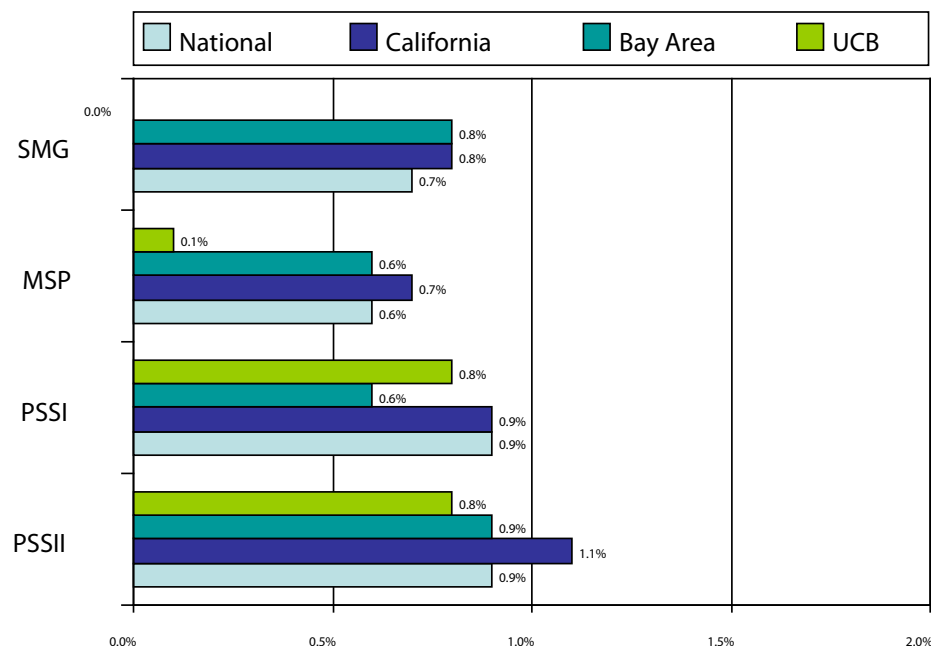
Figure 24d: UC Berkeley Staff Compared with National, State, and Local Availability for Latinos by Personnel Category (2008–2009)



Sources: Human Resources, UC Berkeley, Staff Affirmative Action Plan, 2008–2009, Staff EEO Compliance; U.S. 2000 Census data nationally, by state, by county, by race/ethnicity, and by gender



Figure 24e: UC Berkeley Staff Compared with National, State, and Local Availability for American Indians by Personnel Category (2008–2009)



Sources: Human Resources, UC Berkeley, Staff Affirmative Action Plan, 2008–2009, Staff EEO Compliance; U.S. 2000 Census data nationally, by state, by county, by race/ethnicity, and by gender

Overall, UC Berkeley compares favorably with national, state, and local availability pools by gender, race/ethnicity, and personnel category (Figs. 24a–e). However, women, American Indians, Asians, and Latinos are underrepresented in the UC Berkeley SMG personnel category compared with the availability pools of the Bay Area.

Perception of Advancement

Figure 25: Statements with Higher Level of “Truthfulness” — Training Opportunities to Perform Job Safely

	Survey Question	True (Very)	Not True*	N
1	<i>I help co-workers/colleagues with work-related problems</i>	98% (74%)	2%	3454
2	<i>I have enough information to get the job done</i>	93% (47%)	7%	3461
3	<i>I have the necessary equipment/physical resources</i>	90% (55%)	10%	3456
4	<i>I have the training opportunities I need to perform my job safely and competently</i>	88% (41%)	12%	3239
5	<i>The people I work with can be relied on when I need help</i>	88% (48%)	12%	3451
6	<i>I have the freedom I need to decide how to do my own work</i>	88% (50%)	12%	3451
7	<i>I take an active role in advancing my career</i>	82% (34%)	18%	3192

*Includes “Not too true” and “Not at all true.”

Source: UC Berkeley, Staff Workplace and Climate Survey, 2008–2009

Figure 26: Statements with Higher Level of “Truthfulness” — Clarity About Career Development

