University of California
Berkeley

ACADEMIC AFFIRMATIVE ACTION PROGRAM FOR ACADEMIC EMPLOYEES

FOR THE PERIOD OF

September 2015 – August 2016

Prepared by UCB Chancellor's Office – The Faculty

Executive Order 11246
Affirmative Action Program for
Minorities and Women

Rehabilitation Act and Vietnam Era Veterans Readjustment Assistance Act
Affirmative Action Program for
Individuals with Disabilities and Covered Veterans

University of California, Berkeley

September 1, 2015 – August 31, 2016

Parent Organization: University of California
Employer Identification Number: 94-1539563

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ACADEMIC AFFIRMATIVE ACTION PROGRAM

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INTRODUCTION

Federal regulations under Executive Order 11246, as amended, prohibit discrimination on the basis of race, color, sex, religion, or national origin and require federal contractors to take affirmative action to ensure equality of opportunity in all aspects of employment. Federal regulations under Section 503 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 793 ("Section 503"), the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 ("VEVRAA") prohibit discrimination on the basis of disability or covered veteran status, respectively, and require affirmative action to employ and advance in employment qualified individuals with disabilities and qualified covered veterans. This report provides the annual update of the Academic Affirmative Action Program for the following groups within the academic community at the University of California, Berkeley:

- Women and federally designated ethnic groups. Per federal regulations, the designated ethnic groups include Blacks (hereinafter referred to as African Americans), Hispanics, Asians or Pacific Islanders (referred to collectively as Asians), and American Indians or Alaskan Natives (referred to collectively as American Indians).

- Protected veterans. This group includes disabled veterans, Vietnam-era veterans, recently separated veterans, veterans who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized and Armed Forces service medal veterans.

- Persons with disabilities. This group comprises qualified individuals with a physical or mental impairment or medical condition that substantially limits a major life activity, or a history or record of such an impairment or medical condition.

Finally, this report includes information regarding compliance with the federal guidelines on discrimination because of religion or national origin.

The Academic Affirmative Action Program for women, minorities, protected veterans, and individuals with disabilities serves as a management tool designed to ensure equal employment opportunity. The program contains a diagnostic component which includes a number of quantitative analyses designed to evaluate the composition of the workforce and compare it to the composition of the relevant labor pools to identify discrepancies between the two by gender, ethnicity, veteran status, and disability. Our affirmative action program also includes action-oriented programs designed to correct any identified problem areas and to achieve established goals and objectives.

This program has been prepared in conformance with regulations from the Office of Federal Contract Compliance Programs (OFCCP) within the US Department of Labor in an effort to implement certain executive orders and legislative acts requiring federal contractors to take affirmative action to ensure equal opportunity in employment. The programs and their respective governing regulations are as follows:

- The program for women and designated ethnic groups is governed by 41 Code of Federal Regulations (CFR), § 60-2, Subsection B (revised regulations approved November 3, 2000,

and effective December 13, 2000) which implements Executive Order (EO) 11246, as amended by EO 11375 and EO 12086.

- The guidelines regarding religion and national origin are established by 41 CFR §60-50, which implements EO 11246, as amended by EO 11375 and EO 12086.

- The program for protected veterans, as described above, is governed by 41 CFR §60-250 and 60-300, which implements Section 4212 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.

- The program for persons with disabilities, is governed by 41 CFR §60-741, which implements §503 of the Rehabilitation Act of 1973, as amended.

In addition to its obligation as a federal contractor, the University of California, Berkeley is also obligated to uphold Article I, §31 of the California State Constitution as established by the California Civil Rights Initiative (Proposition 209).

TIME PERIOD COVERED BY THE PROGRAM

Reporting Year: 2014 – 2015

As part of UC Berkeley's ongoing audit process, we have conducted a thorough analysis of the following personnel matters for the 12-month year period from May 16, 2014 to May 15, 2015. Data made available by the Academic Personnel Office at UC Berkeley during one academic year are used in preparing the Academic Affirmative Action Program for the following year. This update assesses personnel activities, evaluates the composition of the workforce and identifies areas of underutilization of women and designated minorities, protected veterans, and persons with disabilities, and establishes new goals for the upcoming academic year.

Program Year: 2015 – 2016

The program describes the action-oriented efforts to be made during the period of September 1, 2015 to August 31, 2016.

COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY/ AFFIRMATIVE ACTION

The University's commitment to equal employment opportunity and affirmative action is reflected by the following statement[1]:

It is the policy of the University not to engage in discrimination against or harassment of any person employed or seeking employment with the University of California on the basis of race, color, national origin, religion, sex, gender[2], gender expression[3], gender identity[4], pregnancy[5], physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services[6]. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation. This policy is intended to be consistent with the provisions of applicable state and federal laws and University policies.

University policy also prohibits retaliation against any employee or person seeking employment for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment, Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment.

In addition, it is the policy of the University to undertake affirmative action, consistent with its obligations as a Federal contractor, for minorities and women, for persons with disabilities, and for protected veterans[7]. The University commits

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[1] University of California Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment, available at http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct

[2] *Gender* refers to the sex of a person, including a person's gender identity, and gender expression.

[3] *Gender expression* refers to a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

[4] *Gender identity* refers to an individual's personal sense of himself/herself as being male and masculine or female and feminine, or ambivalent.

[5] *Pregnancy* includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth.

[6] *Service* in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services.

[7] *Protected Veterans* includes Disabled Veterans, Other Protected Veterans (a veteran who served on active duty in the U.S. military during a war, or in a campaign or expedition for which a campaign badge was authorized under the laws administered by the Department of Defense.), Recently Separated Veterans, and Armed Forces Service Medal Veterans (A veteran who, while serving on active duty in the U.S. military, participated in a U.S. military operation that received an Armed Forces service medal).

itself to apply every good faith effort to achieve prompt and full utilization of minorities, women, veterans, and individuals with disabilities in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans are reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated.

1   RESPONSIBILITY FOR IMPLEMENTATION & DISSEMINATION OF POLICY

RESPONSIBILITY FOR IMPLEMENTATION   41 CFR § 60–2.17(a)

Chancellor and Executive Vice Chancellor & Provost

The ultimate responsibility for equal employment opportunity and affirmative action rests with the Chancellor and the Executive Vice Chancellor & Provost, subject to the authority and guided by the policies of the President of the University of California and its governing body, the Board of Regents. Chancellor Nicholas B. Dirks and Executive Vice Chancellor & Provost Claude M. Steele, as chief executive officers for UC Berkeley, have delegated programmatic responsibility for academic affirmative action to other principal officers.

Vice Chancellor for Equity & Inclusion

The Vice Chancellor-Equity and Inclusion (VCE&I) Gibor Basri reports to the Chancellor and serves as the Chancellor's leading senior executive responsible for providing a holistic and integrated vision on all major equity and inclusion efforts to enhance the educational and research mission of the campus and to foster an environment that is welcoming and supportive for all students, faculty and staff. VCEI Basri will be stepping down from his role, effective October 31, 2015. Na'ilah Nasir, Professor in the Graduate School of Education and the department of African American Studies will begin her tenure in the position on November 1, 2015.

The campus has many excellent initiatives and active programs which the VCE&I supports, helps shape and transforms. Additionally, the VCE&I develops and implements new initiatives and programs to provide focus and accountability for equity and inclusion across all aspects at UC Berkeley. Critical metrics of success are measurable improvements in climate, recruitment, and retention of a diverse student body, faculty and staff workforce. The VCE&I employ analysts who are specifically tasked with gathering and organizing campus data relevant to the evaluation of progress in equity and inclusion. The VCE&I played a leadership role in a UC system-wide climate survey of all campus students and employees, and engaged in analyses of data for UC Berkeley, with a number of resulting action-oriented initiatives.. A day-long campus-wide climate symposium was held to discuss the survey findings, including panel presentations from current students about their experience with the campus climate. Resulting initiatives include workshops, training and educational materials for all students, faculty, and staff in support of a fully inclusive campus climate, curricula developed by the Multicultural Education Program for use across campus; the development of the NOW staff conference into a regular annual event, and instituting a "professionals of color" leadership development program; and funding innovation grants as a way of generating new ideas for improving campus climate.

Vice Provost for the Faculty

As the principal officer charged with oversight and management of all aspects of the academic personnel process for Senate and non-Senate faculty (and also all academic titles) on the UC Berkeley campus, Vice Provost for the Faculty Janet Broughton has been delegated approval for a range of actions, including managing academic compensation issues, and developing and overseeing programs and policies dealing with faculty recruitment, development and retention. Vice Provost Broughton has responsibility for overseeing and coordinating compliance with equal opportunity and affirmative action regulations for academic employment matters.

Associate Vice Provost for the Faculty

As delegated by the Chancellor and Executive Vice Chancellor & Provost, Associate Vice Provost for the Faculty Angelica M. Stacy serves as the principal advisor to the Executive Vice Chancellor & Provost on non-discrimination and affirmative action matters involving all academic employees, and reports operationally to the Vice Provost for the Faculty.

Associate Vice Provost Stacy reviews personnel actions and enforces policies and procedures dealing with recruitment, selection, and appointment of prospective faculty members and other academic employees. The Associate Vice Provost also develops and recommends new initiatives designed to correct underutilization of women, minorities, veterans, and individuals with disabilities in academic positions; advises academic employees with concerns about equity, equal opportunity, or discrimination; and serves as the campus administration's liaison with the Academic Senate Diversity, Equity, and Campus Climate Committee,and affirmative action advocacy groups at departmental and campus levels.

Director – Data Initiatives

Director of Data Initiatives Marc Goulden has primary responsibility for the development of the Academic Affirmative Action Program, including collection and evaluation of academic personnel data to monitor the results of the academic affirmative action program and identify problem areas. Director Goulden administers the collection of data for the reports maintained in the Academic Personnel System.

