California’s Investment in Berkeley

GRAND ASPIRATIONS built this university more than 140 years ago when Berkeley, the flagship institution of the University of California system, was established. The goal was to create an institution with attributes “equal to those of Eastern Colleges,” what today are called the Ivy League schools. This new university not only would educate students but also serve and assist the people of California. As a public research university, Berkeley was charged with seeking new knowledge and discovery to serve the public interest, and providing Californians access to its excellent educational opportunities. Public research universities are pivotal in realizing society’s potential for opportunity, innovation, social justice, and prosperity — extending the public good for the benefit of all. Today, Berkeley is recognized as a leader among the world’s universities in offering true breadth, access, and comprehensive excellence.

As UC’s oldest campus, Berkeley is home to many historic sites, including South Hall [the first UC building, constructed in 1873], Hearst Greek Theatre [1903], California Hall [1905], Hearst Memorial Mining Building [1907], the Campanile [1914], Doe Library [1917], and Wheeler Hall [1917]. The campus has many world-class research museums, field stations, and other research centers, along with a library collection that ranks as one of the best in the nation. In 2007 the Association of Research Libraries ranked Berkeley’s library among the top five university research libraries in North America. Its rare and specialized collections, such as the Bancroft Library’s Mark Twain Papers and Project [the world’s largest collection of Twain materials], serve educators and scholars from around the state and the world. In addition, the Berkeley Art Museum has diverse collections of more than 13,000 works, and the Pacific Film Archive includes 10,000 films. Berkeley also offers the Bay Area top-quality performing arts through Cal Performances and other theater and music programs, science programs for young people at the Lawrence Hall of Science, an athletics program with 27 intercollegiate sports and many Olympic athletes, and hundreds of workshops, lectures, and symposia that are free and open to the public.

California’s investment in Berkeley has paid off: the campus has been an engine of innovation. Breakthroughs and new ideas from Berkeley include the discovery of vitamins E and K, development
of the flu vaccine; isolation of the human polio virus and the gene associated with breast cancer; design of the first cyclotron to support medical research; draft of the first no-fault divorce law; development of the UNIX computer operating system; the concept of open-source software; invention of the ground-fault interrupter to protect from electric shocks; and discovery of planets beyond our solar system. Berkeley also holds a place on the periodic table — Berkelium is one of 10 transuranium elements first synthesized by Nobel laureate and later chancellor Glenn T. Seaborg — a distinction unmatched by any other university.

Berkeley accomplishments in just the past year include these:

BERKELEY WAS RANKED the top public university nationally for undergraduate education. [U.S. News & World Report, 2009]

BERKELEY PROVIDED ACCESS to more Pell Grant recipients [typically undergraduates from families with incomes below $45,000] than all the Ivy League schools combined.

BERKELEY AWARDED more Ph.D.s than any university.

MORE GRADUATE-LEVEL STUDENTS of prestigious National Science Foundation [NSF] Fellowships chose to attend Berkeley than any other university.

BERKELEY’S YOUNG FACULTY scientists tied with those at Harvard to win more Sloan Research Fellowships than professors at any other university. Also on Berkeley’s faculty today are seven Nobel laureates and several hundred members of the National Academies of Education, Engineering, and Sciences, plus recipients of other top national and international honors.

IN TOTAL RESEARCH and development expenditures, Berkeley ranked second to MIT among institutions without a medical school.

PRESIDENT OBAMA named Berkeley professors Steven Chu [Secretary of Energy] and Christina Romer [chair of the Council of Economic Advisers] to top posts in his administration.

The Berkeley Difference

AMONG BERKELEY’S HALLMARKS are an unmatched breadth and depth of academic programs; comprehensive excellence is a campus priority, with academic and research programs consistently leading the nation in science and engineering, humanities and the arts, social sciences, and in a range of professional schools. Faculty members and students engage with great effectiveness in multidisciplinary, collaborative approaches across all of these fields, discovering new clean energy resources, abating global poverty, mitigating life-threatening diseases, reducing conflict, and exploring
other frontiers not yet imagined. In addition, Berkeley supports and celebrates great individual scholarship, and basic research carried out at Berkeley yields discoveries whose impact is transformative, not just incremental.