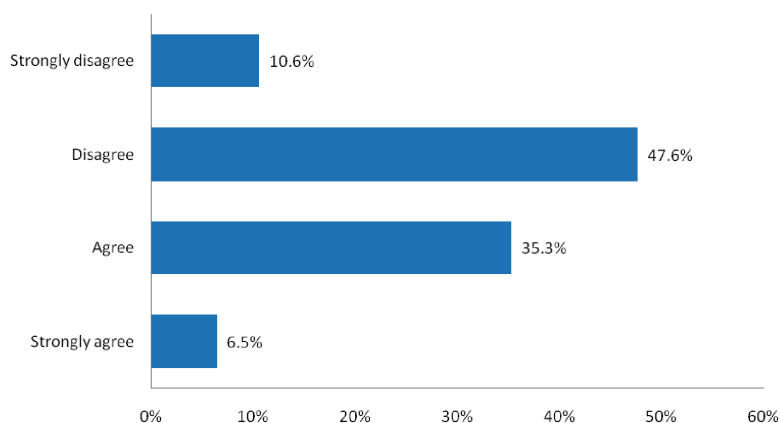
	Survey Question	True (Very)	Not True*	N
8	<i>I have an opportunity to develop my own special abilities</i>	79% (28%)	21%	3232
9	<i>I have enough time to get the job done</i>	69% (28%)	31%	3459
10	<i>I have the learning opportunities I need to advance my career (at UCB)</i>	69% (22%)	31%	3191
11	<i>Promotions are handled fairly</i>	53% (13%)	47%	2954
12	<i>There is clarity about career development/advancement opport.</i>	48% (12%)	52%	3199
13	<i>The chances for promotion are good</i>	36% (7%)	64%	3171
14	<i>When I do my job well, it results in tangible rewards (e.g. \$, recognition, advancement)</i>	36% (8%)	64%	3143

*Includes “Not too true” and “Not at all true.”

Source: UC Berkeley, Staff Workplace and Climate Survey, 2008–2009

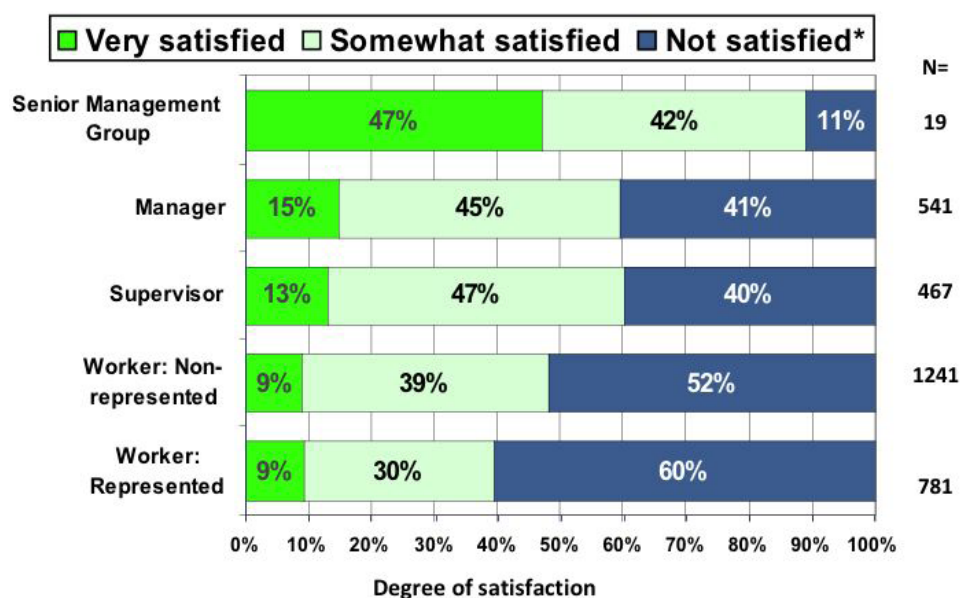


Figure 27: Presence of Succession Plan in the Unit for Turnover or Retirement by Managers and Supervisors



Source: UC Berkeley, Manager/Supervisor Module, Staff Workplace and Climate Survey, 2008–2009

Figure 28: Degree of Satisfaction with Opportunities to Advance



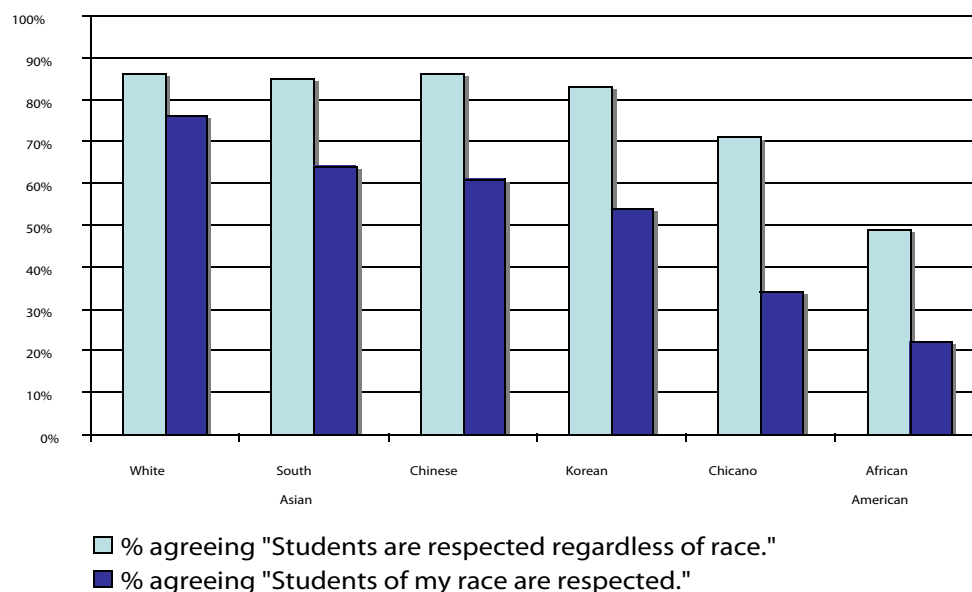
Source: UC Berkeley, Staff Workplace and Climate Survey, 2008–2009