Director, Faculty Equity and Welfare

The Director of Faculty Equity and Welfare, Karie Frasch, works under Associate Vice Provost Stacy and oversees the day-to-day operations of the Office for Faculty Equity and Welfare. Director Frasch analyzes policies, programs and issues that support the University in recruiting, appointing, and retaining a diverse faculty, including women and underrepresented minorities, as well as proposing new initiatives, programs, and practices to increase their representation. Director Frasch oversees the academic recruitment process for all faculty and academic staff positions, including good faith efforts to recruit and retain a diverse academic workforce in departmental recruitment and search procedures. She also supports Associate Vice Provost Stacy in reviewing personnel actions and procedures. Director Frasch and Associate Vice Provost Stacy provide training to all individuals involved in academic recruitment, including department staff, faculty search committees, departmental equity advisors, and department chairs and deans. Dr. Frasch is the Co-Chair of the UC system-wide Affirmative Action/Equal Employment Opportunity Directors group, the Governance Board representative for the system-wide

academic applicant tracking system, "Recruit," and the Co-Chair of the Berkeley Chancellor's Advisory Committee on Work and Family.

Assistant Vice Provost of Academic Personnel

The Assistant Vice Provost of Academic Personnel, Heather Archer, oversees the centralized academic human resource unit and provides staff support for the implementation of the Academic Affirmative Action Program. The Assistant Vice Provost monitors academic personnel actions, and advises and trains academic administrators, deans and department chairs on academic personnel matters.

Deans, Directors, Department Chairs, Unit Managers

These academic administrators are responsible for ensuring that, at the department level, all academic personnel actions are conducted in accordance with established affirmative action practices and procedures. This responsibility includes reviewing annual information provided by the Director and Associate Vice Provost for the Faculty regarding underutilization of women and minorities in academic positions and developing strategies to ensure equal opportunity and non-discrimination in hiring, promotion, retention policies and compensation practices. Duties of these department supervisors include assisting the director of the faculty in the identification of problem areas and in the establishment of department goals and objectives, being actively involved in recruiting from minority, women, veterans, and disabled organizations, and performing periodic audits of hiring and promotion patterns to isolate impediments to the attainment of goals and objectives.

Berkeley Division of the Academic Senate Chair and Vice Chair

The Berkeley Division of the Academic Senate embodies the University of California's tradition of shared-governance, that is, the concept that faculty should share in the responsibility for guiding the operation and management of the university. The chair and vice chair of the academic senate are responsible for representing ladder rank faculty by referring matters to officers or agencies of the academic senate and of the administration, as appropriate. In their capacity as leaders of the academic senate, the Chair and Vice Chair are responsible for coordinating the election and selection of academic senate committees and making a good faith effort to ensure nondiscrimination in its processes and policies.

Academic Senate Committee on Budget and Interdepartmental Relations (Budget Committee)

The Budget Committee consists of nine appointed members of the Berkeley Division of the Academic Senate. Members of the Budget Committee are responsible for representing ladder rank faculty (via the Academic Senate) in academic appointment and promotion matters. The Budget Committee participates in the academic personnel process by offering advice and making recommendations to central administration (the Chancellor, Executive Vice Chancellor & Provost, and the Vice Provost for the Faculty) on all academic appointments, promotions and merit increases, and other matters related to the quality of the faculty. Guided by its mandate to maintain excellence of the faculty and to promote the equal treatment of faculty, the Budget Committee shares responsibility with senior management for ensuring equal employment

opportunity and nondiscrimination in evaluation of applicants, interviewing, hiring and promotion decisions.

Academic Senate Diversity, Equity, and Campus Climate (DECC)

The Diversity, Equity, and Campus Climate Committee (DECC), previously two committees who merged (the Committee on the Status of Women and Ethnic Minorities and the Student Diversity and Academic Development Committee), consists of approximately 20 senate members appointed from the Berkeley Division of the Academic Senate Committee on Committees, two student members, and the Associate Vice Provost for the Faculty and the Vice Chancellor for Equity and Inclusion, ex officio as voting members. DECC encourages and aids departments in strengthening their efforts to foster and achieve equality of opportunity for academic personnel, students, and academic programs; reviews information on the status of affirmative action, campus climate, and diversity provided by the campus and University administrations and makes recommendations regarding said findings to the Divisional Council; reports to the Division annually on the progress of the campus in achieving equality of opportunity and a supportive campus climate for underrepresented and otherwise excluded groups; and advises, aids, and reviews academic preparation and development programs (from pre-college to graduate level) in order to help such programs encourage and aid students who have encountered restricted educational opportunities.

INTERNAL DISSEMINATION OF POLICY   41 CFR § 60–1.4

The University broadly communicates its non-discrimination and affirmative action policies internally by:

- Distributing the Academic Affirmative Action Program to the Chancellor, Executive Vice Chancellor & Provost, assistant and associate chancellors, vice chancellors, assistant and associate vice chancellors, vice provosts, associate and assistant provost, associate vice provost and all deans, and briefs these individuals on problem areas.

- Reporting on academic affirmative action to the Diversity, Equity and Campus Climate academic senate committee.

- Including the policy in the Academic Personnel Manual (APM); Personnel Policies for Staff Members and Personnel Policies for Senior Managers.

- Posting nondiscrimination and affirmative action posters in accessible departmental locations throughout campus where employees congregate and the office of Human Resources.

- Incorporating nondiscrimination and affirmative action clauses in all collective bargaining agreements for academic employees, and reviewing all contractual provisions to ensure that they are nondiscriminatory.

- Explaining the policy and strategies for successful affirmative action recruiting in meetings with department analysts, academic search committees for ladder-rank faculty recruitments, and department Equity Advisors.

- Making current academic employees aware of the existence of UC Berkeley's Office for Faculty Equity and Welfare and the benefits and resources available to them, including through its thorough and inclusive website (http://ofew.berkeley.edu).

- Providing a yearly contribution to the Diversity Accountability Report for the Office of the President. This report is publically available.

- Maintaining a web presence for equity, diversity and inclusion, with a link on the UC Berkeley homepage.

In addition, Chancellor Dirks reaffirms the campus commitment to affirmative action in a letter issued to the campus community via electronic mail and the letter appears in the listing of administrative memos on the campus website. The Chancellor expresses his strong support for affirmative action in numerous campus statements and publications. Copies of the Academic Affirmative Action Program are available on the website of the Office for Faculty Equity and Welfare.

EXTERNAL DISSEMINATION OF POLICY   41 CFR § 60–1.4

UC Berkeley communicates its non-discrimination and affirmative action policies externally by:

- Including the equal opportunity/affirmative action policy statement in all advertising and other outreach publicity.

- Incorporating the equal opportunity/affirmative action policy statement into all purchase orders and subcontracts covered by Executive Order 11246 as amended.

- Working cooperatively with other University of California campuses and community organizations to participate in job fairs and other recruiting activities at which UC Berkeley's affirmative action policies are publicized.

- Displaying photographs of faculty, staff, and students, women, minorities, and people with disabilities in campus publications.

In addition, Chancellor Dirks makes known his support for affirmative action to achieve an inclusive environment and equal employment opportunity in statements made in public forums locally, nationally, and internationally.

2

ORGANIZATIONAL PROFILE OF THE ACADEMIC COMMUNITY

Reference: 41 CFR § 60–2.11.

The academic community is composed of individuals who engage in teaching or research, or hold academic positions that directly support these activities. The academic community includes all ladder-rank and equivalent faculty, and those non-ladder rank academic personnel employed half-time, temporary or full-time. An organizational profile has been developed to provide an overview of the structure of this employment community and its ethnic and gender composition. For a detailed analysis of the non-academic or staff community see the Staff Affirmative Action Plan.

As of May 15, 2015, the University of California, Berkeley employed 6277 employees with an academic title at its establishment. UC Berkeley organizes its academic workforce by Schools or Colleges and Divisions. Most Schools and all Colleges and Divisions comprise individual departments.

Pursuant to 41 CFR §60–2.11, we have provided below (presented in Table A) an organizational profile representing the Academic Community effective May 15, 2015.

University of California, Berkeley

Table A: ORGANIZATIONAL PROFILE OF THE ACADEMIC WORKFORCE AS OF 05/15/2015

UNIT		WORKFORCE										
		Men:					**Women:**					
		Afr	His	Asn	AI	Total	Wht	Afr	His	Asn	AI	Total
Executive Vice Chancellor & Provost (EVC&P)	Vice Chancellor - Equity & Inclusion											
	Academic Achievement Programs		1	1		**2**						**2**
	Ctr Educational Partnerships	2	6	1		**11**	1	8	10	4		**50**
	Subtotal VC Equity & Inclusion	2	7	2	0	**13**	1	8	10	4	0	**52**
	Vice Chancellor - Research											
	Administrative Units					**1**						**1**
	Museum & Field Stations											
	BNHM Admin Svcs					**0**	2					**3**
	Blue Oak Reserve					**1**						**1**
	Essig Mus of Entomology			1		**4**	3		1	1		**11**
	Gump Research Field Station					**1**						**1**
	Human Evolution Research Ctr					**2**	1					**3**
	Mus of Paleontology		1	1		**4**		1				**6**
	Mus of Vertebrate Zoology		1	1		**8**	6		1	1		**16**
	PA Hearst Mus of Anthropology					**1**	1					**2**
	Res Field Stns & Nature Reserv					**1**						**1**
	UC Botanical Garden					**0**	1					**1**
	University_Jepson Herbaria			1		**9**	4					**16**
	Subtotal: Museum & Field	0	2	4	0	**31**	18	1	2	2	0	**61**
	Academic Research Units											
	Africa Studies Ctr for					**0**		1				**1**
	Archaeological Res Facility					**6**	1					**7**
	BECI - Energy and Climate Inst					**1**						**1**
	Cal Inst for Energy & Environ					**6**	2					**8**
	Center for Jewish Studies				1	**1**						**1**
	Center Integrative Planetary			1		**1**						**1**
	Center Studies in Higher Ed					**1**	4		1			**6**
	CITRIS					**3**	2					**5**
	Ctr Environ Design Research			2		**8**				1		**9**
	Ctr for Emerg & Neglected Dis					**1**						**1**
	Ctr for Race & Gender					**1**		1				**2**
	Ctr of Eval for Global Action					**3**	1		1	1		**6**
	Data Science Institute					**3**						**3**
	Deep Underground Sci & Eng Lab					**1**						**1**
	Energy Biosciences Institute			10		**34**	8		1	7		**61**
	Helen Wills Neuroscience Inst		5	3		**40**	18			3		**62**
	History of Sci & Technology					**4**	3	1				**8**
	Independent Research Programs			2		**2**						**2**
	Inst East Asian Studies					**1**	1			4		**6**
	Inst of Cognitive Studies					**2**	1					**3**
	Inst of Governmental Studies					**5**	1					**6**
	Inst of Human Development					**0**	3			1		**4**
	Inst of Industrial Relations					**5**	11	1		4		**21**
	Inst of Personality & Soc Res					**1**	1					**2**
	Inst of Urban & Regional Devel					**1**	1			1		**4**
	Inst Transportation Studies	1	3	6	1	**51**	6					**58**
	InstFor StudyOfSocietal Issues					**4**	3					**7**
	Institute International Stud					**0**	2					**2**
	Institute of the Environment					**1**						**1**
	Latin Am Studies Ctr for					**0**			1			**1**
	Miller Inst Basic Research		1	9		**22**	5	1				**28**
	QB3 Institute	1	1	29		**90**	17	2	2	12		**133**
	Radio Astronomy Lab			2		**9**				1		**10**
	Simons Institute TOC					**3**	1					**4**
	Slavic & East Euro Studies					**1**						**1**
	South Asian Studies					**0**				1		**1**
	Southeast Asian Studies Ctr					**0**	1					**1**
	Space Sciences Laboratory		5	11		**84**	17			4		**106**
	SS Data Lab					**1**	1					**2**
	Stem Cell Center			2		**3**	2			1		**6**
	Theoretical Astrophysics Ctr					**3**						**3**
	Subtotal: Research Units	2	15	77	2	**403**	113	6	7	41	0	**595**