Berkeley offers degrees in 14 schools and colleges, focusing on letters and science [arts, humanities, and physical, biological, and social sciences], business, chemistry, education, engineering, environmental design, information, journalism, law, natural resources, optometry, public health, public policy, and social welfare.

Undergraduate students may choose from more than 100 academic programs, each presenting different educational opportunities and experiences; each year, some 13,000 undergraduate classes, labs, and sections are taught. Berkeley’s undergraduate program has been ranked the best at any public university in the United States for more than 10 years by U.S. News & World Report. For Berkeley’s graduate students, 96 doctoral, 87 master’s, and 32 professional-degree programs span all schools and colleges, where each year more than 8,000 graduate courses are offered. In its comprehensive studies of American graduate programs, the National Research Council has consistently ranked Berkeley among the top in nearly every discipline. More recently, in U.S. News & World Report’s graduate-program rankings in business, education, engineering, and law, Berkeley placed in the top 10 in each discipline.

Berkeley’s faculty is among the finest in the world. With 20 Nobel laureates since 1939 among their numbers, Berkeley’s professors have garnered distinctions that cross disciplines, ranging from four Pulitzer Prize winners and a U.S. Poet Laureate to three recipients of the Fields Medal in mathematics. Though Berkeley has no medical school, its faculty includes 11 elected members of the Institute of Medicine and 13 Howard Hughes Medical Institute investigators. In addition, Berkeley honors its own with nearly 400 endowed chairs [25% of the faculty]. The campus also hosts some 1,100 postdoctoral fellows, in the last five years a 50% increase of talented scholars choosing to study at Berkeley.

At Berkeley, all faculty — from the most junior to the most senior — teach, and students are the direct beneficiaries of the excellence of Berkeley’s programs and professors. They choose Berkeley for the opportunity to be taught by some of the world’s best. They can hear journalism professor Michael Pollan [author of The Omnivore’s Dilemma] discuss food politics, biochemical engineering professor Jay Keasling explain his breakthroughs in synthesizing an inexpensive cure for malaria, or MacArthur Foundation “genius” fellowship winner and history faculty member Maria

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### America’s Best Public Universities, 2009

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<th>U.S. News &amp; World Report</th>
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<tr>
<td>1. University of California, Berkeley</td>
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<td>2. University of Virginia</td>
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<td>3. University of California, Los Angeles</td>
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<td>4. University of Michigan</td>
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<td>5. University of North Carolina, Chapel Hill</td>
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<td>6. College of William and Mary</td>
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<td>7. Georgia Institute of Technology</td>
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<td>8. University of California, San Diego</td>
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<td>9. University of Wisconsin, Madison</td>
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<td>10. University of Illinois, Urbana-Champaign</td>
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<td>11. University of Washington</td>
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<td>12. University of California, Davis</td>
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<td>13. University of California, Irvine</td>
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<td>14. University of California, Santa Barbara</td>
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### Honors held by current faculty

- 222 American Academy of Arts and Sciences Fellows
- 74 Fulbright Scholars
- 360 Guggenheim Fellows
- 28 MacArthur Fellows
- 8 National Academy of Education members
- 84 National Academy of Engineering members
- 129 National Academy of Sciences members
- 12 National Medals of Science
- 1 National Poet Laureate
- 61 National Science Foundation Young Investigator Awards
- 7 Nobel Prizes
- 4 Pulitzer Prizes
- 104 Sloan Research Fellows (for young faculty)
Mavroudi outline Greek and Arabic cultural interaction in the Middle Ages. Such professors are among many at Berkeley who are creating new paradigms in their fields, and bringing that excitement to the classroom.