In the 2008–2009 Staff Workplace and Climate Survey, 88 percent of UC Berkeley staff respondents said that they had the training opportunities to perform their jobs safely (Fig. 25), while less than half (48 percent) said that there is clarity about career development and advancement opportunities (Fig. 26). Moreover, only two out of five (42 percent) managers and supervisors who responded to the survey said that their departments had a succession plan in place to fill positions created by staff turnover or retirement (Fig. 27). Finally, 60 percent of responding represented workers stated that they were not satisfied with opportunities to advance, in contrast to 11 percent of the senior management group respondents (Fig. 28).

CLIMATE

Undergraduates

Figure 29: UC Berkeley Undergraduate Student Perception of Respect by Race (2008)



Source: UC Berkeley, University of California Undergraduate Experience Survey, 2008

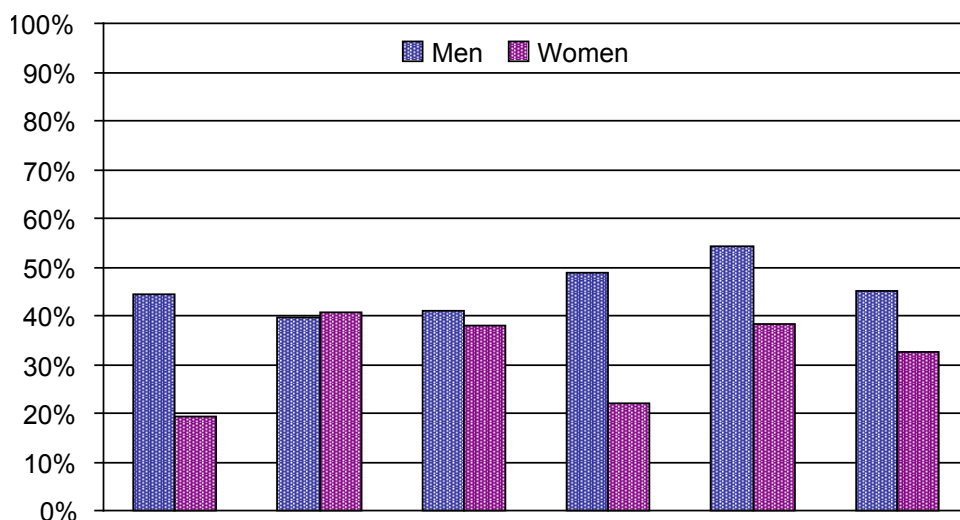
According to the 2008 University of California Undergraduate Experience Survey (UCUES) for the UC Berkeley campus, 86 percent of White undergraduate respondents agree that "students are respected regardless of race," compared with 71 percent of Chicanos and 49 percent of African American respondents. Moreover, 76 percent of White respondents agree that "students of my race are respected," compared with 34 percent of Chicanos and 22 percent of African Americans (Fig. 29).

Note: Data on the climate perception of UC Berkeley graduate students and post-doctoral scholars by gender, race, and ethnicity will be available in fall 2010.