University of California, Berkeley	Table A:	ORGANIZATIONAL PROFILE OF THE ACADEMIC WORKFORCE AS OF 05/15/2015

		Men:					Women:					
		Afr	His	Asn	AI	Total	Wht	Afr	His	Asn	AI	Total
Vice Chancellor - Student Affairs												
	Lawrence Hall of Science	1	1	2		**18**	38	2	3	8	1	**71**
VP Tchng, Lrng, Acad Plan & Facil												
	Athletic Study Center	1	2			**4**			1			**6**
	Center for Teaching & Learning					**0**	1					**1**
	HIFIS Haas Institute					**1**						**1**
	Interdisciplinary Centers					**0**				1		**1**
	Osher Lifelong Learning Inst			1		**6**	2					**10**
	Student Learning Ctr		1	1		**5**			1	1		**7**
	Summer Sessions & Study Abroad					**2**						**2**
	Unex Academic Depts	11	16	81		**442**	353	18	19	59	1	**920**
	Subtotal: Tchng, Lrng, Acad Plan	12	19	83	0	**460**	356	18	21	61	1	**948**
VP Agriculture& Natural Resources												
	College of Natural Resources			1		**3**	2					**5**
	Inst Transportation Studies	1				**1**						**1**
	NR: Agric Res Econ & Pol Dpt					**2**						**2**
	NR: Environ Sci, Policy Mgmt	1	1			**9**	2					**11**
	NR: Nutritional Sciences Dept					**0**	1					**1**
	Subtotal: Divisionwide	2	1	1	0	**15**	5	0	0	0	0	**20**
Subtotal All Senior Executive areas:		**19**	**45**	**169**	**2**	**941**	**531**	**35**	**43**	**116**	**2**	**1748**
	University Library	1	3	5		**40**	40	2	3	12		**97**
Central Campus												
	Ctl Ops UCOP (J)					**2**						**2**
	Ctrl Ops General Accounting					**0**	1					**1**
	Ctrl Ops Payroll					**2**						**2**
	Finance					**1**						**1**
	Graduate Division Ops					**0**	5					**5**
	Subtotal: Central Campus	0	0	0	0	**5**	6	0	0	0	0	**11**
College of Chemistry												
Dean's Office, College of Chemistry			1			**2**	2					**4**
	Dept Of Chemistry	2	4	39		**136**	26	2		20		**186**
	Dept of Chemical Engineering	1	3	8		**38**	8			2		**48**
	Subtotal: Chemistry	3	8	47	0	**176**	36	2	0	22	0	**238**
College of Engineering												
Dean's Office, College of Engineering			1	1		**4**						**4**
	Bioengineering			10		**26**	5			3		**35**
	COENG Engineering Research	1	2	91		**194**	28		1	14		**242**
	Civil & Environ Engineer		4	7	1	**52**	13		1	2		**68**
	Earthquake Engin Res Ctr		1			**5**	2					**7**
	Elec Engr & Computer Sc	1	5	26		**101**	6		1	5		**114**
	Industrial Eng & Ops Res		1	3		**18**	2			3		**24**
	Inst for Environ Sci & Engr		1			**3**				1		**4**
	Material Sci & Engineeri		1	6		**17**	2			2		**21**
	Mechanical Engineering		2	16		**50**	4	1		2		**57**
	Nuclear Engineering			2		**11**	2					**13**
	Subtotal: Engineering	2	18	162	1	**481**	64	1	3	32	0	**589**

Table A: ORGANIZATIONAL PROFILE OF THE ACADEMIC WORKFORCE AS OF 05/15/2015

	Men:					Women:					
	Afr	His	Asn	AI	Total	Wht	Afr	His	Asn	AI	Total
College of Envir Design											
City & Regional Planning	1	3			**11**	6	1	2	1		**23**
Dept of Architecture		2	2		**36**	11		1	5		**55**
Envir Design Dean's Off					**1**	4					**6**
Landscape Arch & Envir Plng	1				**17**	11		1			**30**
Subtotal: Envir Design	2	5	2	0	**65**	32	1	4	6	0	**114**
College of L & S - Arts and Humanit.											
Dean's Office, College of (L&S)		2			**4**	1	1		1		**7**
Ancient His & Med Arch					**0**					1	**1**
Art History					**7**	11		2	1		**22**
Art Practice			2		**8**	6			3		**18**
Berkeley Language Ctr					**2**	2					**4**
Buddhist Studies					**2**				1		**3**
Classics		1			**11**	3					**17**
Comp Lit & French Admin					**0**	1					**1**
Comparative Literature					**1**	8			2		**12**
East Asian Languages & Cult	1	2	4		**15**	1			27		**43**
English	3	2	3		**36**	23	2	1	3		**68**
Film and Media					**5**	7			1		**14**
French			1		**8**	16			1		**26**
German					**9**	9	1				**19**
Italian Studies					**5**	6					**14**
Music	4	2	7		**62**	40	2	2	8		**116**
Near Eastern Studies		1	2		**15**	12					**28**
Philosophy		1	1		**21**	4					**25**
Rhetoric	1	1			**6**	5	1		3		**16**
Scandinavian Languages		1			**5**	8					**15**
Slavic Languages & Literature			1		**6**	12					**18**
South & Southeast Asian Std			4		**11**	2			11		**26**
Spanish & Portuguese		2			**5**	7		9			**23**
Theater, Dance & Perf Studies			1		**9**	11	3	2	5		**30**
Townsend Ctr Humanities					**1**	1					**2**
Subtotal: Arts & Humanities	9	14	27	0	**254**	196	10	16	67	1	**568**
L & S - Biological Sciences											
Cancer Research Lab		1	1		**3**	1			1		**5**
Electron Microscope Lab					**1**						**1**
Innovative Genomics Initiative			1		**5**	1			1		**7**
Integrative Biology	2	4	1		**50**	17		2	4		**77**
Molecular & Cell Biology	3	5	34	1	**176**	66	2	4	33		**286**
Phys Ed Program			4		**10**	2			2		**14**
Subtotal: Biological Sciences	5	10	41	1	**245**	87	2	6	41	0	**390**
L & S - Physical Sciences											
Astronomy		2	6		**29**	5			2		**37**
Berkeley Seismological Lab		1	3		**8**	5		1			**14**
Earth & Planetary Science		1	7		**36**	13			3		**53**
Mathematics		3	13		**74**	10			1		**85**
Physical Sc Dean's Off			1		**3**	4	1		1		**11**
Physics	2	6	28		**122**	12		1	5		**141**
Statistics		1	3		**23**	7			5		**35**
Subtotal: Physical Sciences	2	14	61	0	**295**	56	1	2	17	0	**376**

		Men:					Women:					
		Afr	His	Asn	AI	Total	Wht	Afr	His	Asn	AI	Total
L & S - Social Sciences												
	African Am Studies	10				**13**		4		1		**18**
	Anthropology			2	1	**22**	13	1		5		**41**
	Demography					**2**	2					**4**
	Economics		4	1		**37**	6			2		**45**
	Ethnic Studies		8	7	2	**20**	3		4	11	2	**40**
	Gender and Women's Studies					**1**	8		1	4		**15**
	Geography			3		**15**	5			1		**21**
	History	2	5	1		**38**	24	3		2		**67**
	Linguistics			1		**12**	8			1		**21**
	Political Science		2	6		**38**	12					**51**
	Psychology	1	2	3		**47**	40		4	7		**100**
	Sociology	1	1	3		**21**	17	2	2	1		**43**
	The Social Science Matrix		1	1		**3**	3			1		**10**
	Subtotal: Social Sciences	14	23	28	3	**269**	141	10	11	36	2	**476**
College of Natural Resources												
Dean's Office, CNR		1		1		**9**	15		3	4		**32**
	Agricultural Res Econ Pol			1		**19**	6					**25**
	Energy & Resources Group ERG		1	1		**10**	1			1		**14**
	Environ Sci, Policy & Mgmt		7	12		**70**	42	1	3	7	1	**130**
	Nutritional Sci & Tox Dept		2	7		**22**	7			5		**35**
	Plant & Microbial Biology			12		**64**	23	1	4	12		**110**
	Subtotal: CNR	1	10	34	0	**194**	94	2	10	29	1	**346**
School of Business												
	All sections	1	10	24		**157**	47	2		6		**213**
School of Journalism												
	All sections	3	4	2		**32**	12		2			**47**
School of Information												
	All sections		2	7		**32**	6		1	1		**40**
School of Education												
	All sections	6	1	5		**48**	57	14	8	8		**143**
School of Law												
	All sections	8	3	10		**134**	81	5	3	13	1	**240**

