

Chancellor's back-to-school news conference 2013

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Participant List

Chancellor's back-to-school news conference 2013
Spotlight: The Undergraduate Experience at UC Berkeley

Host, Dan Mogulof, executive director, Office of University Communications and Public Affairs

Opening remarks
Chancellor Nicholas Dirks

Catherine Koshland, vice provost for teaching, learning, academic planning and facilities

- Common Good courses
- Cal Answers
- Berkeley 4.0

Maura Nolan, director of Berkeley Connect and associate professor of English

- Berkeley Connect

Harry Le Grande, vice chancellor for student affairs

- Lower Sproul Redevelopment Project
- New services for student health and well-being
- \$800,000 in new funding for non-traditional and underrepresented students
- Career Ladders
- Thermo Fisher Scientific Inc. STEM scholarships
- ACES (American Cultures Engaged Scholarship) program

Anne De Luca, associate vice chancellor for admissions and enrollment

- CalCentral
- Financial education counseling

John Wilton, vice chancellor for administration and finance

- Financial strategies to support the undergraduate experience

Time for questions

NOTE: Press packets are available at this event. For follow-up interviews, please contact Gretchen Kell, Office of University Communications and Public Affairs, (510) 642-3136, gkell@berkeley.edu.

Biography

NICHOLAS B. DIRKS became the 10th chancellor of the University of California, Berkeley on June 1, 2013. An internationally renowned historian and anthropologist, he is a leader in higher education and well-known for his commitment to and advocacy for accessible, high-quality undergraduate education in the liberal arts and sciences.



Before coming to Berkeley, he was the executive vice president for the arts and sciences and dean of the faculty at Columbia University, where, in addition to his work on behalf of undergraduate programs, he improved and diversified the faculty, putting special emphasis on interdisciplinary and international initiatives. The Franz Boas Professor of Anthropology and History, Dirks joined Columbia in 1997 as chair of the anthropology department. Prior to his appointment at Columbia, he was a professor of history and anthropology at the University of Michigan for 10 years, before which he taught Asian history and civilization at the California Institute of Technology.

Dirks has held numerous fellowships and scholarships and received several scholarly honors, including a MacArthur Foundation residential fellowship at the Institute for Advanced Study at Princeton, a Guggenheim Fellowship, and the Lionel Trilling Award for his book *Castes of Mind*. He serves on numerous national and international bodies, as adviser or member of the board, and is a Fellow at the Council on Foreign Relations.

His major works include *The Hollow Crown: Ethnohistory of an Indian Kingdom* (Cambridge University Press, 1987); *Castes of Mind: Colonialism and the Making of Modern India* (Princeton University Press, 2001); and *The Scandal of Empire: India and the Creation of Imperial Britain* (Harvard University Press, 2006). He has edited several books, including *Colonialism and Culture* (University of Michigan Press, 1992); *Culture/Power/History: A Reader in Contemporary Social Theory* (Princeton University Press, 1994); *In Near Ruins: Cultural Theory at the End of the Century* (University of Minnesota Press, 1999); and *Autobiography of an Archive: History, Anthropology, India* (a collection of his own essays, forthcoming).

His wife, Janaki Bakhle, is a professor of Indian history in the Departments of History and South and Southeast Asian Studies here at Berkeley. His daughter is a reporter at KPBS in San Diego, and his son is beginning high school.

Incoming Freshmen

PROJECTED ENROLLMENT

FALL AND SPRING 2013-14

5,800 new freshmen

2,600 new transfer students

3,000 new graduate students

INCOMING FRESHMEN

ETHNICITIES

44% Asian

30% Caucasian

15% Chicano/Latino

3% African American

1% Native American

7% Other

UNDERREPRESENTED MINORITIES

18%

WOMEN

53%

FIRST IN FAMILY TO COLLEGE

25% (Neither parent has a 4-year degree)

PUBLIC HIGH SCHOOLS

81%

ENGLISH NOT THEIR FIRST LANGUAGE

58%

HOUSEHOLD INCOMES BELOW \$45,000

22%

WHERE THEY'RE FROM

24% Bay Area nine counties

16% Los Angeles County

11% Other parts of Northern California

14% Other parts of Southern California

6% Central Valley and Inland Empire

16% Out of state

14% International students

MEAN GRADE POINT AVERAGE:

3.8 Unweighted

4.2 Weighted

Source: Office of Undergraduate Admissions

At a Glance

TUITION AND FEES

\$13,206 for two semesters
for Californians*

\$36,084 for two semesters
for non-Californians*

* excludes health insurance

FINANCIAL AID*

Approximately **70%** of undergrads will
receive some form of financial aid.

Approximately **38%** of undergrads will
pay no tuition at all.

Approximately **33%** of undergrads will
receive a Federal Pell Grant (generally families earn
\$45,000 a year or less).

Nearly **3,000** students will receive a Middle
Class Access Plan (MCAP) award (generally families
earn between \$80,000 and \$140,000 a year).

* projected for 2013-14 academic year

STUDENTS

More than **11,000** expected new students:
5,800 new freshmen, 2,600 new transfer students,
3,000 new graduate students

Estimated total student body:

Approximately **35,800** students

Californians: **70%** of new undergraduates

CLASSES

Number of course sections:

Approximately **5,400** courses

Average class size for undergraduates:

40 students

MOST POPULAR MAJORS

1. Electrical Engineering and Computer Science
2. Economics
3. Political Science

TIME TO DEGREE

Average of four years for freshmen
with a single major

Berkeley 4.0

Re-imagining the Undergraduate Experience at a Public Research University

Berkeley has designed a new set of initiatives to prepare students for a future in which *what they know* is less important than *how they think, learn and discover on their own*.