Faculty

Figure 30: “Very Satisfied” with Position by Gender and Discipline



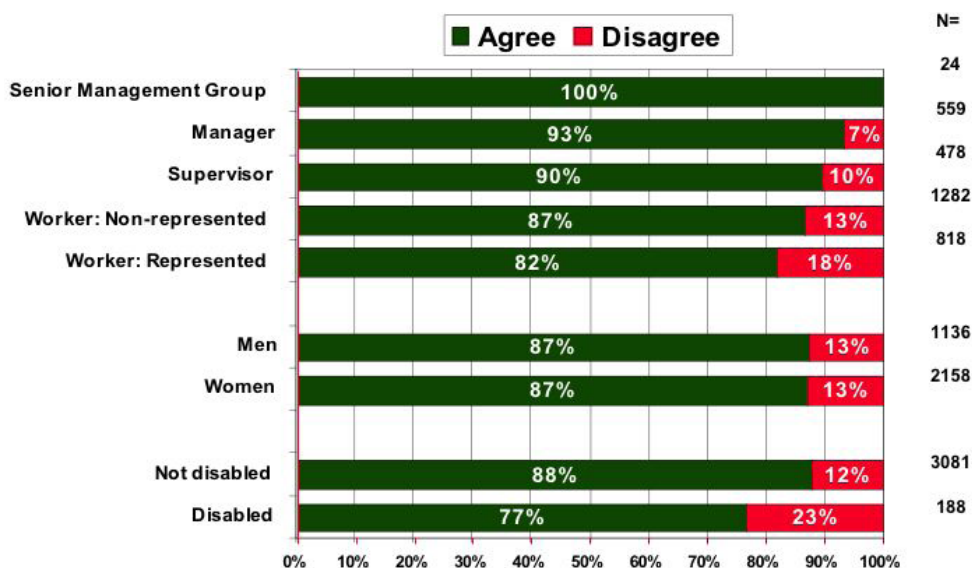
Source: UC Berkeley, Faculty Climate Survey, Spring 2003

*Other options were “Somewhat satisfied,” “Somewhat dissatisfied,” and “Very dissatisfied.”

Across the major disciplinary fields, female faculty at UC Berkeley are less likely than their male counterparts to be “very satisfied” with their positions (32 percent vs. 45 percent), although they are equally likely to identify themselves as “satisfied” (82 percent vs. 85 percent) (Fig. 30).

Staff

Figure 31a: “In My Unit/Department, I Am Treated with Respect” by Personnel Category, Gender, and Disability Status

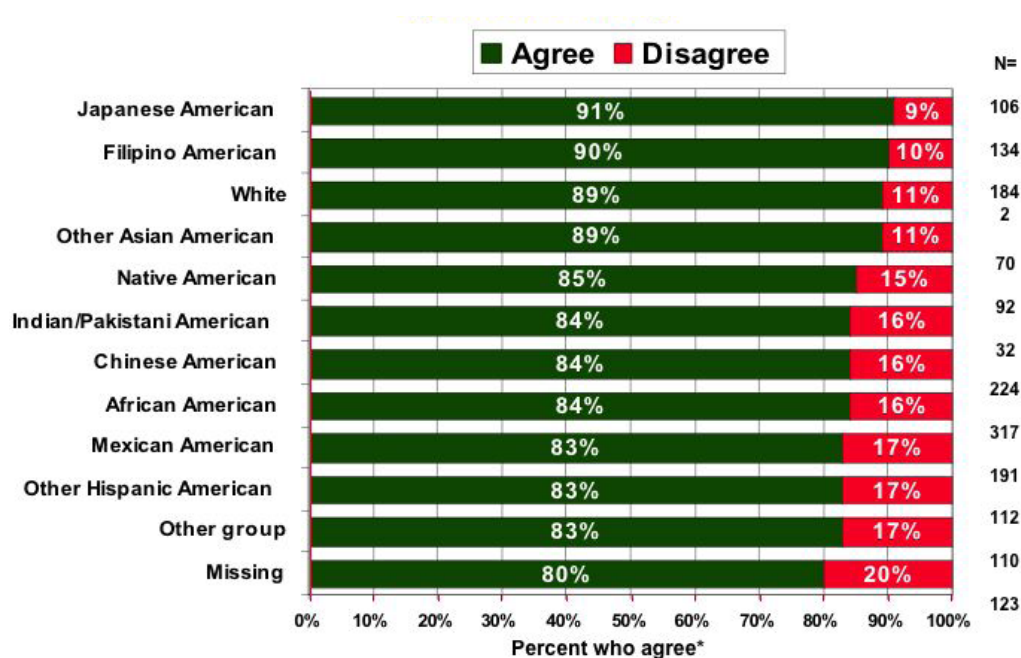


Source: UC Berkeley, Staff Workplace and Climate Survey, 2008–2009

*Includes “Strongly agree” and “Agree.”