		Men:					Women:					
		Afr	His	Asn	AI	Total	Wht	Afr	His	Asn	AI	Total
School of Optometry												
Dean's Office, School of Optometry			1	12		46	16	1		16		81
Optometry Clinic			5	20		60	24	1	2	24		115
Subtotal: School of Optometry		0	6	32	0	106	40	2	2	40	0	196
School of Public Health												
All sections		1	5	14	1	93	103	8	15	26		253
School of Public Policy												
All sections		1	3			22	7			2		31
School of Social Welfare												
All sections			4	2		23	24	4		3		55
Undergraduate Division												
College Writing Programs				1		8	16	1	1	2		28
Intl & Area Stud Tchg Prgm		1		1		12	7		1	4		24
Off of Undergraduate Research						6						6
ROTC Military Affairs		3	1	2		18		2	1	1		22
Undergrad Interdisc Studies				2		19	5	1	1			26
Subtotal: Undergraduate Div		4	1	6	0	63	28	4	4	7	0	106
Grand Total all EVC & P areas:		82	189	678	8	3675	1688	105	133	484	7	6277

3   JOB GROUP ANALYSIS

<div align="right">Reference: 41 CFR § 60–2.12</div>

Academic Job Group Analysis   41 CFR § 60–2.12

Pursuant to 41 CFR § 60–2.12, for purposes of affirmative action analyses, we have clustered UC Berkeley academic employees into "job groups," listing all job titles in each job group and the percentage of minorities and women in each job group. To form the basis of the job group analysis, jobs with academic titles with similar content (duties and responsibilities), wage rates, and opportunities (training, promotion, pay and mobility) have been combined and organized to form various job groups. We have a total of eight clustered academic job groups (Cluster A-H), which are further sorted into corresponding job groups, presented in Table B. The Academic Personnel data management system codes corresponding with job titles for each group are shown parenthetically. The table identifies two clustered ladder-rank faculty titles, forming seventeen job groups respectively (tenured faculty and tenure track faculty). These seventeen job groups are based primarily upon major academic disciplines. The subsequent six clusters comprise other academics (lecturers, clinical professors, non-ladder rank faculty, researchers, and academic administrators). The Chancellor of UC Berkeley is included in the affirmative action plan of the UC Office of the President.

Moreover, we have been mindful of the need to keep job groups sufficiently large to make for meaningful statistical analyses. Although some job groups contain fewer than fifty employees, recommended as a minimum by regulations, the distinctions among lecturers, senate faculty, between tenured and tenure-track, field of specialization, and among academic units, are critical for meaningful analysis. Appointments at the tenured level draw from different potential applicant populations than appointments at the tenure-track (untenured) level. Furthermore, the availability of women and minorities varies greatly from one major academic discipline to another, as represented by the academic job group distinctions.

Finally, while we have considered different job groupings not reflected here, we have rejected those alternatives because they do not make a substantial difference and the job groups we have developed do not mask any potential under-selection of minorities or women. A detailed listing of every job title within each job group is on file in the Office for Faculty Equity and Welfare and is available upon request.

Academic Workforce: Job Group   41 CFR § 60–2.12

The academic workforce comprises those persons employed in academic titles (except those titles requiring student status) by UC Berkeley on May 15, 2015. Please see Table B.

Tenured Ladder and Equivalent Rank Faculty: This cluster comprises the associate and full professor ranks, agronomist (tenured), and supervisor of physical education (tenured) titles separated into job groups. Individuals holding these titles are responsible for teaching, creative work (e.g. research, scholarship, artistic activity), and University and public service. All employees sharing any of these titles are included in this analysis.

Tenure-Track Ladder and Equivalent Rank Faculty: This cluster comprises the assistant professor and acting assistant professor of law ranks, and the assistant agronomist titles. The initial appointment rank is determined by such factors as the quality and quantity of research, teaching, other relevant experience, and public service. All employees sharing any of these titles are included in this analysis.

Lecturers: Individuals holding this title (including those with security of employment) are responsible for teaching, but not for research. Hiring into this title is determined by departmental teaching needs for a given academic semester or year.

Clinical Professors: This cluster comprises faculty who primarily serve as instructors in a clinical setting in the Schools of Optometry, Public Health and the College of Letters and Science, Social Sciences Division.

Non Ladder Rank Faculty: A variety of academic titles compose this cluster to designate those who are invited to become a part of the campus community on a limited basis as teachers and/or researchers.

Librarians: The career and potential-career librarians who staff UC Berkeley's system of libraries are responsible for professional service, but not for teaching or research.

Researchers: Individuals holding these titles are responsible for research, but not for teaching. The several titles in this group have been aggregated into two levels: a senior level (researchers, associate researchers, specialists, and associate specialists) and a junior level (postgraduate researchers, assistant researchers, assistant specialists, and junior specialists).

Academic Administrators: Individuals in these titles are responsible for the administration of academic units. Included within this single academic administrator group are assistant and associate deans, academic coordinators, and other individuals responsible for the administration of academic units.

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Table B: JOB GROUPS
             WITHIN THE ACADEMIC WORKFORCE

SENATE FACULTY JOB GROUPS

Cluster A   TENURED LADDER AND EQUIVALENT RANK FACULTY

Job Group   (CTO 010/040/530)
1A: College of Chemistry
2A: College of Engineering
3A: College of Environmental Design
4A: College of Natural Resources
5A: College of Letters and Science - Division of Arts and Humanities
6A: College of Letters and Science - Division of Biological Sciences
7A: College of Letters and Science - Division of Physical Sciences
8A: College of Letters and Science - Division of Social Sciences
9A: School of Business
10A: School of Education
11A: School of Information
12A: School of Journalism
13A: School of Law
14A: School of Optometry
15A: School of Public Health
16A: School of Public Policy
17A: School of Social Welfare

Cluster B   TENURE-TRACK LADDER AND EQUIVALENT RANK FACULTY

Job Group   (CTO 011/114/531)
1B: College of Chemistry
2B: College of Engineering
3B: College of Environmental Design
4B: College of Natural Resources
5B: College of Letters and Science - Division of Arts and Humanities
6B: College of Letters and Science - Division of Biological Sciences
7B: College of Letters and Science - Division of Physical Sciences
8B: College of Letters and Science - Division of Social Sciences
9B: School of Business
10B: School of Education
11B: School of Information
12B: School of Journalism
13B: School of Law
14B: School of Optometry
15B: School of Public Health
16B: School of Public Policy
17B.   School of Social Welfare

University of California, Berkeley

Table B:	JOB GROUPS WITHIN THE ACADEMIC WORKFORCE

NON-SENATE FACULTY JOB GROUPS

Cluster C   **LECTURERS**

Job Group   (CTO 210/221/225/357)
- 1C: College of Chemistry
- 2C: College of Engineering
- 3C: College of Environmental Design
- 4C: College of Natural Resources
- 5C: College of Letters and Science - Division of Arts and Humanities
- 6C: College of Letters and Science - Division of Biological Sciences
- 7C: College of Letters and Science - Division of Physical Sciences
- 8C: College of Letters and Science - Division of Social Sciences
- 9C: School of Business
- 10C: School of Education
- 11C: School of Information
- 12C: School of Journalism
- 13C: School of Law
- 14C: School of Optometry
- 15C: School of Public Health
- 16C: School of Public Policy
- 17C: School of Social Welfare

Cluster D   **CLINICAL PROFESSORS**

Job Group
- 1D: Clinical Professors (CTO 317/341)

Cluster E   **NON LADDER RANK FACULTY**

Job Group
- 1E: Adjunct Professors (CTO 335)
- 2E: Miscellaneous Faculty Titles (CTO 927/928)
- 3E: Professors in Residence (CTO 311)
- 4E: University Extension Faculty (CTO 825/828)
- 5E: Visiting Professors/Researchers (CTO 323/543)

Table B:	JOB GROUPS WITHIN THE ACADEMIC WORKFORCE

OTHER ACADEMIC JOB GROUPS

Cluster F   **LIBRARIANS**

Job Group
1F: Academic Librarians (CTO 621/627)

Cluster G   **RESEARCHERS**

Job Group
1G: Continuing Education Specialists (CTO 827)
2G: Cooperative Extension (CTO 728/729)
3G: Postdoctoral Scholars (CTO 487)
4G: Professional Researchers (CTO 541/542/566/581/729)
5G: Project Scientists/Specialists (CTO 551/557)

Cluster H   **ACADEMIC ADMINISTRATORS**

Job Group
1H: Academic Administrators (CTO S21/S24/S31/S46/S56/S61)

4   AVAILABILITY ANALYSIS, UTILIZATION & PLACEMENT GOALS

<div align="right">References: 41 CFR § 60–2.14,
§ 60-2.15, § 60-2.16</div>

AVAILABILITY   41 CFR § 60–2.14

Per federal regulations, "availability" estimates the percentages of minorities and women available for employment in each identified job group. "The purpose of the availability determination is to establish a benchmark against which the demographic composition of the contractor's incumbent workforce can be compared in order to determine whether barriers to equal employment opportunity may exist within particular job groups." 41 CFR § 60-2.14(a).

Recent federal regulations make clear that two factors must be considered in determining availability. The two factors are noted below, along with an explanation of how they are applied to UC Berkeley's job groups.

Factor 1:

<u>The percentage of women and designated ethnic minorities with requisite skills in the reasonable recruitment area from which the contractor usually seeks, or could reasonably seek, employees to fill the positions in question.</u>

Geographically, the "reasonable recruitment area" of an academic search is national (and international) for most academic positions. A national recruitment area is necessary in order to yield the strongest, most diverse pool of qualified applicants. The "requisite skills" for an academic position normally mean completion of the Ph.D. There are some disciplines in which a medical doctorate, juris doctorate or master's degree is the terminal degree, such as the Masters of Fine Arts (M.F.A.).