These initiatives represent a comprehensive reworking of what constitutes excellence in undergraduate education at a research university. Three crucial concepts anchor Berkeley's vision for the future: mentoring, teaching and learning, and academic support. The following innovative programs establish Berkeley as a leading voice in our national conversation about higher education:

MENTORING


SPOTLIGHT: Berkeley Connect

News conference presenter: Maura Nolan

Undergraduates at Berkeley increasingly wish for a more intimate and supportive academic experience, one in which they can be part of an intellectual community of faculty, graduate students, their fellow undergraduates and alumni. Berkeley Connect satisfies needs that can't be met in the classroom by providing one-on-one advising with graduate mentors; small group discussions on topics related to a student's major; visits to Berkeley resources, such as the Bancroft Library and Berkeley Art Museum; panel discussions on career opportunities and graduate school; and social events in which professors, graduate students and undergraduates can talk informally about intellectual issues.

The program, which will be in 10 new departments in 2013-14, was piloted in the English Department with outstanding results: In April 2012, more than 90 percent of students said the program helped them as English majors, and 90 percent said their participation helped them as Berkeley students in general.

Berkeley Connect dramatically increases interaction between students and their professors. Not only do the graduate mentors encourage students to visit their professors' office hours, but they also help students make the most of those visits by suggesting topics of discussion and questions to ask. The program frequently hosts informal lectures by professors, in which students learn more about how professors think and what motivates their research; afterward, students have the chance to ask questions and chat with faculty members, and many follow up by visiting the speakers during office hours.



In addition to acting as mentors for undergraduates, the graduate fellows are mentored by the Berkeley Connect faculty team. Fellows have regular staff meetings to discuss their professional development as teachers with experienced faculty members; they also participate in writing workshops to reach their research goals for the year. The results have been remarkable: during the first year of the program in the English Department, all five of the graduate fellows on the market for jobs as professors got tenure track jobs.

NOTE: Watch a video about Berkeley Connect at <http://www.youtube.com/watch?v=vu4xo6uoq3g&feature=youtu.be>

SMART (Student Mentoring and Research Teams)

News conference presenter: Catherine Koshland

As a research institution, Berkeley aims to make a research experience possible for every undergraduate student. One innovative program, SMART, supported by the Graduate Division, matches up advanced graduate students and their faculty advisors with undergraduates to work on research of mutual interest. Both undergraduates and graduate students receive research stipends for their work, which can range from working with anti-reflection coatings to measuring the cosmic microwave background radiation following the Big Bang to analyzing the popular media representation of German technological advances during World War II.

Assessment data from the first year of SMART – the program was piloted in the history and physics departments and now moves to sociology, chemistry and public health – indicate very high student satisfaction and program effectiveness.


NOTE: For more information, see <http://grad.berkeley.edu/smart/>

TEACHING AND LEARNING

Course Threads and Big Ideas

News conference presenter: Catherine Koshland (Big Ideas)

As part of a fundamental re-examination of the breadth, or general, requirement, courses required of all Berkeley undergraduates, the popular Course Threads program is being expanded, and the College of Letters and Science is introducing a new set of Big Ideas courses.



The Course Threads Program allows undergraduates to explore intellectual themes that connect courses across departments and disciplines. Without creating new majors or minors, the program instead highlights connections between existing courses, helping students see the value in educational breadth while also pursuing more in-depth and well-rounded knowledge on one particular topic. Thread topics currently include human rights, sciences and society, cultural forms in transit and human-centered design.

Broad-themed Big Ideas courses are co-taught by professors from divergent disciplines to bring greater meaning, coherence and intellectual grounding to students' core requirements and areas of interest. Examples are a spring 2014 class on how Buddhism and neuroscience view the nature of consciousness, and another on prisons that is being taught by law, architecture and ethnic studies professors.

NOTE: For more on Course Threads and Big Ideas courses, see:

<http://coursethreads.berkeley.edu/>
<http://bigideascourses.berkeley.edu/>

Teaching Excellence Workshops

In an effort to make teaching excellence the norm at Berkeley, the College of Letters and Science and the new Center for Teaching and Learning have begun a mandatory series of Teaching Excellence Workshops for all new faculty members arriving on campus. Topics include the joy and art of teaching Berkeley students, campus resources that support teaching excellence, good course design, instructional technologies and online education. More rigorous peer evaluation of teaching is taking place in several large departments, with input from faculty, teaching assistants and alumni. At promotion time, the campus also is increasing the level of expectations for teaching excellence by faculty members.

Undergraduate Teaching Collegium

Faculty members who hold endowed chairs as part of Berkeley's Undergraduate Teaching Collegium, along with a number of recent winners of the campus-wide Distinguished Teaching Award, now meet and work as a group to think about, examine and improve the overall quality of teaching on campus. The collegium is Berkeley's most visible entity committed to enhancing the quality of the undergraduate experience by constantly modeling and encouraging creative and effective teaching.

Berkeley Study Abroad

News conference presenter: Catherine Koshland

The campus is bolstering its education abroad opportunities and working to remove barriers such as financial need so that all Berkeley students have the chance to study overseas and become better global citizens. The number of students participating in Berkeley Study Abroad has grown from 1038 in 2009–10 to 1364 in 2012–13. The scholarship funds have more than doubled in just one year, from \$435,000 in 2011–12 to \$1,113,000 in 2012–13. There currently are more than 40 countries and 200 programs in Berkeley Study Abroad.

NOTE: Visit <http://studyabroad.berkeley.edu/>


Academic Honor Code

The deans of the College of Letters and Science, the Academic Senate and Berkeley's Associated Students of the University of California (ASUC) organization have developed the following academic honor code for the campus: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." From signing statements on exams, to placards in the classrooms and residence halls, to discussions at student orientation week, this new student-driven initiative will remind everyone on campus of the values of Berkeley as a university and a community.