A Berkeley education, however, extends beyond coursework. Students also learn from the diversity of their peers, from the international mix of the campus community, and from the campus's continuing tradition of cutting-edge activism. Home to the Free Speech Movement in the 1960s, Berkeley has also been a leader in disability rights and studies, ethnic studies, and gender and women's studies. It is the first campus to have a vice chancellor dedicated to promoting equity and inclusion. And for many students, commitment to activism and service does not end with graduation: as one example, more Berkeley graduates have joined the Peace Corps than graduates from any other college campus.

Berkeley’s Mantra: Access and Excellence

BERKELEY provides a unique educational experience that prepares students to live in an increasingly global and multicultural society. The campus is no ivory tower; it is part of the world, and it reflects an amazing breadth and diversity in its academic pursuits and in the students who come to Berkeley to prepare to be tomorrow’s leaders.

Undergraduate Student Experience

BERKELEY LIVES UP TO ITS PROMISE as a public university by providing access to this educational experience for more than 25,000 undergraduate students [more than three times the number educated by Stanford, Harvard, or Berkeley’s other private peers]. Berkeley graduates more undergraduates who go on to earn Ph.D.s than any other university in the nation. In educating such a large number of students so well — and at a fraction of the cost of attending its elite, private peer universities — Berkeley provides a transformational experience for its students and an effective conduit for economic advancement, both for individual students and for California.

Admission to Berkeley is highly competitive; 21.6% of its more than 48,000 freshmen applicants are admitted, as are 26.1% of approximately 12,300 transfer applicants. Of the 6,273 new students for fall 2008, 68% entered as freshmen and 32% as transfers. Of the freshmen entrants, 87% graduated from public high schools, and 90% of transfers came from California community colleges. The students who enroll are the best of the best, often ranking at the top of their high-school class and community colleges, with a broad range of leadership and diverse life experiences that greatly enhance the academic experience Berkeley offers. In the UC Undergraduate Experience Survey [UCUES, spring 2008], 89% of Berkeley’s graduating seniors said they were satisfied with their overall academic experience, 84% agreed Berkeley had a strong commitment to undergraduate education, and 85% were satisfied with the value of their education for the price they had paid.

Berkeley is proud of its multidimensional undergraduate diversity. Its pledge is to serve California students, and today 90% of its undergraduates are California residents. To expose these students to perspectives and experiences from beyond the state, 7%
The teachers at Berkeley had given me the best they had, all they knew. It was a miracle of an education.

MAXINE HONG KINGSTON ’62

Berkeley undergraduates come from various ethnic backgrounds: 42% are Asian/Pacific Islander, 31% white, 12% Chicano/Latino, 3% African American, and 1% American Indian. Within those categories is an even wider range of ethnicity and cultural diversity. In addition 53% of undergraduates are women.

Undergraduates also come from diverse economic backgrounds. Asked by UCUES in 2008 to characterize their own family economic status, 2% of undergraduates said they were wealthy, 29% upper-middle or professional-middle class, 37% middle class, 20% working class, and 11% low income or poor. Berkeley and UC are committed to providing access to qualified students, regardless of their means. As early as 1897, Berkeley offered financial aid to deserving students with financial need; today, nearly one-third of Berkeley’s undergraduates come from families earning less than $45,000 a year, and 30% will be the first in their families to graduate from a four-year college. Low-income students receive need-based scholarships and government grants.

As members of such a diverse student body, 86% of undergraduates say they feel they belong at Berkeley and believe students of different backgrounds are respected on campus. Berkeley’s diversity is an important element in educating students to be citizens and leaders in a complex state and global environment, and it is a unique aspect of the Berkeley experience. Reinforcing this educational value, every undergraduate must take at least one American Cultures course, offered in more than 40 departments to introduce students to the many cultures of the U.S. through a comparative framework. The American Cultures curriculum has been recognized as a national model for its integrative and comparative analyses of race, culture, and ethnicity in the United States. Its courses represent a unique departure from existing approaches to teaching about diversity in the United States. Instead of focusing on one or two ethnic groups, American Cultures courses at Berkeley explore the complexity of ethnicity, culture, and pluralism, and their influences on the ways that Americans think about themselves and approach the issues and problems that confront our society.