**Includes “Disagree” and “Strongly disagree.”

Figure 31b: “In My Unit/Department, I Am Treated with Respect” by Race/Ethnicity



Source: UC Berkeley, Staff Workplace and Climate Survey, 2008–2009

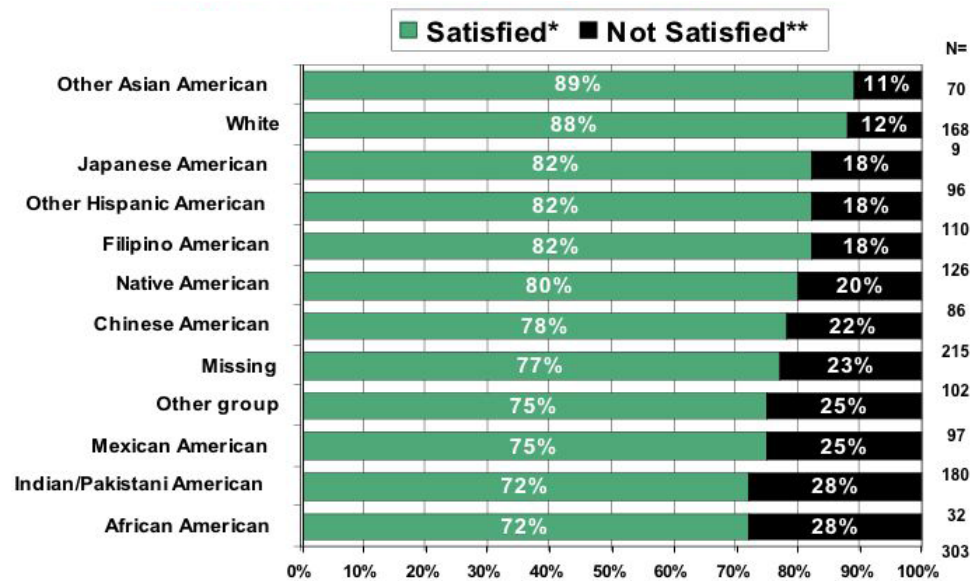
*Includes “Strongly agree” and “Agree.”

**Includes “Disagree” and “Strongly disagree.”

The 2008–2009 Staff Workplace and Climate Survey found that 87 percent of UC Berkeley non-academic staff respondents felt that “In my unit/department, I am treated with respect,” and 92 percent reported they were treated with respect outside their units/departments at UC Berkeley. However, responses to the questions varied by personnel classification, ethnicity, and disability status (Figs. 31a–b). For example, 100 percent of senior managers agreed that they are treated with respect in their units/departments, compared with 82 percent of represented workers. Twenty-three percent of respondents self-identified as disabled disagreed with this statement.



Figure 32: Degree of Satisfaction with Support for Diversity in My Unit/Department



Source: UC Berkeley, Staff Workplace and Climate Survey, 2008–2009

*Includes “Very satisfied” and “Somewhat satisfied.”

**Includes “Not too satisfied” and “Not at all satisfied.”

Twenty-five percent of African American respondents to the 2008–2009 Staff Workplace and Climate survey reported that they are not satisfied with UC Berkeley’s commitment to diversity, and 28 percent of African American and 25 percent of Mexican American respondents reported that they are dissatisfied with the support for diversity in their units or departments (Fig. 32).

RESEARCH AND ENGAGED PUBLIC SCHOLARSHIP

Internship Experience: In a 2005 UC system-wide study of alumni on civic and academic engagement, 47 percent of respondents reported that an internship experience had had a major impact on their lives. This factor ranked higher than course work and relationships with friends.

Cal Corps Public Service Center: In the academic school year 2007–2008, 4,687 students volunteered their time in the Cal Corps Public Service Center; 2,766 of these volunteers were long-term (one semester or more). In total, they contributed 206,873 volunteer hours (Cal Corps Public Service Center at UC Berkeley, <http://students.berkeley.edu/osl/calcorps.asp?id=298>).

American Cultures Enhanced Pathway Program: In the academic school year 2008–2009, 9,276 UC Berkeley students participated in the American Cultures (AC) program and 225 courses, taught by 82 faculty members, were approved for the AC requirement.

B. UC Berkeley's Historical Commitment to Inclusiveness

One clear-cut measure of honoring the public mission of the University has been UC Berkeley's long-standing commitment to inclusiveness. In a bold move in 1871, the University of California — at the time consisting of only the Berkeley campus — adopted a policy requiring admission of women on an equal basis with men, enrolling more women than any other institution in the country at that time. Between 1900 and 1930, women represented 40 percent to 45 percent of the total enrollment at UC, while most other colleges remained all male, with some of them maintaining quotas to keep their female admittance low (Douglass, *The Conditions for Admission*, 23–25). In 1930, UC Berkeley had a large enough population of African American students to open the International House, an on-campus housing facility available to African American students (Douglass, *The Conditions for Admission*, 72–73).

Continuing its quest for open and accessible public education, UC Berkeley creatively and effectively obtained funds from the GI Bill (1944) to further expand educational opportunities. The use of this “unrestricted revenue . . . enabled Robert Sproul and Clark Kerr to leverage UC Berkeley to the premier position it achieved a decade later” (Smith and Bender, *American Higher Education Transformed*, 2). UC Berkeley also leveraged its position as an agent of change by emerging as a social actor engaged in civil and political movements at the local and national levels. With unprecedented protests, UC Berkeley was the epicenter of the Free Speech Movement in the 1960s, where students vindicated their right to pursue on-campus political activities as well as their right to practice free speech and enjoy academic freedom. This struggle was pivotal in the civil liberties movement in the '60s, with its demands of social justice and inclusion — which the university then supported via the creation of a variety of programs that acknowledged and addressed the needs of an ever-growing and widening group of stakeholders.