NOTE: Read a UC Berkeley NewsCenter story about the honor code at <http://newscenter.berkeley.edu/2013/03/18/honor-code-2/>

Harnessing Technology for Teaching

As new teaching and learning techniques are developed, Berkeley faculty will be using them to improve on-campus educational offerings. Current emphasis is on creating and delivering a series of workshops for faculty on course design, educational technologies and related topics; gearing up for offering state-of-the-art instructional studio facilities to all teachers on campus; upgrading campus learning facilities, including classrooms, libraries and other collaborative spaces; and deploying CalCentral, a new online academic commons for faculty and students.



To coordinate efforts in using online technology at Berkeley – in “flipped” or “blended” courses with both traditional and online aspects, online master’s degree programs and MOOCs (massive open online courses) – the campus has created the Berkeley Resource Center for Online Education (BRCOE).

NOTE: The BRCOE website is <http://online.berkeley.edu/news/new-brcoe-website>

ACADEMIC SUPPORT

Advising Council

News conference presenter: Catherine Koshland

Strong academic advising helps students develop into independent, focused learners who take full advantage of their educational opportunities. With more than 700 student advisors at Berkeley, an unprecedented effort is underway to coordinate and align undergraduate and graduate advisors across both academic and academic support units to enhance the educational experience for all our students. The new Advising Council brings together advisors, faculty, staff and students to develop a common vision for campus advising, create advising tools and professional development programs, assess the effectiveness of advising programs, and build for campus advisors a strong professional community.

CalCentral

News conference presenter: Anne De Luca

This new online portal at <http://studentcentral.berkeley.edu/> provides a unified and personalized single sign-on experience for students to email, calendars, shared documents and class collaboration spaces, as well as to links to key campus services and resources. It also is where students can get timely alerts about their registration status, financial aid, class enrollments and class assignments.

\$800,000 in new funding for non-traditional and underrepresented students

News conference presenter: Harry Le Grande

The funding will enhance services and include six new staff positions – three funded by the Chancellor’s Advisory Committee on Student Services and Fees (CACSSF) and three funded by the chancellor and the vice chancellor for equity and inclusion. Students on CACSSF represent UC Berkeley’s Associated Students of the University of California (ASUC), the Committee on Student Fees and the Graduate Assembly.

Student Parent Center

- A new staff position will help improve informational materials for student parents, identify and advocate for needed changes in policy, highlight best practices and ensure that student parents are heard. More than 300 undergraduates are student parents.

Cal Veterans Student Services

- A new staff position will provide advising, training and referral services; liaise with advocates; and assist with planning and developing transition and retention programs. The number of student veterans is steadily rising. The campus served approximately 250 student veterans in 2012–13, and in 2013–14, that number is expected to grow.

The Dreamers Resource Center

- A new staff position will be added, as well as new tools and services for undocumented students that include additional computers, furniture for the Robert D. Haas Dreamers Resource Center and expanded peer staffing hours during evenings. More than 200 undocumented students attended Berkeley last spring, and the number is expected to grow 10 percent or more this fall.

Transfer students

- As part of the last year of a two-year grant, 10–12 sections of a semester-long transition course will be offered for new transfer students. Last year, 300 new students took the course, and many were wait-listed. This was a doubling of sections from 2011–12.

Gender Equity Resource Center

- A new program will provide self-defense classes and certification to foster empowerment against violence.

African American Student Development program

- A pilot program will provide an intensive off-campus women's leadership retreat. This is in partnership with the Gender Equity Resource Center.

Multicultural Student Development programs

- A boost of \$300,000 will fund three new staff positions for Chicano/Latino, Asian Pacific American and African American students; student interns; a Chancellor's Multicultural Advisory Board; and physical improvements to the Multicultural Student Development offices on the second floor of the César E. Chávez Student Center. The upgrades will provide refurbished spaces for underrepresented students to meet with their communities.

More new undergraduate programs 2013-14

Common Good courses initiative expands

News conference presenter: Catherine Koshland

This fall, more students than ever will have easier access to high-demand entry level courses required for their majors. During the last few years, campus faculty and staff have worked hard, in a data-driven process, to make sure students get the classes they need, when they need them. Reading and composition, math and science, and foreign language classes were expanded, and this school year, students also will find more sections of math, a new math course (Math 10) created particularly for life science majors, and additional sections of computer science.

As of spring 2013, the campus has cleared the backlog of upper division students who still had not satisfied the Reading and Composition requirement and has made significant progress in addressing the demand for math and science courses. In the first three years of the initiative, enrollments in math and science gateway courses, expanded to include the biological sciences in 2012-13, increased by nearly 8,000 seats in primary lectures and by more than 10,300 seats in secondary lab and discussion sections. To date, 74 course sections in foreign languages were added across 16 different language programs and, for the first time, American Sign Language.

NOTE: For more information, see press packet handout titled "What UC Berkeley is doing to ensure our students get the courses they need, when they need them"

Cal Answers

News conference presenter: Catherine Koshland

This new Web-based tool at <http://calanswers.berkeley.edu/> allows the campus to track, predict and improve the student experience across academic and academic support units. Among the data collected will be information on courses where demand exceeds space, impacted courses, available seats and longer term enrollment trends.

More ACES courses

News conference presenter: Harry Le Grande

In response to Berkeley students' longstanding interest in public service, a relatively new program – the American Cultures Engaged Scholarship (ACES) program – continues growing to meet the demand. Professors teaching ACES courses integrate into their courses a community-based learning component. Four classes were offered in 2011; today, there are 20, and there will be 30 or more in the future. (American Cultures is the only course requirement across all majors, and currently there are a few hundred American Cultures courses offered. The ACES classes are among them). The ACES program this fall is engaging students in topics including educational inequality, diverse musical cultures, and water in the West.