No matter where students are from or what experiences they bring, most succeed at Berkeley: the first-year retention rate for freshmen is 97%, for transfer students 94%, and the six-year graduation rate for freshmen and the four-year graduation rate for transfers both stand at 90%. [Graduation rates have increased significantly over time; 20 years ago, Berkeley’s was 74% for freshmen and 70% for transfers.] Of those who graduated in 2007–08, the freshmen time-to-degree was four years and for

**Undergraduates**

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<tr>
<td>Total undergraduates, fall 2008</td>
<td>25,151</td>
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<tr>
<td>Bachelor’s degrees awarded, 2007–08</td>
<td>6,960</td>
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<tr>
<td>Undergraduates receiving financial aid</td>
<td>65%</td>
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<tr>
<td>Pell Grant recipients (undergraduates from low-income families)</td>
<td>7,889</td>
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<tr>
<td>Undergraduates from California, fall 2008</td>
<td>90%</td>
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<tr>
<td>Undergraduates who will be the first in their family to graduate from a four-year college, 2007</td>
<td>30%</td>
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<tr>
<td>Applicants for freshman admission, fall 2009</td>
<td>48,634</td>
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<tr>
<td>Admitted freshmen, fall 2009</td>
<td>21.6%</td>
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<td>Average high-school GPA (on an unweighted 4.0 scale) of admitted freshmen, fall 2008</td>
<td>3.82</td>
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**Academic programs**

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<td>130 Academic departments</td>
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<tr>
<td>14 Colleges and schools</td>
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<tr>
<td>350 Degree programs</td>
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of undergraduates come from 48 other states, and 3% are international students, representing more than 80 countries.

Undergraduates come from various ethnic backgrounds: 42% are Asian/Pacific Islander, 31% white, 12% Chicano/Latino, 3% African American, and 1% American Indian. Within those categories is an even wider range of ethnicity and cultural diversity. In addition 53% of undergraduates are women.
transfers 2.2 years, including students with both single and multiple majors. By the time they graduate, Berkeley students report significant increases in their understanding of a specific field and in their analytical and critical thinking skills [two measures that apply to all academic programs]: 78% of graduating students surveyed in UCUES rated their understanding of a specific field as very good or excellent, up from 5% at entry, and 82% measured their analytical and critical thinking skills as good or excellent, up from 21% at entry.

Because of the diversity of Berkeley's academic programs, it is difficult to develop a single set of metrics to measure educational outcomes. The campuswide Undergraduate Student Learning Initiative is supporting academic departments in establishing education goals and evaluation procedures for all undergraduate programs. Discipline-specific and faculty-driven, the initiative provides a framework for each department to generate its goals organically, as part of the faculty's ongoing dialogues about curricula. To date, 70% of programs have completed drafts articulating their desired outcomes for students, and another 20% are working on those drafts now.

In 2007–08, almost 7,000 students received a bachelor's degree from Berkeley. Berkeley's 2008 Career Destination Survey shows that 23% of graduates enroll directly in graduate school, 56% begin full-time employment, and 21% pursue other endeavors the year after graduation. Almost 80% intend to earn a higher degree at some point [24% doctorate, 20% master's, 13% medical degree, 12% business, and 10% law].

The ultimate value of a Berkeley undergraduate education is the impact it has on the intellectual and personal lives of students. The unparalleled Berkeley campus environment reinforces people's connections to one another, and Berkeley research, teaching, and service chart ways for students to give back to society and change the world. Asked to name their educational goals, Berkeley undergraduates say they want more than skills for future employment. UCUES responses show that students appreciate the opportunity to establish their personal values and code of ethics, and to learn the importance of service to their community. Last spring, 87% of undergraduates said that if they had to choose a university again, they would choose Berkeley.