Factor 1 is the most appropriate and only factor to use for all but two clusters of job groups; researchers and academic administrators are the exception.

Factor 2:

<u>The percentage of designated ethnic minorities or women among those promotable, transferable, and trainable within the contractor's organization.</u>

Because academic job titles all required extremely specific academic preparation and a high level of skill, the availability of minorities and women having the requisite skill in an area in which the contractor can reasonably recruit is the dominant factor for determining the availability of academic employees.

ESTIMATES OF ACADEMIC AVAILABILITY   41 CFR § 60–2.14

To determine availability for tenured faculty data all research doctorate degrees awarded within the United States by academic discipline, sex and ethnicity are compiled over a fifteen year period from 1993-2007; availability data for tenure-track faculty were compiled over the next five year period, 2008-2012 (data are drawn from the Survey of Earned Doctorates). These two combined time spans of data provide an appropriate benchmark to estimate potential pools of applicants for positions at the tenure and tenure-track ranks. In regard to disability, an availability estimate of 7% is applied across all job groups.

For the School of Journalism, availability data were based on the National Center for Education Statistics, IPEDS Completion Survey, 1995-2013 (the only years of data that we could retrieve). Availability estimates were compiled based on degrees awarded limited to doctor's degree and first professional degree.

For the School of Law the most recent availability data was taken from the Association of American Law Schools Statistical Report on Law Faculty 2008-2009 (http://www.aals.org/).

Availability data for tenured faculty in the School of Optometry were drawn from the National Center for Education Statistics, IPEDS Completion Survey, 1994-2013 and included doctor's degree and first professional degree awarded in Optometry.

Availability estimates for researchers, lecturers, and other academic appointees are problematic because of the changing needs of staffing from year to year. For example, lecturer appointments are often based on short-term teaching needs for particular courses in a department, and appointments of researchers vary with funding. Lecturers are, however, likely drawn from the same pools as tenure-track faculty and thus their availability estimates are the same as tenure-track faculty.

For clusters comprised of clinical professors, adjunct faculty, non ladder rank faculty and researchers (Clusters D-G), availability estimates were taken from the Survey of Earned Doctorates and weighted by the job groupings disciplinary breakdown at UC Berkeley.

Considering the more nuanced roles for those individuals with titles in the Continuing Education Specialist, Academic Administrator, and Librarian Job Groups, availability estimates were pooled from the National Center for Education Statistics, IPEDS Completion Survey, 1994-2013. For academic administrators, a terminal degree is generally required for these high level academic administrative positions; therefore these data were compiled by doctor's degree and first professional degrees in all fields. Continuing education specialists, however, do not generally require a terminal degree so availability estimates were compiled by all master's degrees in Education. For Librarians, the data was compiled to include individuals who received either a doctor's degree, first professional degree, or a master's degree in Library Science.

UTILIZATION ANALYSIS   41 CFR § 60–2.15

The campus conducts an analysis of all major job groups in academic employment to determine whether minorities or women are currently being underutilized in any job group. Underutilization is defined as having fewer minorities or women in a particular job group than would reasonably be expected given their availability in the job market.

The utilization analysis for ladder rank tenured and tenure-track faculty and lecturers is conducted for each of the seventeen job groups. In cases where the total incumbency for a particular job group is less than three individuals (i.e. Table C: 11B, 12B, 14B, 14C), no data are shown because of the extremely small aggregate number of incumbents.

The utilization analyses for the clusters of clinical professors, non ladder rank faculty, librarians, researchers and academic administrators are conducted by campus aggregate of title designation.

A utilization analysis is conducted by comparing the percentages of incumbents of each job group with the established availability data to determine in which job groups women and members of designated ethnic groups may be underutilized as listed in Table C. If the percentage of women and ethnic minorities employed in a particular job group is less than would reasonably be expected, given the availability percentage in that particular job group, by any percentage difference, a condition of underutilization is noted by a shaded cell in the underutilization analysis, see Table D. It is important to note that when small numbers of availability are involved, these percentages may reflect a utilization or underutilization of one person. When underutilization is identified, placement goals are established and set equal to the availability figures noted in Table C.

The declaration of underutilization, or need for a placement goal, is not evidence of discrimination or an indication of a lack of good faith effort to address affirmative action concerns. Underutilization is based on an estimate of availability and actual numbers which may not be 100% accurate. A goal based on availability is not a quota which must be met, but a target for focusing good faith affirmative action efforts.

It is important to note that in the above job groups in many of the organizational units, the number of employees is so small that the underutilization determination is not statistically significant. However, underutilization is declared, nevertheless, to encourage departments to continue making good faith efforts.

PLACEMENT GOALS BY JOB GROUP   41 CFR § 60–2.16

Placement goals are recruitment goals and form a guide for recruitment activity throughout the affirmative action program year. We set our annual percentage goal equal to availability for all underutilized job groups and will make good faith efforts to recruit a broad and inclusive pool of qualified applicants including women and minorities. Placement goals have been established where underutilization has been identified using the "any difference rule." The annual percentage placement goals established for underutilized job groups are set forth in Table E.

UC Berkeley's placement goals are directed to achieve a level of gender and ethnic representation equal to availability in all job groups. The establishment of a placement goal does not amount to an admission of impermissible conduct. It is neither a finding of discrimination nor a finding of a lack of good faith affirmative action efforts. These are not rigid and inflexible quotas to measure performance; rather placement goals demonstrate our effort to encourage every good faith attempt to make all aspects of our academic affirmative action program succeed.

Finally, in regard to protected Veterans, a 7% utilization target is applied across all academic employees. Among our current academic population (n=6277), we have 26 employees listed as protected Veterans, or .41% of our academic population.

Table C: ACADEMIC WORKFORCE UTILIZATION AS OF 05/15/2015

Cluster A	TENURED LADDER AND EQUIVALENT RANK FACULTY	Total Incumbency	Gender: Women	Ethnicity: Afr Am	Hisp	Asian	Am Ind	Total Min.	Unk	Dis-abled	# Dis-abled
	Job Group										
1A.	Chemistry	49	12.2%	2.0%	6.1%	8.2%	0.0%	16.3%	2.0%	0.0%	0
	Availability/ Goals		*30.5%*	*3.2%*	*3.6%*	*14.7%*	*0.5%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	**Yes**	**Yes**			**Yes**	
2A.	Engineering	202	13.9%	0.5%	5.9%	23.3%	0.0%	29.7%	0.5%	1.0%	2
	Availability/ Goals		*19.0%*	*3.1%*	*3.3%*	*21.3%*	*0.4%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**			**Yes**	
3A.	Environmental Design	48	43.8%	2.1%	10.4%	10.4%	0.0%	22.9%	0.0%	2.1%	1
	Availability/ Goals		*39.5%*	*3.8%*	*4.3%*	*11.5%*	*0.9%*			*7.0%*	
	Underutilization		*No*	**Yes**	*No*	**Yes**	**Yes**			**Yes**	
4A.	Natural Resources	97	27.8%	0.0%	5.2%	10.3%	0.0%	15.5%	0.0%	2.1%	2
	Availability/ Goals		*43.1%*	*3.9%*	*4.3%*	*10.3%*	*0.7%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**			**Yes**	
5A.	Arts and Humanities	204	45.6%	2.5%	4.9%	8.3%	0.0%	15.7%	1.0%	2.0%	4
	Availability/ Goals		*52.9%*	*3.3%*	*5.6%*	*5.2%*	*0.7%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	*No*	**Yes**			**Yes**	
6A.	Biological Sciences	92	23.9%	1.1%	2.2%	14.1%	0.0%	17.4%	2.2%	1.1%	1
	Availability/ Goals		*45.5%*	*2.6%*	*4.0%*	*14.6%*	*0.5%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	**Yes**	**Yes**			**Yes**	
7A.	Physical Sciences	130	16.9%	0.0%	0.8%	13.1%	0.0%	13.8%	0.8%	1.5%	2
	Availability/ Goals		*23.3%*	*1.8%*	*3.0%*	*13.6%*	*0.4%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	**Yes**	**Yes**			**Yes**	
8A.	Social Sciences	233	36.9%	6.0%	8.6%	12.9%	0.9%	28.3%	0.9%	0.4%	1
	Availability/ Goals		*54.4%*	*5.4%*	*5.2%*	*6.0%*	*0.9%*			*7.0%*	
	Underutilization		**Yes**	*No*	*No*	*No*	*No*			**Yes**	
9A.	Business	49	22.4%	0.0%	2.0%	12.2%	0.0%	14.3%	4.1%	2.0%	1
	Availability/ Goals		*37.8%*	*6.6%*	*3.0%*	*9.3%*	*0.8%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	*No*	**Yes**			**Yes**	
10A.	Education	26	42.3%	15.4%	11.5%	3.8%	0.0%	30.8%	0.0%	0.0%	0
	Availability/ Goals		*64.9%*	*12.1%*	*5.0%*	*3.0%*	*1.1%*			*7.0%*	
	Underutilization		**Yes**	*No*	*No*	*No*	**Yes**			**Yes**	
11A.	Information	11	36.4%	0.0%	0.0%	27.3%	0.0%	27.3%	0.0%	0.0%	0
	Availability/ Goals		*35.0%*	*7.2%*	*2.9%*	*13.0%*	*0.6%*			*7.0%*	
	Underutilization		*No*	**Yes**	**Yes**	*No*	**Yes**			**Yes**	
12A.	Journalism	8	25.0%	12.5%	12.5%	0.0%	0.0%	25.0%	0.0%	0.0%	0
	Availability/ Goals		*56.2%*	*8.0%*	*2.9%*	*4.0%*	*0.5%*			*7.0%*	
	Underutilization		**Yes**	*No*	*No*	**Yes**	**Yes**			**Yes**	
13A.	Law	52	28.8%	7.7%	5.8%	5.8%	0.0%	19.2%	5.8%	1.9%	1
	Availability/ Goals		*36.0%*	*8.3%*	*4.2%*	*4.7%*	*0.6%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**			**Yes**	
14A.	Optometry	16	31.3%	0.0%	0.0%	18.8%	0.0%	18.8%	0.0%	0.0%	0
	Availability/ Goals		*56.3%*	*2.6%*	*6.4%*	*21.3%*	*0.5%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	**Yes**	**Yes**			**Yes**	
15A.	Public Health	44	47.7%	9.1%	9.1%	4.5%	0.0%	22.7%	0.0%	0.0%	0
	Availability/ Goals		*67.6%*	*8.3%*	*4.2%*	*11.1%*	*0.5%*			*7.0%*	
	Underutilization		**Yes**	*No*	*No*	**Yes**	**Yes**			**Yes**	
16A.	Public Policy	14	21.4%	7.1%	7.1%	0.0%	0.0%	14.3%	0.0%	0.0%	0
	Availability/ Goals		*49.8%*	*10.9%*	*2.7%*	*5.9%*	*0.7%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	**Yes**	**Yes**			**Yes**	
17A.	Social Welfare	11	27.3%	0.0%	9.1%	9.1%	0.0%	18.2%	0.0%	9.1%	1
	Availability/ Goals		*72.4%*	*12.9%*	*5.3%*	*4.7%*	*1.2%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**			*No*	
	All Tenured Faculty	1292	29.5%	2.9%	5.6%	12.5%	0.2%	21.1%	1.1%	1.2%	16