NOTE: Visit <http://americancultures.berkeley.edu/aces>

Lower Sproul Redevelopment Project

News conference presenter: Harry Le Grande

Students, collaborating with the campus, are innovating and building community with the creation of a new “campus living room” (Lower Sproul Plaza) for co-curricular activities. They are gaining experience with critical thinking, design, bidding and consensus-building for the greater good. The \$223 million overhaul will be complete in fall 2015. In 2010, students voted overwhelmingly to impose an escalating fee on themselves, through 2052, to pay more than half the cost.

NOTE: Press packet contains a related UC Berkeley NewsCenter story. Also see <http://lowersproul.berkeley.edu/>

New services to assist student health and well-being

News conference presenter: Harry Le Grande

- Two new psychologists at University Health Services will be added this school year to meet the high demand for counseling services.
- A “Look for the Signs” campaign will provide training and resources for students who want to help a struggling friend.
- A new online student patient portal, eTang, will allow students to access health information and resources anywhere, anytime.

NOTE: For more on campus resources for helping students, visit: <http://uhs.berkeley.edu/goldfolder/uhs.berkeley.edu/lookforthesigns/Lookforthesigns.pdf>

CalCentral opens online

News conference presenter: Anne De Luca

This new online portal at <http://studentcentral.berkeley.edu/> provides a unified and personalized single sign-on experience for students to email, calendars, shared documents and class collaboration spaces, as well as links to key campus services and resources. It also is where students can get timely alerts about their registration status; academic, financial and administrative blocks; financial aid; class enrollments; class assignments and more. This fall, a beta test of the system will target 4,000 existing students, and a more limited version of CalCentral will be offered to all first year undergraduate and graduate students.

Financial education counseling in the works

News conference presenter: Anne De Luca

New initiatives will be rolled out later this school year to help students make more informed financial decisions and graduate with less debt. A program piloted by UC Berkeley's Financial Aid and Scholarships Office for select groups of low and middle income students will be expanded. Also, online, in-person and peer advising sessions about financial skills are being developed through a joint effort between the divisions of Equity and Inclusion and Student Affairs.

Career Ladders

News conference presenter: Harry Le Grande

Begun in spring 2013, this Career Center program is helping students in the College of Letters and Science – about 75 percent of undergraduates are in the college – learn to identify the skills they're gaining from their education, clarify their career paths and increase their appeal to employers. The online tool includes a combination of videos that help students connect their classes to the work world, build skills for success, and gain experience and grow their network of contacts.

NOTE: For more on Career Ladders, go to <https://career.berkeley.edu/Ladders/Ladders.stm>

For immediate release

New scholarship program supports students in STEM fields

By José Rodríguez | University Relations
rodriguez@berkeley.edu, (510) 643-7123

August 26, 2013


Berkeley — For eight talented first-year students this fall, studying at the University of California, Berkeley, will be a dream come true. Their hard work and extraordinary achievements in science, technology, engineering and mathematics (STEM), and their commitment to giving back to their communities, are being rewarded by a new scholarship program announced today (Monday, Aug. 26) by Thermo Fisher Scientific Inc. and the campus.

An investment by Thermo Fisher, the STEM Scholarship Program will allocate nearly \$700,000 per year to scholarships at five institutions in the United States, the United Kingdom and China and help address the growing demand for a work force well-educated in STEM fields.

In addition to UC Berkeley, the list includes the Massachusetts Institute of Technology; the University of Wisconsin, Madison; Imperial College of London and Fudan University.

At UC Berkeley, the eight students selected to receive this year's scholarships each will receive up to \$20,000 in support over the next four years — renewable at \$5,000 a year. The program is expected to grow to include 32 students at UC Berkeley, adding up to \$640,000 in potential scholarship support here in the next four years. Altogether at the five universities, the program will provide funding to 164 students.

“This generous commitment by Thermo Fisher advances two important goals for us,” said UC Berkeley Vice Chancellor for Student Affairs Harry Le Grande. “The partnership with UC Berkeley provides access to an excellent higher education for extremely talented undergraduates, and it engages our students to make the connection between their studies in STEM fields and their role in making a better world.”



The UC Berkeley students are also distinguished for having been selected as Chancellor’s Scholars and Regents’ Scholars — two of the most prestigious scholarships on campus.

For Bijal Patel of Anaheim, Calif., a UC Berkeley undergraduate education would have been out of reach without the STEM scholarship, and she said her arrival on campus this semester is a “huge opportunity” to pursue her dreams and a career in science.

“My favorite subject is biology, and I love science,” said Patel. “I look forward to the research opportunities at Berkeley and meeting great people. I’m excited for the new environment. I see this as the first big step for me.”

She cited her experience with the Junior Statesmen of America as key to breaking through her natural shyness and beginning to see new possibilities for herself: “I was shy, and the JSA gave me the courage to speak up and pushed me to do more. It ignited the fire for me.”

Brian Huang of West Covina, Calif. is also excited to be on campus this fall, thanks to the STEM scholarship.

“Berkeley has such a legacy in chemistry,” said Huang, who developed an interest in biology as a child and conducted his own chemistry experiments at home. He will pursue chemical biology as a pre-medical student and said he looks forward to the atmosphere and culture of the campus, which he described as offering something “different from any other university.”