**Graduate Student Experience**

GRADUATE STUDENTS play a critical role in the success of research and undergraduate education at Berkeley, and their excellence is a key contributor to Berkeley's worldwide prestige and leadership. The outstanding quality of Berkeley's graduate students is a prime incentive in attracting the best faculty to the campus — and in keeping them at Berkeley despite frequent attractive offers from other top institutions. Engaged and innovative thinkers, Berkeley's graduate students are prized by faculty as up-and-coming colleagues who collaborate on research and scholarly projects; as insightful young scholars whose ideas show professors new possibilities in their fields; as essential instructors to guide and engage undergraduates in labs and discussion sections; and as lively participants in advanced courses and seminars, where professors explore subject areas in greater depth. Graduate students routinely extend the boundaries of scholarly work with original insights, analyses, and creations. As researchers they often make significant advances in a given field,
develop knowledge that has real-world applications, or lay the foundation for a major breakthrough that will come later in their careers. Eighteen Nobel laureates and 28 National Medal of Science recipients hold graduate degrees from Berkeley.

Berkeley’s graduate program is also highly competitive; only 16% of the more than 34,000 applicants are admitted, and several departments have an admission rate as low as 5%. Over half of those admitted choose to enter Berkeley for graduate studies; their decision is based in part on the financial-aid package universities are able to offer, and Berkeley competes with better-endowed private peers in enrolling new Ph.D. students. In 2004 the UC Office of the President’s Admit Survey showed that only 45% of admitted doctoral students rated the level of financial support they were offered by Berkeley as excellent or good, compared to a 74% rating for peer universities. Furthermore, in the 2008 Graduate Division Midpoint Survey, only 59% of Ph.D. students said they were satisfied with the financial support they received at Berkeley. Berkeley is in the midst of an ambitious fundraising campaign to increase its endowment for graduate fellowships, allowing the campus to offer higher levels of financial assistance to recruit outstanding graduate students.

Berkeley graduate students make up about 30% of Berkeley’s total student body. 41% of them are master’s students and 59% are doctoral students. They come from across the country and around the world: almost 20% of those in graduate programs are international students, from 95 countries. Of the domestic students, approximately 44% are white, 18% are Asian/Pacific Islander, and 10% are underrepresented students [African American, American Indian, and Chicano/Latino]. Women make up 45% of all graduate students at Berkeley.

Enthusiastic, engaged, and innovative, graduate students provide an important bridge between the faculty and undergraduates. Graduate students make a vital contribution as teachers and mentors to undergraduates, sharing their knowledge and insights in the classroom and in office hours. They assist in many lower-division courses for which they have a particular enthusiasm — courses that are usually among the core requirements for majors. This teaching collaboration between faculty and graduate students gives undergraduates a rich educational experience and launches many graduate students on teaching careers of their own. Spring 2008 UCUES data shows that 88% of graduating seniors were satisfied with graduate-student teaching, compared to a 93% satisfaction rate with faculty teaching.

Graduate students are also attentive mentors, helping undergraduates build self-confidence and discover their intellectual selves. They are role models for undergraduates looking toward academic and professional careers. It is not surprising that undergraduates often seek out their graduate-student instructors for one-on-one help with course matters, as well as with academic, career, and even personal advice.

Over the past 10 years, Berkeley has awarded more doctoral degrees than any other university [according to NSF statistics]. In 2007–08, Berkeley awarded 865 Ph.D.s and 2,406 master’s and other professional degrees. Doctoral graduation rates have increased dramatically since the 1970s, from 49% to 61% today; master’s graduation rates have steadily improved from 75% to 88% over that same period. Time-to-degree measurements have
stayed relatively consistent since the 1970s, with recent rates at 6.8 years for those who earned Ph.D.s and 2.1 years for master’s recipients.

Berkeley placement data show that, while many graduate students come from other states or nations, many choose to stay in California for their first job. A net gain of 50% more Ph.D.s are in California, thanks to what some call the “brain gain” — non-Californians who earn a Ph.D. at Berkeley and stay to work in California. This influx of Berkeley doctoral-degree recipients is a huge benefit to the California economy, in terms of both taxes received from the higher salaries of workers with advanced degrees and of the multiplier effect of innovation, new businesses, and emerging technologies developed by these Berkeley graduates.