Table C: ACADEMIC WORKFORCE UTILIZATION AS OF 05/15/2015

Cluster B	TENURE-TRACK LADDER AND EQUIVALENT RANK FACULTY	Total Incumb-ency	Gender: Women	Ethnicity: Afr Am	Hisp	Asian	Am Ind	Total Min.	Unk	Dis-abled	# Dis-abled
	Job Group										
1B.	Chemistry	11	45.5%	0.0%	0.0%	27.3%	0.0%	27.3%	0.0%	9.1%	1
	Availability/ Goals		*36.8%*	*4.3%*	*5.7%*	*12.1%*	*0.8%*			*7.0%*	
	Underutilization		*No*	**Yes**	**Yes**	*No*	**Yes**			*No*	
2B.	Engineering	22	22.7%	4.5%	0.0%	22.7%	0.0%	27.3%	4.5%	0.0%	0
	Availability/ Goals		*24.6%*	*4.4%*	*4.7%*	*19.2%*	*0.5%*			*7.0%*	
	Underutilization		**Yes**	*No*	**Yes**	*No*	**Yes**			**Yes**	
3B.	Environmental Design	9	33.3%	22.2%	0.0%	0.0%	0.0%	22.2%	11.1%	0.0%	0
	Availability/ Goals		*53.7%*	*8.7%*	*5.6%*	*13.3%*	*0.6%*			*7.0%*	
	Underutilization		**Yes**	*No*	**Yes**	**Yes**	**Yes**			**Yes**	
4B.	Natural Resources	14	42.9%	7.1%	0.0%	35.7%	0.0%	42.9%	0.0%	0.0%	0
	Availability/ Goals		*54.1%*	*5.5%*	*6.1%*	*8.4%*	*1.0%*			*7.0%*	
	Underutilization		**Yes**	*No*	**Yes**	*No*	**Yes**			**Yes**	
5B.	Arts and Humanities	34	61.8%	5.9%	11.8%	23.5%	0.0%	41.2%	20.6%	0.0%	0
	Availability/ Goals		*55.4%*	*4.2%*	*7.4%*	*6.4%*	*1.1%*			*7.0%*	
	Underutilization		*No*	*No*	*No*	*No*	**Yes**			**Yes**	
6B.	Biological Sciences	18	38.9%	0.0%	5.6%	11.1%	0.0%	16.7%	16.7%	0.0%	0
	Availability/ Goals		*53.0%*	*4.2%*	*6.1%*	*12.1%*	*0.9%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	**Yes**	**Yes**			**Yes**	
7B.	Physical Sciences	21	14.3%	0.0%	4.8%	28.6%	0.0%	33.3%	9.5%	0.0%	0
	Availability/ Goals		*28.4%*	*2.6%*	*4.1%*	*9.8%*	*0.7%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**			**Yes**	
8B.	Social Sciences	35	42.9%	5.7%	8.6%	11.4%	0.0%	25.7%	2.9%	2.9%	1
	Availability/ Goals		*58.3%*	*6.4%*	*7.7%*	*7.3%*	*1.2%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**			**Yes**	
9B.	Business	27	18.5%	0.0%	7.4%	18.5%	0.0%	25.9%	0.0%	0.0%	0
	Availability/ Goals		*41.4%*	*9.8%*	*4.7%*	*13.2%*	*1.0%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**			**Yes**	
10B.	Education	4	75.0%	25.0%	25.0%	50.0%	0.0%	100.0%	0.0%	0.0%	0
	Availability/ Goals		*68.1%*	*14.6%*	*6.3%*	*4.6%*	*1.3%*			*7.0%*	
	Underutilization		*No*	*No*	*No*	*No*	**Yes**			**Yes**	
11B.	Information										
	Availability/ Goals										
	Underutilization										
12B.	Journalism										
	Availability/ Goals										
	Underutilization										
13B.	Law	12	41.7%	16.7%	0.0%	41.7%	0.0%	58.3%	0.0%	0.0%	0
	Availability/ Goals		*36.0%*	*8.3%*	*4.2%*	*4.7%*	*0.6%*			*7.0%*	
	Underutilization		*No*	*No*	**Yes**	*No*	**Yes**			**Yes**	
14B.	Optometry										
	Availability/ Goals										
	Underutilization										
15B.	Public Health	4	75.0%	25.0%	0.0%	25.0%	0.0%	50.0%	0.0%	0.0%	0
	Availability/ Goals		*72.8%*	*13.2%*	*4.6%*	*13.8%*	*0.8%*			*7.0%*	
	Underutilization		*No*	*No*	**Yes**	*No*	**Yes**			**Yes**	
16B.	Public Policy	3	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0
	Availability/ Goals		*53.0%*	*13.1%*	*5.5%*	*7.2%*	*1.1%*			*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	**Yes**	**Yes**			**Yes**	
17B.	Social Welfare	5	60.0%	20.0%	20.0%	20.0%	0.0%	60.0%	0.0%	0.0%	0
	Availability/ Goals		*75.7%*	*15.0%*	*9.5%*	*7.2%*	*1.4%*			*7.0%*	
	Underutilization		**Yes**	*No*	*No*	*No*	**Yes**			**Yes**	
	All Ten. Track Fac.	222	38.3%	5.9%	6.3%	21.3%	0.0%	33.5%	7.7%	0.9%	2

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Table C: ACADEMIC WORKFORCE UTILIZATION AS OF 05/15/2015

Cluster C	LECTURERS	Total Incumbency	Gender: Women	Ethnicity: Afr Am	Hisp	Asian	Am Ind	Total Min.	Unk	Dis-abled	# Dis-abled
	Job Group										
1C.	Chemistry	15	40.0%	0.0%	0.0%	20.0%	0.0%	20.0%	0.0%	0.0%	0
	Availability/ Goals		36.8%	4.3%	5.7%	12.1%	0.8%			7.0%	
	Underutilization		No	Yes	Yes	No	Yes			Yes	
2C.	Engineering	34	17.6%	0.0%	2.9%	29.4%	2.9%	35.3%	0.0%	0.0%	0
	Availability/ Goals		24.6%	4.4%	4.7%	19.2%	0.5%			7.0%	
	Underutilization		Yes	Yes	Yes	No	No			Yes	
3C.	Environmental Design	37	48.6%	0.0%	5.4%	8.1%	0.0%	13.5%	32.4%	0.0%	0
	Availability/ Goals		53.7%	8.7%	5.6%	13.3%	0.6%			7.0%	
	Underutilization		Yes	Yes	Yes	Yes	Yes			Yes	
4C.	Natural Resources	12	25.0%	0.0%	16.7%	0.0%	0.0%	16.7%	8.3%	0.0%	0
	Availability/ Goals		54.1%	5.5%	6.1%	8.4%	1.0%			7.0%	
	Underutilization		Yes	Yes	No	Yes	Yes			Yes	
5C.	Arts and Humanities	187	70.1%	3.2%	6.4%	27.3%	0.0%	36.9%	9.1%	1.6%	3
	Availability/ Goals		55.4%	4.2%	7.4%	6.4%	1.1%			7.0%	
	Underutilization		No	Yes	Yes	No	Yes			Yes	
6C.	Biological Sciences	34	38.2%	2.9%	2.9%	23.5%	0.0%	29.4%	5.9%	0.0%	0
	Availability/ Goals		53.0%	4.2%	6.1%	12.1%	0.9%			7.0%	
	Underutilization		Yes	Yes	Yes	No	Yes			Yes	
7C.	Physical Sciences	29	37.9%	3.4%	3.4%	27.6%	0.0%	34.5%	3.4%	0.0%	0
	Availability/ Goals		28.4%	2.6%	4.1%	9.8%	0.7%			7.0%	
	Underutilization		No	No	Yes	No	Yes			Yes	
8C.	Social Sciences	81	53.1%	7.4%	4.9%	19.8%	2.5%	34.6%	6.2%	0.0%	0
	Availability/ Goals		58.3%	6.4%	7.7%	7.3%	1.2%			7.0%	
	Underutilization		Yes	No	Yes	No	No			Yes	
9C.	Business	106	27.4%	1.9%	5.7%	14.2%	0.0%	21.7%	3.8%	0.9%	1
	Availability/ Goals		41.4%	9.8%	4.7%	13.2%	1.0%			7.0%	
	Underutilization		Yes	Yes	No	No	Yes			Yes	
10C.	Education	26	69.2%	19.2%	11.5%	0.0%	0.0%	30.8%	3.8%	0.0%	0
	Availability/ Goals		68.1%	14.6%	6.3%	4.6%	1.3%			7.0%	
	Underutilization		No	No	No	Yes	Yes			Yes	
11C.	Information	16	12.5%	0.0%	18.8%	6.3%	0.0%	25.0%	6.3%	6.3%	1
	Availability/ Goals		39.5%	8.8%	3.8%	16.0%	1.0%			7.0%	
	Underutilization		Yes	Yes	No	Yes	Yes			Yes	
12C.	Journalism	28	35.7%	0.0%	10.7%	0.0%	0.0%	10.7%	3.6%	0.0%	0
	Availability/ Goals		61.0%	7.1%	3.9%	4.5%	0.6%			7.0%	
	Underutilization		Yes	Yes	No	Yes	Yes			Yes	
13C.	Law	99	43.4%	6.1%	0.0%	8.1%	1.0%	15.2%	4.0%	0.0%	0
	Availability/ Goals		36.0%	8.3%	4.2%	4.7%	0.6%			7.0%	
	Underutilization		No	Yes	Yes	No	No			Yes	
14C.	Optometry										
	Availability/ Goals										
	Underutilization										
15C.	Public Health	30	66.7%	3.3%	0.0%	20.0%	0.0%	23.3%	13.3%	3.3%	1
	Availability/ Goals		72.8%	13.2%	4.6%	13.8%	0.8%			7.0%	
	Underutilization		Yes	Yes	Yes	No	Yes			Yes	
16C.	Public Policy	8	37.5%	0.0%	12.5%	12.5%	0.0%	25.0%	0.0%	0.0%	0
	Availability/ Goals		53.0%	13.1%	5.5%	7.2%	1.1%			7.0%	
	Underutilization		Yes	Yes	No	No	Yes			Yes	
17C.	Social Welfare	22	72.7%	13.6%	0.0%	4.5%	0.0%	18.2%	0.0%	4.5%	1
	Availability/ Goals		75.7%	15.0%	9.5%	7.2%	1.4%			7.0%	
	Underutilization		Yes	Yes	Yes	Yes	Yes			Yes	
	All Lecturers	831	48.9%	4.1%	4.9%	16.8%	0.5%	26.4%	6.6%	1.0%	8