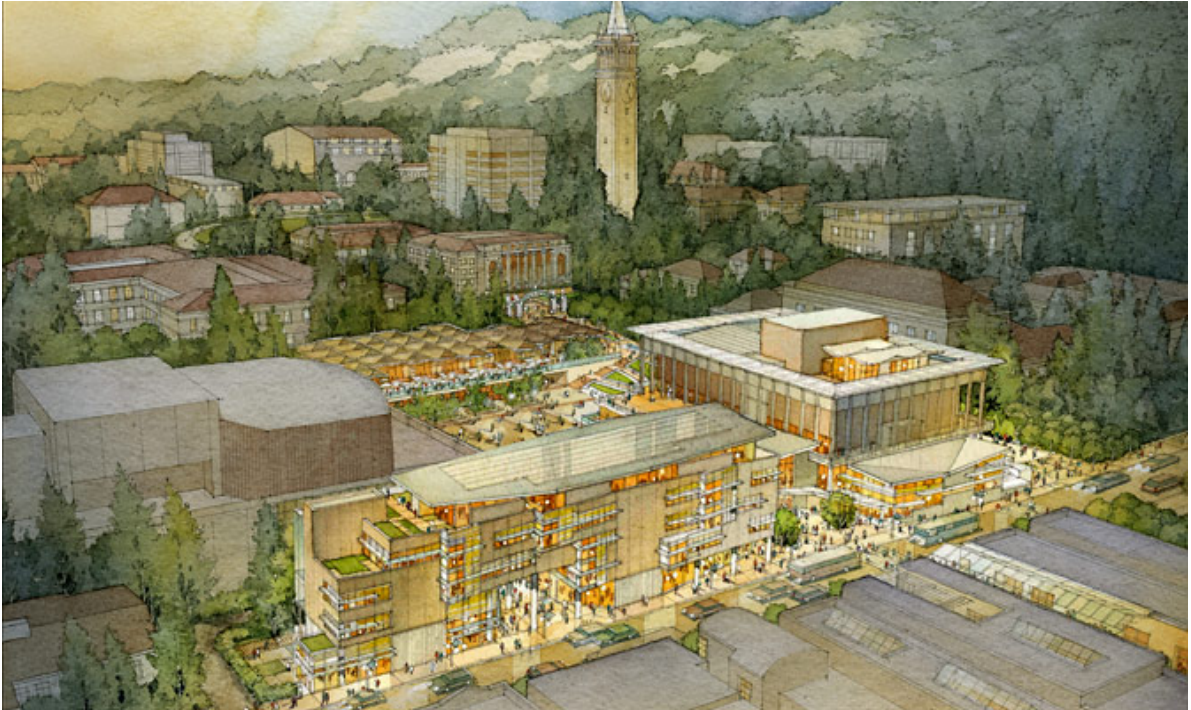
“Thermo Fisher is dedicated to instilling a passion for STEM education in students who may one day be our employees, or our customers,” said Marc N. Casper, president and chief executive officer of Thermo Fisher Scientific. “By making education more accessible for some of the brightest young minds, we hope to positively impact industries that are using science to improve healthcare, the environment and public safety.”

RELATED LINKS

- Thermo Fisher Corporate Social Responsibility Report
www.thermofisher.com/global/en/about/responsibility/responsibility.html

For immediate release

A new Lower Sproul, long a dream, is taking shape




An aerial view of the new Lower Sproul Plaza, as envisioned by the architects. Planning has entered its final stages and construction is to kick off with the demolition of Eshleman Hall in the fall, if all goes as planned. (University of California images)

By Carol Ness, NewsCenter | January 30, 2012

Berkeley — Berkeley has 35,000 students, but you'd never know it from wandering through the stark, gray emptiness of Lower Sproul Plaza on a typical evening.

The planned overhaul of Lower Sproul — long desired and now moving forward — intends to change all that.

The redesigned complex is envisioned as the true and beating heart of student life on campus, a hub, a central meeting place where students can congregate, socialize, study, work, discuss, debate and cross-pollinate.



Architects' renderings for the \$223 million renovation show a light-filled area that's open, inviting and bustling with activity 24/7. Eshleman Hall, currently closed off with walls of concrete, will be replaced by a lower building veiled in glass to expose the busy hive inside — students meeting, studying, dancing, eating, meditating and just hanging out. The transparency and permeability will carry through to the design of an addition to the plaza side of the Martin Luther King Jr. Student Union, where walls of glass will put a new campus living room, café and multicultural center on full view. Spaces in Cesar Chavez that frame the north edge of the plaza would be enlivened by visible study centers available to students late into the night.

An inviting ribbon of green would run through the plaza itself, with widened steps meant for lounging at one end and a rain garden to capture storm runoff at the other.

The planners are aiming for nothing less than a transformation.

“Lower Sproul was built over 10 years starting in the 1960s, and it began to lose its relevance less than 20 years later,” says Beth Piatnitzka, associate director of Physical and Environmental Planning in Capital Projects, who has devoted an estimated 75 percent of her time over the last year to plans for the renovation.

Student space within the student union was replaced with commercial space. Chavez, designed as an open and airy campus dining facility, became filled in with academic advising offices. At the same time, the student body has almost doubled in size and become much more diverse. And learning methods have become more interactive. “The plaza looks like dead space because the areas on the periphery aren't activated anymore,” says Piatnitzka. “What surprised me is, there's a lot of life there, but it's inside — you just don't see it.”

The new Lower Sproul is all about visibility. The idea is that a vibrant, well-lit space will attract more students to use the buildings, creating a critical mass of energy and activity and truly meeting student needs.

Sustainability and flexibility are the project's other watchwords. Current plans call for a rainwater collection system in the new Eshleman to store runoff for re-use in the building, and windows designed to provide maximum natural light and ventilation. Also in the works are spaces that can easily be reconfigured for various uses and as student needs change in the future, the planners say.

The campus has talked about rebuilding Lower Sproul for years, but planning started in earnest in 2008. A prime driver was Eshleman Hall's "poor" seismic rating; replacing it instead of doing expensive upgrades became an appealing option.