One of the first programs to initiate outreach at UC Berkeley was the Educational Opportunity Program, a creation of a faculty committee in 1966. Later, funds from oil companies were secured to launch the now renowned Mathematics, Engineering, Science Achievement (MESA) program, an innovative and effective academic development program that engages thousands of educationally disadvantaged students from all segments of California higher education, as well as K-12 institutions, focused on math and science. The Early Academic Outreach Program, created in 1975 and originally housed in the Office of Relations with Schools, was a first attempt to take direct steps to contact and encourage students in high school to prepare for UC eligibility and admission. The UC Berkeley Department of Engineering was a leader in developing an undergraduate extension of MESA in the 1980s, the Minority Engineering Student Program, later called the Center for Underrepresented Engineering Students.



This program was instrumental in increasing minority graduation rates in engineering. A number of similar programs, notably in biology, followed in this era, persisting into the '90s. A prominent achievement of the MESA effort was the development of a state-funded resource base for part of the program, which by then had expanded to the California State University system as well as other UC campuses. These kinds of so-called affirmative action programs (programs that depended on admittance by virtue of being a member of an underrepresented group) were demonstrably successful, particularly in professional schools such as law, medicine, and engineering. Although far from reaching any semblance of representational equity, they reflected a serious attempt at addressing educational access.

The University has addressed other forms of diversity over the years as well. In 1956, UC Berkeley started the first program designated to serve students with disabilities, followed in 1958 by the first architectural modifications on campus to improve access (ramps and curb cuts). In the late '60s, began the earliest UC Berkeley coursework focusing on disability studies, and in 1970 the internationally recognized Physically Disabled Students' Program (later renamed the Disabled Students' Program, or DSP) was launched. The oral history and personal papers of leaders, participants, and observers of the Disability Rights and Independent Living Movement have been gathered by the campus' Bancroft Library in the first collection of its kind in the country (<http://bancroft.berkeley.edu/collections/drilm/>).

Diversity was institutionalized in the curriculum as well. In 1969, UC Berkeley created the Department of Ethnic Studies in response to direct public action by students, offering degrees in history, culture, and the contemporary experience of ethnic minority groups, especially African Americans, Asian Americans, Mexican Americans, and Native Americans. The first year, the department offered four undergraduate programs consisting of 34 courses for 990 students. It first offered a doctoral program in 1983. It has since evolved to develop a comparative and multidisciplinary curriculum of 50 courses, with 160 majoring students in spring semester 2008.

In 1989, the Academic Senate adopted the American Cultures requirement to deepen students' understanding of the diverse cultures of the United States through an integrative, comparative, interdisciplinary framework (<http://americancultures.berkeley.edu/>). Since then, the campus has developed an innovative curriculum, spanning dozens of courses and instructors in 47 departments. As we reach the 20th anniversary of the requirement's creation, this program has become a national model, offering all undergraduate students — well over 8,000 per year — access to cutting-edge research as it relates to the most pressing questions of cultural and social diversity, fostering cultural and civic competence in the student and faculty body, and developing a curriculum that actively represents the ongoing dynamics of diversity in America.

UC Berkeley was a trendsetter in the area of research as well. For example, the University pioneered Organized Research Units (ORUs), research endeavors organized

around broad, substantive topics such as international affairs, social change, social justice, information technology, the environment, race, and gender. As such, ORUs draw into their research programs faculty and students from multiple departments and disciplines, with the aim of producing relevant, responsive, and interdisciplinary scholarship that combines theory and practice and that connects the University to society. UC Berkeley currently has more than 80 such research units.



C. Demographic and Educational Attainment Changes in California

POPULATION

The 2000 census revealed that California is the first large state where African Americans, Asian Americans, Hispanics, and Native Americans are projected to collectively total over 50 percent in 2025. The almost 11 million Hispanics counted in the 2000 census represented almost one-third of California's residents. In turn, Asian Americans grew from about 3 percent of the population in 1970 to nearly 12 percent in 2000, an increase of close to 3.5 million people.

Over the next four decades, California's population is expected to increase by another 25 million people, with varying rates for different racial and ethnic groups (state of California, Population Projections for California). For example, while the White population is expected to decline from 16 million to 12 million between 2000 and 2050, the number of Hispanics is projected to grow from 11 million to 29 million and the Asian American population from 3 million to 4 million (Modarres, "California in Flux," 33). By 2050, California will have a population of over 36 million belonging to a whole range of racial/ethnic groups, with no one group in the majority.