The NSF Survey of Earned Doctorates, which tracks career plans of doctoral students, shows that many doctoral students do not have jobs at graduation. However, Berkeley’s placement survey, administered a year after graduation, paints a fuller picture. For Ph.D. students graduating between 2001–02 and 2005–06, almost 60% were employed in an academic setting [a college, university, or national laboratory], 20% in business, 6% in government, K-12 education, or hospitals; 5% in other areas or self-employed; and 9% unknown. Of those employed in an academic setting, 40% were already in tenure-track faculty positions. For arts and humanities and social-science Ph.D. students, placement in academic careers was highest; in these broad areas, 72% were employed at a college or university in their first year, and 56% were already in tenure-track positions.

As with undergraduates, Berkeley graduate students report high satisfaction rates with their academic programs. The 2008 Graduate Division Midpoint Survey found that 88% of Ph.D. students were satisfied with their graduate academic program, and 89% indicated they would choose Berkeley again for graduate studies.

Serving the Public and Our Community

BERKELEY’S CONTRIBUTIONS TO SOCIETY can also be seen through the volunteer activities of its faculty and students. Along with teaching and research, public service is a cornerstone of the UC mission. Faculty members make a broad range of public-service contributions at the international, national, state, and local levels. They serve on government panels and committees, where their expertise aids in solving many of society’s most complex problems, from energy to transportation, and from public health and healthcare to urban design and planning, among many others. The Graduate School of Education plays an active role in K-12 education; faculty contribute to teaching at CAL Prep, Berkeley’s charter school in Oakland; the school runs the Principal Leadership Institute, preparing leaders for K-12 public schools; and the Cal Teach Program supports math, science, and engineering majors.

EACH YEAR, more than 4,000 Cal students do volunteer work

BERKELEY IS THE ONLY university that has produced more than 3,000 Peace Corps volunteers

A QUARTER OF A MILLION Californians benefit from more than 200 community-service programs at UC Berkeley and 300,000 public-service hours contributed annually

UC BERKELEY HAS ONE OF THE TOP FIVE research-university libraries in North America, according to a 2007 assessment by the Association of Research Libraries

A QUARTER OF A MILLION Californians benefit from more than 200 community-service programs at UC Berkeley and 300,000 public-service hours contributed annually
students interested in becoming K-12 math and science teachers. Public-service programs also abound in the arts at Berkeley; an example is the Young Musicians Program, providing year-round private music instruction to exceptionally gifted low-income students, at no cost to their families. Part of an array of programs reaching out to young people through Berkeley's Center for Educational Partnerships, this program relies on support from the Berkeley music faculty.

Each year, thousands of Berkeley students do volunteer work. The Cal Corps Public Service Center connects students with many campus programs that serve the community and provide service-learning opportunities. Some examples include Berkeley United in Literacy Development [BUILD], which provides literacy and math tutoring to K-8 youth in Berkeley and Oakland; Coaching Corps, which trains students through youth sports organizations; and Greening Berkeley, inspiring student involvement in environmental issues through volunteer opportunities in local neighborhoods.

IN EVERY FIELD its people pursue, Berkeley is a leader in research. One measure of this leadership is the confidence placed in Berkeley's faculty and research programs by federal, state, and private entities that award funds for research. These research dollars are expressed annually at all universities as "research and development expenditures." Among universities with no medical school, Berkeley ranks second, behind the Massachusetts Institute of Technology, in total research and development expenditures. Among all universities, Berkeley ranks fourth in research and development expenditures, when medical research expenses are excluded and expenditures for Berkeley faculty that are administered through the Lawrence Berkeley National Laboratory [LBNL] are included. [Two caveats are necessary in considering R&D expenditures. First, figures for universities with medical schools combine both the medical-school and academic research expenditures; Berkeley does not have a medical school. Second, many Berkeley professors conduct their research through LBNL, those dollars are not included in standard reporting.]