At every step, the project has been a collaboration and negotiation between the campus and students, both undergraduate and graduate (see separate story).

The turning point came in 2010, when students voted overwhelmingly (two-thirds of voters approved) to impose an escalating fee on themselves, in perpetuity, to pay a big share of the costs. Students started paying a

\$35-per-semester fee in fiscal 2011; the fee will rise to \$261 by 2052.



According to documents submitted to the UC Board of Regents late last year, when the Lower Sproul project came up for budget approval, student fees will cover 56 percent of the capital required. The regents approved the plans Nov. 28, allowing the development of detailed designs to begin.

The project comes at a difficult financial time for the campus. But given safety issues at Eshleman and the general obsolescence of the area, "we needed to make an investment in students again," says Cathy Koshland, vice provost for teaching, learning, academic planning and facilities and chair of the Lower Sproul Program Committee. Chancellor Robert Birgeneau has charged Koshland and Harry Le Grande, vice chancellor for student services, with leading the Lower Sproul effort.

The basic conceptual plans have been drawn up by the Santa Monica-based architectural firm Moore Ruble Yudell (MRY) in close collaboration with the Lower Sproul Program Committee and Capital Projects. Color renderings done by MRY flesh out the plaza's new look, though the designs will be refined as planning continues. Detailed floor-plan schematics map out the shapes and uses of the first \$193 million worth of improvements, with the remaining \$30 million still to be decided.

If all goes as planned, the new Lower Sproul would be completed in summer 2015. Here's a look at project highlights.

THE BIG PICTURE

Eshleman will be completely replaced by a lower but bigger building constructed with a sleek, contemporary feel. New additions will be built onto the MLK Jr. Student Union — on the sides facing Lower Sproul and Bancroft Way. And the two buildings will be joined by a glassed-in walkway at the second story, so people will be able to walk into MLK from upper Sproul Plaza and head straight through to Eshleman.



Altogether, the changes will add about 44,000 gross square feet of space for student use around the plaza — new space that adds up to about the size of the current Eshleman Hall. But even with the additional space, the new construction is being designed not to overwhelm the existing complex.

A wide, tall opening under the walkway, as well as a wide, two-story portal through Eshleman, will open the plaza to people entering campus from Bancroft Way, including Zellerbach-bound crowds. New ramps at both ends of the plaza will provide full accessibility. And the broad steps between lower and upper Sproul will angle less steeply, creating a better visual connection between the two plazas.

More lighting, more people and special attention to security are intended to keep Lower Sproul safe for use night and day.

A FRIENDLIER, MORE OPEN ESHLEMAN HALL

Look for a kinder, friendlier Eshleman to replace the current warren of hallways and closed doors.

Student organizations — Berkeley has close to 700 — will have one full level of space in the new Eshleman, which will top out at five stories above ground (plus one below ground level) instead of the current seven. The roofline and facades

will be varied, and inside the plans lay out a broad mix of spaces and environments, some large and open, some small and private, some that can be converted from one to the other in no time.

Space is being set aside to address a perennial problem faced by student groups — where to store the banners, tables and other equipment they use.

Crowning the building will be a large event space for dance practice or performances, with a westward view toward the bay, and a student government Senate chamber, to be shared by the Graduate Assembly and the ASUC. A second event or practice space is planned for the second floor.

Dedicated space for the Graduate Assembly offices will, for the first time, give graduate students a home with the rest of the campus's student groups, says GA President Bahar Navab, a Ph.D. student in health services and policy analysis.

Cal Corps, the public service program involving some 6,000 students a year, will have a prominent location on the second floor.

A new pub facing Bancroft Way is the main attraction at Eshleman's west end. A meditation room is planned for the basement level.

One example of the planned security measures is that the elevator to parking underneath Eshleman will rise only to the ground floor at night, so people bound for Zellerbach and beyond will be able to use them but won't have access to student spaces.

The wide portal from Bancroft through Eshleman is intended to give the building permeability, improving the campus's connection to the surrounding community, Piatnitzka says.

BYE BYE TO THE PIT, AND MORE ABOUT THE MLK JR. STUDENT UNION
Poof. The pit — that cavernous below-street-level area on the Bancroft side — will disappear. The existing Lower Sproul Plaza patio, too.

A spacious, airy two-level-high campus "living room" will occupy most of the student union's new glassed-in space facing the plaza. It's seen as a gathering place, open 24/7, that brings a café together with lounge, study and performance space.

The campus Multicultural Community Center would get a new, permanent home adjacent to this living room. Next to it will be an open area where people entering MLK from Upper Sproul Plaza could look down into the café and plaza, walk down stairs to the cafe or keep on going through to Eshleman via the walkway connecting MLK and Eshleman.

The addition going in over “the pit” will be two stories of retail opening onto Bancroft. The ASUC will determine which businesses it will house. Among the possibilities is a reconfigured student store.

THE PLAZA

The concept of keeping a wide open outdoor space — useful for assemblies and events — is being maintained. Planters and trees forming the ribbon of green through the plaza along with more seating will help make the space more inviting.