	Table C:	ACADEMIC WORKFORCE UTILIZATION AS OF 05/15/2015

Cluster D	CLINICAL PROFESSORS	Total Incumb-ency	Gender: Women	Ethnicity: Afr Am	Hisp	Asian	Am Ind	Dis-abled	# Dis-abled
Job Group									
1D.	Clinical Professors	**187**	**52.9%**	**1.1%**	**4.8%**	**29.4%**	**0.0%**	**0.0%**	**0**
			56.9%	*3.6%*	*6.0%*	*17.5%*	*0.5%*	*7.0%*	
			Yes	**Yes**	**Yes**	*No*	**Yes**	**Yes**	

Cluster E	NON LADDER RANK FACULTY	Total Incumb-ency	Gender: Women	Ethnicity: Afr Am	Hisp	Asian	Am Ind	Dis-abled	# Dis-abled
Job Group									
1E.	Adjunct	**170**	**35.3%**	**0.6%**	**3.5%**	**6.5%**	**0.0%**	**0.6%**	**1**
	Availability/ Goals		*50.3%*	*7.7%*	*5.3%*	*11.3%*	*0.8%*	*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	
2E.	Miscellaneous Titles	**352**	**46.9%**	**6.3%**	**6.8%**	**11.9%**	**0.6%**	**1.1%**	**4**
	Availability/ Goals		*53.1%*	*6.4%*	*4.9%*	*6.6%*	*0.8%*	*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**	**Yes**	
3E.	In Residence	**18**	**11.1%**	**11.1%**	**0.0%**	**5.6%**	**0.0%**	**0.0%**	**0**
	Availability/ Goals		*37.9%*	*4.7%*	*3.6%*	*15.7%*	*0.5%*	*7.0%*	
	Underutilization		**Yes**	*No*	**Yes**	**Yes**	**Yes**	**Yes**	
4E.	University Extension	**981**	**49.6%**	**3.1%**	**3.8%**	**14.9%**	**0.2%**	**1.5%**	**15**
	Availability/ Goals		*49.0%*	*6.6%*	*5.5%*	*9.9%*	*0.6%*	*7.0%*	
	Underutilization		*No*	**Yes**	**Yes**	*No*	**Yes**	**Yes**	
5E.	Visiting	**118**	**32.2%**	**0.0%**	**3.4%**	**21.2%**	**0.8%**	**0.0%**	**0**
	Availability/ Goals		*38.9%*	*4.5%*	*4.1%*	*10.9%*	*0.6%*	*7.0%*	
	Underutilization		**Yes**	**Yes**	**Yes**	*No*	*No*	**Yes**	
	Subtotal 1E-5E:	**1639**	**45.9%**	**3.4%**	**4.3%**	**13.7%**	**0.3%**	**1.2%**	**20**

Cluster F	LIBRARIANS	Total Incumb-ency	Gender: Women	Ethnicity: Afr Am	Hisp	Asian	Am Ind	Dis-abled	# Dis-abled
Job Group									
1F.	Librarian	**97**	**59.8%**	**3.1%**	**8.2%**	**19.6%**	**0.0%**	**2.1%**	**2**
	Availability/ Goals		*80.4%*	*4.5%*	*4.6%*	*3.2%*	*0.5%*	*7.0%*	
	Underutilization		**Yes**	**Yes**	*No*	*No*	**Yes**	**Yes**	

Table C: ACADEMIC WORKFORCE UTILIZATION
AS OF 05/15/2015

Cluster G		Total Incumb-ency	Gender:	Ethnicity:				Dis-abled	# Dis-abled
	RESEARCHERS		**Women**	**Afr Am**	**Hisp**	**Asian**	**Am Ind**	**abled**	**abled**
Job Group									
1G.	Continuing Education	**36**	**88.9%**	**5.6%**	**11.1%**	**5.6%**	**0.0%**	**0.0%**	**0**
	Availability/ Goals		*76.5%*	*9.8%*	*7.7%*	*2.7%*	*0.5%*	*7.0%*	
	Underutilization		*No*	*Yes*	*No*	*No*	*Yes*	*Yes*	
2G.	Cooperative Extension	**10**	**30.0%**	**10.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0**
	Availability/ Goals		*48.7%*	*3.3%*	*4.9%*	*3.9%*	*0.7%*	*7.0%*	
	Underutilization		*Yes*	*No*	*Yes*	*Yes*	*Yes*	*Yes*	
3G.	Postdoctoral	**1072**	**35.6%**	**1.2%**	**3.9%**	**30.9%**	**0.2%**	**0.1%**	**1**
	Availability/ Goals		*41.2%*	*4.8%*	*5.4%*	*12.8%*	*0.8%*	*7.0%*	
	Underutilization		*Yes*	*Yes*	*Yes*	*No*	*Yes*	*Yes*	
4G.	Professional	**386**	**38.6%**	**2.8%**	**7.0%**	**18.9%**	**0.0%**	**0.3%**	**1**
	Availability/ Goals		*38.4%*	*4.1%*	*4.0%*	*16.0%*	*0.5%*	*7.0%*	
	Underutilization		*No*	*Yes*	*No*	*No*	*Yes*	*Yes*	
5G.	Proj. Scien./Specialist	**418**	**49.5%**	**2.6%**	**6.9%**	**23.4%**	**0.2%**	**0.5%**	**2**
	Availability/ Goals		*42.7%*	*4.4%*	*4.1%*	*12.9%*	*0.6%*	*7.0%*	
	Underutilization		*No*	*Yes*	*No*	*No*	*Yes*	*Yes*	
	Subtotal 1G-5G:	**1922**	**40.2%**	**2.0%**	**5.3%**	**26.2%**	**0.2%**	**0.2%**	**4**

Cluster H	**ACADEMIC**	Total Incumb-ency	Gender:	Ethnicity:				Dis-abled	# Dis-abled
	ADMINISTRATORS		**Women**	**Afr Am**	**Hisp**	**Asian**	**Am Ind**	**abled**	**abled**
Job Group									
1H.	Academic Administ.	**106**	**50.9%**	**3.8%**	**5.7%**	**9.4%**	**0.9%**	**0.0%**	**0**
	Availability/ Goals		*49.0%*	*6.6%*	*5.5%*	*9.9%*	*0.6%*	*7.0%*	
	Underutilization		*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	

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Table D: UNDERUTILIZATION

TENURED LADDER AND EQUIVALENT RANK FACULTY

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1A:	Chemistry	▓	▓		▓	▓	▓
2A:	Engineering	▓	▓			▓	▓
3A:	Environmental Design		▓		▓	▓	▓
4A:	Natural Resources	▓	▓			▓	▓
5A:	Arts and Humanities	▓	▓	▓		▓	▓
6A:	Biological Sciences	▓	▓	▓	▓	▓	▓
7A:	Physical Sciences	▓	▓	▓	▓	▓	▓
8A:	Social Sciences	▓					▓
9A:	Business	▓	▓	▓		▓	▓
10A:	Education	▓				▓	▓
11A:	Information		▓	▓		▓	▓
12A:	Journalism	▓			▓	▓	▓
13A:	Law	▓	▓	▓	▓	▓	▓
14A:	Optometry	▓	▓	▓	▓	▓	▓
15A:	Public Health	▓			▓	▓	▓
16A:	Public Policy	▓	▓		▓	▓	▓
17A:	Social Welfare	▓	▓		▓	▓	

TENURE-TRACK LADDER AND EQUIVALENT RANK FACULTY

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1B:	Chemistry		▓	▓		▓	
2B:	Engineering	▓				▓	▓
3B:	Environmental Design	▓				▓	▓
4B:	Natural Resources	▓		▓		▓	▓
5B:	Arts and Humanities					▓	▓
6B:	Biological Sciences	▓	▓	▓	▓	▓	▓
7B:	Physical Sciences	▓	▓			▓	▓
8B:	Social Sciences	▓	▓			▓	▓
9B:	Business	▓	▓			▓	▓
10B:	Education					▓	
11B:	Information						
12B:	Journalism						
13B:	Law			▓		▓	▓
14B:	Optometry						
15B:	Public Health					▓	▓
16B:	Public Policy	▓	▓	▓	▓	▓	▓
17B:	Social Welfare	▓				▓	▓