Investment in university research is in large measure responsible for the phenomenal increase in output of the North American economy over the past five decades. Berkeley's academic breadth and depth are a major advantage in its success at multidisciplinary research that both grows the California economy and addresses complex issues facing society. Basic research — the quest for new knowledge, new understanding, and new discoveries — will always be a staple of Berkeley's endeavors. But equally

Return on an Investment in Research

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exciting are the possibilities that have emerged through an assortment of interdisciplinary research efforts. Among them are programs with limitless potential for the public good; the following are a few of many:

ENERGY BIOSCIENCES INSTITUTE, working to create clean, sustainable sources of energy and address climate change,

BLUM CENTER FOR DEVELOPING ECONOMIES, examining real-world solutions to combat poverty,

QB3 (California Institute for Quantitative Biosciences), developing solutions to the world’s most urgent biological problems,

CITRIS (Center for Information Technology Research in the Interest of Society), creating IT solutions for pressing social, environmental, and healthcare problems,

BERKELEY STEM CELL CENTER, uniting scientists, physicians, and humanities and legal scholars committed to this new technology,

CENTER FOR COMPUTATIONAL BIOLOGY, supporting advances in computational methods and genomics that will aid the development of medical treatments,

HELEN WILLS NEUROSCIENCE INSTITUTE, advancing our understanding of the brain and disorders that affect it,

BERKELEY CENTER FOR NEW MEDIA, analyzing and helping shape new media from the perspectives of design, information technology, and communication,

BERKELEY DIVERSITY RESEARCH INITIATIVE, focusing on the nature of multicultural societies and the ways they flourish and benefit their members,

CENTER FOR GLOBAL METROPOLITAN STUDIES, merging work in a dozen departments studying issues in cities around the world,

BERKELEY NANOSCIENCES AND NANOENGINEERING INSTITUTE, expanding research and educational activities in this booming field,

GREATER GOOD SCIENCE CENTER, working toward the scientific understanding of positive emotions and behaviors, including happiness, compassion, and altruism, and

BERKELEY INSTITUTE OF THE ENVIRONMENT, bringing together hundreds of faculty and students who are addressing the planet’s most critical environmental challenges.

Economic Impact

CALIFORNIA’S IS THE SEVENTH LARGEST ECONOMY in the world, and Berkeley has long been an engine for its growth. Its research, graduates, and public-service programs contribute to job creation, economic development, and a better quality of life for all Californians.
There is no clear line between research and teaching, education and public service. As in every good symbiotic relationship, everyone benefits. — DANIEL E. KOSHLAND

The economic impact of the campus is deep in the Bay Area. In 2007–08, UC Berkeley spent more than $1.6 billion in a combination of salaries [$933 million], goods and services [$444 million], and construction [$214 million] — 81% of this spending was in the Bay Area. A stable source of jobs for the region, the campus employed 25,700 people in 2007–08, making it one of the largest employers in the area and the largest in the East Bay. Berkeley's spending in the region has generated an additional 13,100 jobs for other Bay Area residents. In addition, Berkeley alumni have founded or lead hundreds of California companies, including Intel, Chiron, Google, Gap, PowerBar, and Sun Microsystems, and alumni are leaders in academia, the arts, industry and business, technology, and government.

Berkeley’s Challenge for the Future

BERKELEY FACES CHALLENGES to maintaining its leadership in higher education and research, and has identified five key goals for the coming years to help address them:

1. TWENTY YEARS AGO, Berkeley received roughly half of its funding from the state, and today state support — the campus's general funds — has dropped to less than 30% of the budget. Berkeley must develop a sustainable funding model to maintain its academic excellence, while continuing to provide access to students from all economic backgrounds. Private giving is one part of that model: The Campaign for Berkeley is on pace to raise $3 billion by mid-2013 to support faculty, research, student financial aid, undergraduate education, facilities, and programs.

2. BERKELEY’S HIGHEST PRIORITY is to maintain its academic excellence, and that starts with continuing to recruit and retain the best faculty, in spite of competition from private peers such as Harvard, MIT, Princeton, Stanford, and Yale. Further, the campus must provide competitive salaries to its outstanding staff members, who play a key role in the success of campus programs and operations.