SUSTAINABILITY

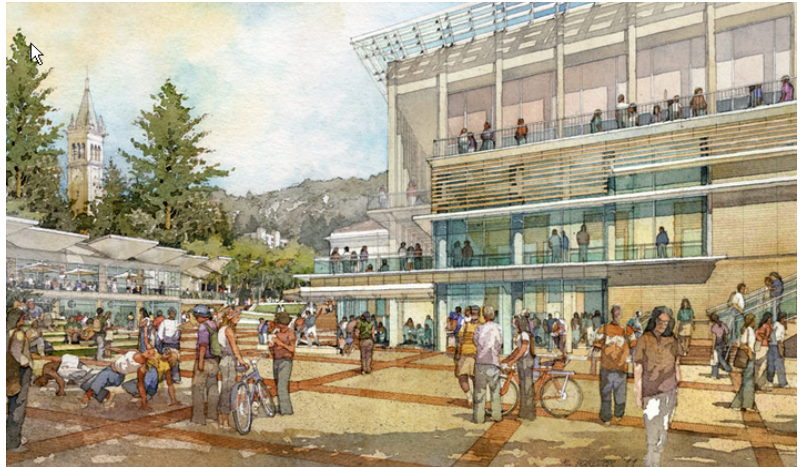
The entire renovation of Lower Sproul is being planned around principles of sustainability, and the rain garden will be the most visible part of that. It will replace asphalt at the west end of Cesar Chavez, just off the plaza, with a planted, permeable area where water sheeting off the concrete can be collected and filtered before it flows into Strawberry Creek. Current plans show an elevated walkway that will let people walk through the rain garden.

A gray-water system, allowing reuse of water from lavatories for irrigation, is being explored.

The new Eshleman will rely on natural ventilation and daylight, minimizing the need for mechanical systems.

Energy use, especially for lighting and computers, is a big challenge, since the intention is to encourage round-the-clock use of the complex. Strategies being investigated with the assistance of a Lower Sproul Project sustainability subcommittee include sub-meters to monitor specific electrical use and to encourage energy-conscious behavior of the people using the building

— things like turning off lights and shutting down computers — according to Alicia Rosenthal, senior project manager and a LEED specialist.



“Students are deeply committed to sustainability,” she adds.

ANTHONY HALL

The departure of the Graduate Assembly offices to the new Eshleman will free up Anthony Hall to become a real hub for graduate-student activity, says Navab. Exactly what the space will become is still being worked out, but the concept is that things like student publications and groups will have more space. Gatherings — formal or informal — that now take place in departmental lounges would be able to use Anthony. “Unless you have something to attract graduate students, they tend to be stuck in their own silos across campus,” she says.

THE ARCHITECTS

The design team is led by Mario Violich, principal architect with Moore Ruble Yudell. He received his degree in landscape architecture in 1983 from UC Berkeley’s College of Environmental Design, which was co-founded by his father, longtime Berkeley professor Francis Violich. The senior Violich co-founded and taught in both the departments of city and regional planning and landscape architecture and was part of a group that was instrumental in CED’s founding in 1958. His friend and fellow CED professor Vernon DeMars served as architect for the existing Lower Sproul complex.

Mario Violich, who earned a master’s in architecture from UCLA in 1989, has been principal architect on projects including the Temple Beth-El Synagogue in Berkeley and the Student Life Center at the University of Cincinnati.

AND...

As part of the Lower Sproul project, the Career Center will move closer to the new student hub from its seismically poor site off-campus on Bancroft Way between Oxford Street and Shattuck Avenue. The new Career Center will occupy 2240 Bancroft, right across the street from Eshleman.

Dance groups are already taking advantage of another change associated with the project — the opening of Hearst Gym for dance practice.

Alumnae Hall on Haste Street, adjacent to the new Anna Head student housing, will get a seismic upgrade and renovation — and then will house some of the organizations and offices that need to move out of Eshleman during reconstruction. Once the new Lower Sproul is done, the plan is for students to use the facility for practice and performance space.

TIMING

Student groups are expected to start moving out of Eshleman this summer. The old Eshleman is currently scheduled to come down in spring 2013.

The new Lower Sproul is scheduled to be complete in summer 2015.

What UC Berkeley is doing to ensure our students get the courses they need when they need them

Lower time to degree = Lower overall cost of attendance and improved student experience

We are bringing the campus together to plan and deliver key areas of the undergraduate curriculum.

The Berkeley campus directs a portion of fee increases toward improving the delivery of key areas of the curriculum, specifically the “common-good” courses that are critical to undergraduate students’ intellectual development, academic success, and timely graduation.

Targeted areas of the Common-Good Curriculum (CGC) include:


- Foreign Language Instruction involving 16 different language programs.
- Reading & Composition involving 26 different departments.
- Math & Science lower division “gateway” courses involving the Mathematics, Physics, Statistics, Chemistry, Biology, and Computer Science departments.

Together we set targets on how many additional course sections to offer and how many students to enroll in order to meet demand and maintain optimal class sizes.

We are adding sections to key courses that undergraduates rely on and are in high demand.

In the last three years (2010–13) we invested \$10.9 million in CGC funds to add 871 additional primary and secondary course sections for a total of 23,528 additional seats. Nearly all of the participating departments are able to offer 90–100% of their targeted course sections and fill those classrooms with the targeted number of students. This demonstrates the initiative is addressing students’ needs while utilizing resources efficiently.

We are developing data solutions that support curriculum long-term planning and weekly course enrollment management so we can adjust offerings to meet demand.



In June 2013, we released Curriculum dashboards for campus use in Cal Answers. The lessons learned from the CGC's coordinated effort to set targets and meet them informed dashboard design. Now all units on campus have access to course enrollment data via dashboards that allow them to set curriculum targets, monitor how courses are filling during registration, and adjust offerings to meet demand. These tools will be augmented with a new dashboard release in fall 2013 that features information about the majors of the students taking a course, as well as the courses that majors take.