Additionally, as the 2000 census allowed respondents to identify with more than one race and culture for the first time, it has become clear that significant numbers of California's population are racially and culturally mixed, particularly among people under age 18. To give some examples, 4.7 percent of the total population identified themselves as two or more races; 45.9 percent of American Indians also identified as Latino, as did 21.6 percent of Whites.

EDUCATIONAL ATTAINMENT

California has always been a leading-edge state, pioneering scientific developments and economic growth that have further advanced educational opportunities and income distribution. However, California is now in danger of sliding from exceptional to ordinary. Its advantage over other states in personal income and educational attainment, which was 25 percent in 1960, had shrunk to several percentage points by 2005. In 2000, although 77 percent of California's adult population had completed high school, 27 percent had earned a bachelor's degree, and 10 percent a graduate or professional degree, deep disparities among groups still persisted. On the whole, the highest educational attainment rates were found among Whites and Asian Americans/Pacific Islanders, and the lowest rates were among Hispanics and individuals identified as "some other race." Rates among African Americans, Native Americans, and people identified with two or more races fell in the middle (CCSRE, "Population of Two or More Races in California").

Furthermore, educational achievement may potentially decline as historically underrepresented groups increase their share of the population. The challenge of extending access to educational advancement to more of the population is timely and pertinent to California, as the state is confronting both an increase in the 18- to 24-year-old population and a demographic change toward ethnic groups that have traditionally experienced less educational access (Brady et al., Return on Investment).



D. Legal Landscape

UC Berkeley's efforts to create a diverse academic community have occurred in the context of a shifting legal landscape in the past four decades. Federal and state laws support UC Berkeley's mission of equity and inclusion for students, faculty, and staff by prohibiting discrimination on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or veteran status.

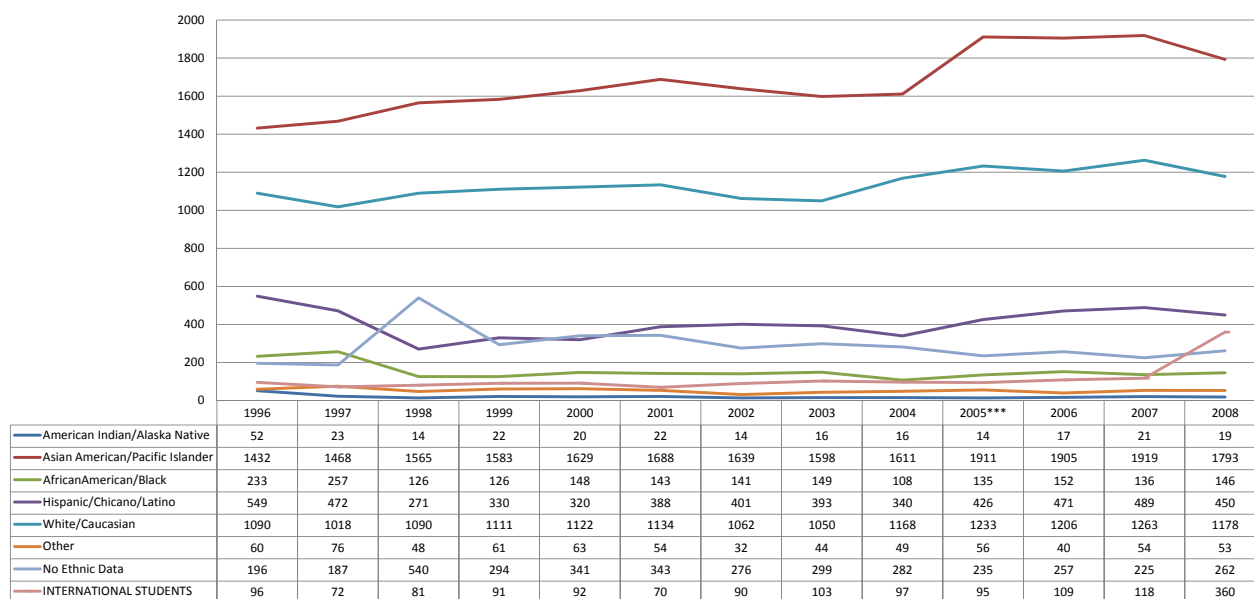
In the 1980s and early 1990s, the U.S. Supreme Court decision in the Bakke case supported UC Berkeley's efforts to diversify the student body by interpreting the U.S. Constitution as permitting the consideration of race as a "plus" factor in student admissions to further the University's compelling government interest in diversity. In 1965, the federal government issued an Executive Order requiring federal contractors to have employment affirmative action programs. This order and the implementing regulations supported Berkeley's commitment to equal opportunity in its employment programs by requiring a written affirmative action plan addressing the representation of women, minorities, individuals with disabilities, and veterans among UC Berkeley's staff and faculty.