   Today, an additional $26.5 million per year would be needed to bring Berkeley’s faculty salaries up to the average of private peers. Additional monies are needed for facilities, laboratories, and other support when new faculty are hired; these start-up funds average $340,000, ranging from $65,000 to $1.325 million. In 2007–08, Berkeley had 1,480 ladder-rank faculty, significantly fewer than its budgeted number; the campus has had to leave faculty positions unfilled, using the money saved to pay competitive salaries to retain current professors and start-up costs to launch the careers of promising new scholars. A generous $113 million gift from the Hewlett Foundation is a major step toward addressing this issue; The Campaign for Berkeley is seeking matching funds to endow 100 faculty chairs, and by spring 2009 the campus is half-way to that goal.

3. AS A PUBLIC UNIVERSITY, BERKELEY IS COMMITTED to remaining financially accessible to qualified undergraduates, regardless of their means, and to providing financial support to graduate students, competitive with what they can receive at private universities. During this time of fiscal constraints, Berkeley chose not to cut its undergraduate enrollment, in order to provide access to California’s deserving students. Approximately 40% of undergraduates receive loans and have an average debt of $14,453 when they graduate. Projections show that without action, the amount undergraduates are expected to pay each year through loans, work-study, or family contributions [self-help] could nearly double in 10 years, from about $8,300 a year now to $16,400. Berkeley is working through several avenues to keep self-help in check.

   For doctoral students, their decision to enroll at Berkeley can be determined largely by the offer of financial support they receive. In a 2004 UC survey, of the newly admitted doctoral students who
said that the amount of financial support offered was “extremely important,” only 19% enrolled at Berkeley when the campus’s offer of aid was $1,000 or less than that of a peer institution. However, 88% chose Berkeley if the offer was $1,000 or higher than that of another top school.

The Campaign for Berkeley aims to raise $300 million to endow undergraduate scholarships and financial aid and $340 million to endow new graduate-student fellowships.

4. AS THE OLDEST UC CAMPUS, Berkeley must improve its aging physical infrastructure, including addressing seismic upgrades, deferred maintenance, and technology issues. Many seismic retrofits have been completed in the last decade, and the campus goal is to complete 63.6% of seismic projects by June 30, 2010. With more than 725 buildings, 17 million gross square feet of interior space, and 15 million square feet of land, Berkeley’s instructional and research space and systems are in need of reinvestment. State formulas used in the past for capital funding are outdated and disadvantage older campuses like Berkeley. With a significant portion of the capital budget going to seismic upgrades, additional funds must be identified. Today, Berkeley is able to spend only $5 million a year on a list of $600 million in deferred-maintenance projects. In addition, today courses and research initiatives reach around the world through Web-based video, audio, and teleconferencing; to ensure all segments of the campus can reap future benefits of information technology, Berkeley needs a sustainable funding model that would provide $10 million annually for this need.

5. BERKELEY has a long and proud tradition of supporting equal rights, and the campus has made equity and inclusion one of its highest priorities. The new Vice Chancellor for Equity and Inclusion is responsible for developing and implementing a 10-year strategic plan to address equity for women and underrepresented groups among faculty, students, and staff. Specific goals include eliminating inter-group disparities in enrollment, retention, and graduation rates of undergraduate and graduate students; reducing inter-group disparities in hiring and retention of faculty; improving knowledge-sharing between the university and local communities; and improving the perception and experience of the university by underrepresented communities in California.

As the top-ranked public university in the nation, Berkeley holds a singular place in American higher education. Its plans for the future are ambitious: maintain Berkeley’s excellence and extend its leadership, broaden its interdisciplinary research contributions, assure equity and inclusion for all, and ensure access for qualified students. Even in difficult economic times, the campus will continue to do the hard, creative work to make progress on all of these fronts — and to sustain Berkeley as a precious asset for California and resource for the world.

Photos and quotes are courtesy of the “Thanks to Berkeley…” PhotoBooth project of The Campaign for Berkeley. The entire collection from the project is online at campaign.berkeley.edu.