CGC Annual Report FY12-13:

<http://opa.berkeley.edu/CGCAnnualReportFY12-13.htm>

Cal Answers: calanswers.berkeley.edu | calanswers-help@berkeley.edu

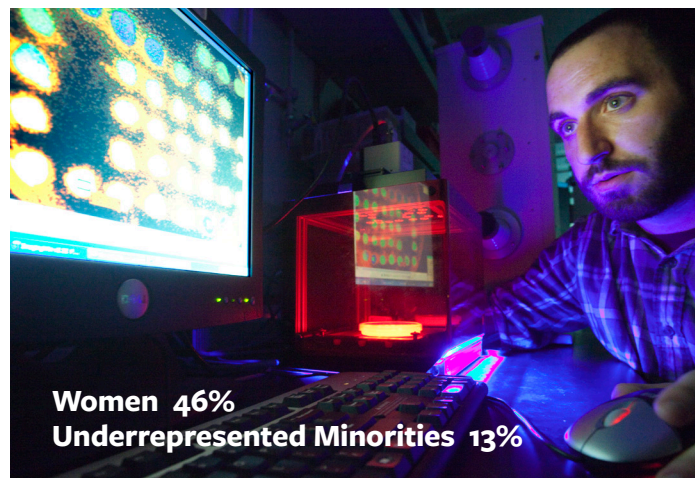
August 21, 2013

2013 Incoming Graduate Class

Berkeley welcomes roughly 3,050 new graduate students:

2,100 master's and professional students

950 doctoral students



Women 46%
Underrepresented Minorities 13%

These students were selected from 37,956 applicants.

12%

Berkeley's graduate admissions are very competitive with only 12% of doctoral applicants receiving offers in 2013. For master's applicants the admissions rate is 21%.

50%

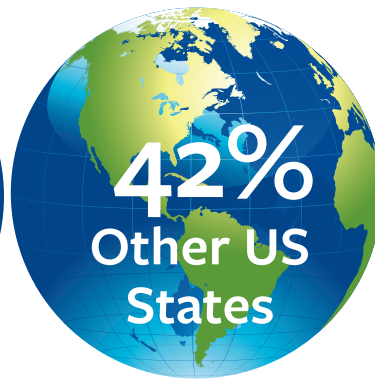
Because Berkeley graduate students report being admitted to an average of three schools, the expected yield on our offers of admission should be 33%. In 2013, our yield was 50% — half of admitted applicants chose Berkeley over other offers.

96%

96% of first-year students rate the reputation of their graduate program as important in their decision to enroll at Berkeley.

Where are they from? *

*As of August 15, 2013. Final enrollment numbers may differ.



Top 10 States

- California
- New York
- Illinois
- Massachusetts
- Texas
- Washington
- District of Columbia

Top 10 Countries

- United States
- China
- India
- Canada
- Maryland
- Virginia
- Colorado
- Korea
- France
- Taiwan
- Mexico
- Great Britain
- Iran

Office of the Vice Provost for Graduate Studies

424 Sproul Hall, Berkeley, CA 94720-5900

510.642.5472

Graduate Funding Facts

90%

of ALL graduate students at Berkeley receive some form of financial support*



Master's & Professional Students

84% of **master's and professional students** at Berkeley receive financial support from the University

\$16,600 is the average total amount of financial support for **master's and professional students**

50% of **master's and professional students** take out loans

\$38,000 is the average annual loan amount for **master's and professional students** who take out loans

*Based on graduate student enrollment and awards from all sources (except for student loans) made during 2012-13. Excludes self-supporting degree programs.

Doctoral Students

92% of **doctoral students** at Berkeley receive financial support from the University

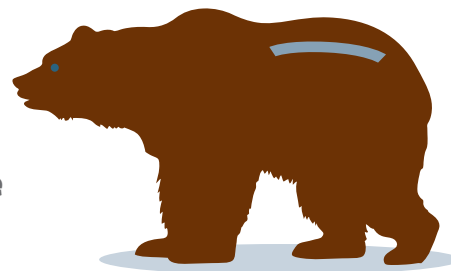
\$21,000 is the average stipend for **doctoral students** in excess of tuition and fees

6% of **doctoral students** take out loans

\$17,000 is the average annual loan amount for **doctoral students** who take out loans



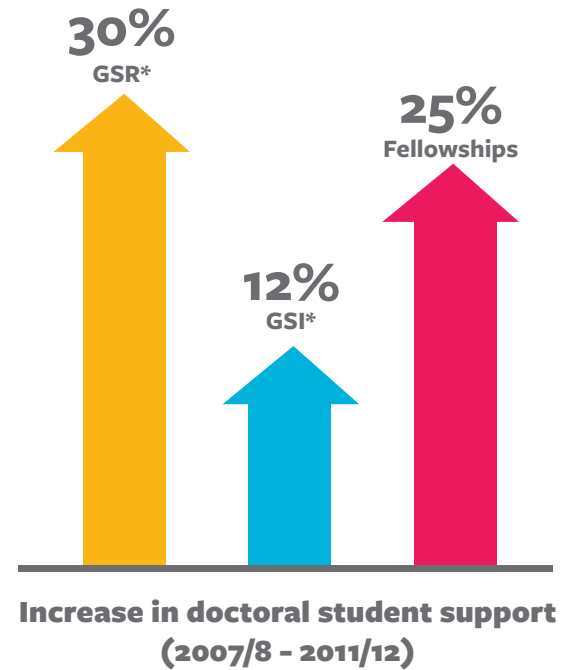
43¢ of every graduate program tuition dollar goes back to graduate student support



Graduate Funding Facts

Financial resources for graduate education grew 43% during the recent recession due to increased research funding, return to aid from tuition, and philanthropy.

- The Campaign for Berkeley has raised \$240.6M in funds dedicated to graduate student support. The number of endowed fellowship funds increased by 76% since the start of the campaign — from 625 in 2005 to 1,105 today.
- Berkeley’s research contracts and grants, which provide an important source of funding for graduate research assistants and trainees, **have also grown substantially** — from \$443M in 2001-02 to \$714M in 2011-12.



*Graduate Student Researcher (GSR), Graduate Student Instructor (GSI)

Graduate Student Support