In 1995, the Regents of the University of California passed two landmark resolutions, Standing Policy 1 (SP1) and Standing Policy 2 (SP2), prohibiting "preferential treatment" on the basis of race, ethnicity, sex, and national origin in admissions, employment, and contracting. These resolutions were followed by the passage of the 1996 voter initiative Proposition 209, which incorporated similar prohibitions into Section 31 of Article 1 of the California State Constitution, effective August 1998.

Both the Regents' resolutions and Proposition 209 had a dramatic impact on diversity at UC Berkeley. Among students, the proportion of underrepresented minority freshman applications and enrollments dropped substantially even before Proposition 209 went into effect, presumably due to the Regents' actions in 1995 (SP1 and SP2). In 1997, the enrollment of underrepresented freshmen at UC Berkeley dropped by 50 percent (**see Figure 1, page 39**). Among faculty, the hiring of women, African American, Asian American, Hispanic, and Native American faculty dropped significantly, and targeted programs to support the success of these groups within the faculty ranks were eliminated (Report of the UC President's Task Force on Faculty Diversity, www.universityofcalifornia.edu/facultydiversity/report.pdf).

While the law in California was changing to limit traditional affirmative action programs in admissions and employment, litigation was pending at the national level to decide whether the U.S. Constitution would permit colleges to consider race as a factor in admissions to promote academic diversity. In 2003, the U.S. Supreme Court decided two cases challenging admissions practices in the University of Michigan's law and undergraduate programs: *Grutter v. Bollinger* and *Gratz v. Bollinger*. The court ruled that the university had a compelling interest in achieving the educa-

Figure I: UC Berkeley New Freshman Registrants by Ethnicity, 1996–2008



Source: Office of Student Research, UC Berkeley

New freshman registrants in this table are students who are considered as having come directly from high school, without having accrued substantial college credits.

Students who are considered to have come from another college or university are transfer students. In this context, the standard class level categories of freshman, sophomore, junior, and senior, do not apply.

***Fall 2005 counts include Katrina hurricane students.

tional benefits of a diverse student body and that the consideration of race in admissions is permissible if it is narrowly tailored to the goal of diversity. This meant that while UC Berkeley was developing strategies for achieving student diversity within a legal context requiring “race and gender blindness,” other peer universities were able to consider race and gender as a factor in their selection process and financial aid programs. With regard to employment, UC Berkeley was competing to hire a diverse pool of new faculty amongst peer institutions that still used race- and gender-conscious faculty recruitment and development programs.

In this changing legal landscape, UC Berkeley has become a national leader in developing programs to ensure equity and inclusion. As the first UC campus to implement comprehensive review for undergraduate students and to develop new admission criteria such as considering achievement in the context of opportunity, UC Berkeley has made great strides toward providing equitable access in the face of political opposition to affirmative action. With regard to faculty, the UC Berkeley Academic Senate participated in a UC system wide process to change the policy on faculty appointment and advancement, giving credit to faculty in academic personnel evaluations for contributions to diversity and equal opportunity. UC Berkeley continues to comply with federal affirmative action regulations governing staff and academic employment under an exception to Proposition 209 for requirements related to federal funding. As ballot propositions limiting the consideration of race and gender proliferate across the country, institutions like the University of Michigan and the University of Washington have turned to UC Berkeley for guidance on how to promote diversity in the post-Proposition 209 legal climate.



E. Principles of Community and Recommended Principles of Inclusion

UC BERKELEY PRINCIPLES OF COMMUNITY

- ▶ We place honesty and integrity in our teaching, learning, research, and administration at the highest level.
- ▶ We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- ▶ We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- ▶ We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- ▶ We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- ▶ We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- ▶ We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

(Can be viewed online at www.berkeley.edu/about/principles.shtml.)



RECOMMENDED PRINCIPLES OF INCLUSION — 2008 UC BERKELEY STAFF LEADERSHIP DEVELOPMENT PROGRAM TEAM

- ▶ We will embrace and celebrate our individual and collective talents, understanding that they are best utilized when collaboratively engaged.
- ▶ We will respect and value the different perspectives of others, realizing that our differences contribute to the value and excellence of our organization.
- ▶ We will collaborate and foster participation in a welcoming environment, removing barriers and actively engaging all people, at all levels, in all functions.
- ▶ We will increase awareness of our comments, actions, and impacts, with a willingness to make changes for the common good.
- ▶ We will value and promote an inclusive environment by continually assessing and improving our organizational policies and practices.
- ▶ We will foster a sense of community through commitment and accountability by demonstrating respectful behavior.
- ▶ We will commit to expanding our worldview on a continuing basis.

(Can be viewed online at hrweb.berkeley.edu/ldp/08ldp_reports/AIMReport.pdf.)



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