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Table D:	UNDERUTILIZATION

LECTURERS

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1C:	Chemistry		X	X		X	X
2C:	Engineering	X	X	X			X
3C:	Environmental Design	X	X	X	X	X	X
4C:	Natural Resources	X	X		X	X	X
5C:	Arts and Humanities		X	X		X	X
6C:	Biological Sciences	X	X			X	X
7C:	Physical Sciences			X		X	X
8C:	Social Sciences	X			X	X	X
9C:	Business	X	X			X	X
10C:	Education				X	X	X
11C:	Information	X	X		X	X	X
12C:	Journalism	X	X	X	X	X	X
13C:	Law						X
14C:	Optometry						
15C:	Public Health	X	X	X		X	X
16C:	Public Policy	X	X		X	X	X
17C:	Social Welfare	X	X	X	X	X	X

CLINICAL PROFESSORS

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1D:	Clinical Professors	X	X	X		X	X

NON LADDER RANK FACULTY

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1E:	Adjunct Professor	X	X	X	X	X	X
2E:	Miscellaneous Titles	X	X			X	X
3E:	In Residence	X		X	X	X	X
4E:	University Extension		X	X		X	X
5E:	Visiting	X	X	X			X

LIBRARIANS

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1F:	Academic Librarian	X	X			X	X

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RESEARCHERS

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1G:	Continuing Education		X			X	X
2G:	Cooperative Extension	X		X	X	X	X
3G:	Postdoctoral	X	X	X		X	X
4G:	Professional Researcher		X		X	X	X
5G:	Proj. Scien./Specialist		X			X	X

ACADEMIC ADMINISTRATORS

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1H:	Academic Administrat.		X		X		X

Table D:	UNDERUTILIZATION

TENURED LADDER AND EQUIVALENT RANK FACULTY

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1A:	Chemistry	30.5%	3.2%		14.7%	0.5%	7.0%
2A:	Engineering	19.0%	3.1%			0.4%	7.0%
3A:	Environmental Design		3.8%		11.5%	0.9%	7.0%
4A:	Natural Resources	43.1%	3.9%			0.7%	7.0%
5A:	Arts and Humanities	52.9%	3.3%	5.6%		0.7%	7.0%
6A:	Biological Sciences	45.5%	2.6%	4.0%	14.6%	0.5%	7.0%
7A:	Physical Sciences	23.3%	1.8%	3.0%	13.6%	0.4%	7.0%
8A:	Social Sciences	54.4%					7.0%
9A:	Business	37.8%	6.6%	3.0%		0.8%	7.0%
10A:	Education	64.9%				1.1%	7.0%
11A:	Information		7.2%	2.9%		0.6%	7.0%
12A:	Journalism	56.2%			4.0%	0.5%	7.0%
13A:	Law	36.0%	8.3%			0.6%	7.0%
14A:	Optometry	56.3%	2.6%	6.4%	21.3%	0.5%	7.0%
15A:	Public Health	67.6%			11.1%	0.5%	7.0%
16A:	Public Policy	49.8%	10.9%		5.9%	0.7%	7.0%
17A:	Social Welfare	72.4%	12.9%			1.2%	

TENURE-TRACK LADDER AND EQUIVALENT RANK FACULTY

JOB GROUP		SEX: Women	ETHNICITY: Afr Am	Hisp	Asian	Am Ind	Dis-abled
1B:	Chemistry		4.3%	5.7%		0.8%	
2B:	Engineering	24.6%		4.7%		0.5%	7.0%
3B:	Environmental Design	53.7%		5.6%	13.3%	0.6%	7.0%
4B:	Natural Resources	54.1%		6.1%		1.0%	7.0%
5B:	Arts and Humanities					1.1%	7.0%
6B:	Biological Sciences	53.0%	4.2%	6.1%	12.1%	0.9%	7.0%
7B:	Physical Sciences	28.4%	2.6%			0.7%	7.0%
8B:	Social Sciences	58.3%	6.4%			1.2%	7.0%
9B:	Business	41.4%	9.8%			1.0%	7.0%
10B:	Education					1.3%	7.0%
11B:	Information						
12B:	Journalism						
13B:	Law			4.2%		0.6%	7.0%
14B:	Optometry						
15B:	Public Health			4.6%		0.8%	7.0%
16B:	Public Policy	53.0%	13.1%	5.5%	7.2%	1.1%	7.0%
17B:	Social Welfare	75.7%				1.4%	7.0%

Table D:	UNDERUTILIZATION

LECTURERS

JOB GROUP		SEX:	ETHNICITY:				Dis-
		Women	Afr Am	Hisp	Asian	Am Ind	abled
1C:	Chemistry		4.3%	5.7%		0.8%	7.0%
2C:	Engineering	24.6%	4.4%	4.7%			7.0%
3C:	Environmental Design	53.7%	8.7%	5.6%	13.3%	0.6%	7.0%
4C:	Natural Resources	54.1%	5.5%		8.4%	1.0%	7.0%
5C:	Arts and Humanities		4.2%	7.4%		1.1%	7.0%
6C:	Biological Sciences	53.0%	4.2%	6.1%		0.9%	7.0%
7C:	Physical Sciences			4.1%		0.7%	7.0%
8C:	Social Sciences	58.3%		7.7%			7.0%
9C:	Business	41.4%	9.8%			1.0%	7.0%
10C:	Education				4.6%	1.3%	7.0%
11C:	Information	39.5%	8.8%		16.0%	1.0%	7.0%
12C:	Journalism	61.0%	7.1%		4.5%	0.6%	7.0%
13C:	Law		8.3%	4.2%			7.0%
14C:	Optometry						
15C:	Public Health	72.8%	13.2%	4.6%		0.8%	7.0%
16C:	Public Policy	53.0%	13.1%			1.1%	7.0%
17C:	Social Welfare	75.7%	15.0%	9.5%	7.2%	1.4%	7.0%

CLINICAL PROFESSORS

JOB GROUP		SEX:	ETHNICITY:				Dis-
		Women	Afr Am	Hisp	Asian	Am Ind	abled
1D:	Clinical Professors	56.9%	3.6%	6.0%		0.5%	7.0%

NON LADDER RANK FACULTY

JOB GROUP		SEX:	ETHNICITY:				Dis-
		Women	Afr Am	Hisp	Asian	Am Ind	abled
1E:	Adjunct Professor	50.3%	7.7%	5.3%	11.3%	0.8%	7.0%
2E:	Miscellaneous Titles	53.1%	6.4%			0.8%	7.0%
3E:	In Residence	37.9%		3.6%	15.7%	0.5%	7.0%
4E:	University Extension		6.6%	5.5%		0.6%	7.0%
5E:	Visiting	38.9%	4.5%	4.1%			7.0%

LIBRARIANS

JOB GROUP		SEX:	ETHNICITY:				Dis-
		Women	Afr Am	Hisp	Asian	Am Ind	abled
1F:	Academic Librarian	80.4%	4.5%			0.5%	7.0%

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Table E:	PLACEMENT GOALS

RESEARCHERS

JOB GROUP		SEX:	ETHNICITY:				Dis-
		Women	Afr Am	Hisp	Asian	Am Ind	abled
1G:	Continuing Education		9.8%			0.5%	7.0%
2G:	Cooperative Extension	48.7%		4.9%	3.9%	0.7%	7.0%
3G:	Postdoctoral	41.2%	4.8%	5.4%		0.8%	7.0%
4G:	Professional Researcher		4.1%			0.5%	7.0%
5G:	Proj. Scien./Specialist		4.4%			0.6%	7.0%

ACADEMIC ADMINISTRATORS

JOB GROUP		SEX:	ETHNICITY:				Dis-
		Women	Afr Am	Hisp	Asian	Am Ind	abled
1H:	Academic Administrat.		6.6%		9.9%		7.0%

5   ANALYSES OF ACADEMIC PERSONNEL PROCESSES TO IDENTIFY AND CORRECT PROBLEM AREAS

Reference: 41 CFR § 60–2.17

Selection Process

The Office for Faculty Equity and Welfare and individual academic units are responsible for monitoring academic employee selection procedures for adverse impact and for ensuring only job-related nondiscriminatory criteria are used in selecting academic employees. From the inception of the recruitment process, through the various stages of candidate selection, recruitment materials are submitted for review and approval by the Office for Faculty Equity and Welfare to ensure nondiscrimination and equal employment opportunity.

At UC Berkeley, each academic appointment requires not only a high level of academic preparation, but also an exceptional level of achievement in research in specialized areas of study. Because the qualifications for each position are so specific, analyzing applicant flow data yields little, if any, useful information for affirmative action planning. As an alternative, UC Berkeley employs an individualized case-by-case review of each academic selection in order to ensure that equal opportunity and non-discrimination requirements are met in each case.

To initiate an academic recruitment, a detailed Search Plan, including proposed search and recruitment efforts to achieve a broad and inclusive applicant pool, the selection criteria and plan, and the proposed advertisement is submitted to the Office for Faculty Equity and Welfare for review and approval. Recruitments for senate faculty positions have the additional steps of a formal review of the applicant pool and proposed short list.

Individuals who submit a complete application for employment for an academic position through the online applicant tracking system, AP Recruit, are first assessed to determine whether they meet the basic qualifications to be considered an applicant, as stated in the job advertisement. Individuals who do not meet the basic qualifications have a disposition reason or reasons assigned to indicate the reason from a pre-established list of job related reasons. All applicants are given full and equitable consideration, and disposition reasons are provided for those who are not interviewed for positions, from a pre-established list of job-related reasons. For applicants who are interviewed but not selected for positions, disposition reasons are assigned as well as a statement about why they were not selected, based on the established job selection criteria.

Upon completion of the search and selection of a final candidate, a Search Report is submitted for review to the Office for Faculty Equity and Welfare. The Office for Faculty Equity and Welfare reviews and approves all proposed appointments prior to final authorization to hire for all academic appointments. If problem areas are identified, they are addressed immediately on an individualized basis and corrections are made before the appointment is finalized.

Outreach

The Office for Faculty Equity and Welfare funds and supports centralized outreach for all academic position openings through the posting of advertisements with the following locations that focus on women, minorities, individuals with disabilities, or protected veterans:

- Northern California Higher Education Recruitment Consortium (Norcal HERC)
- Higher Ed Jobs
- The Chronicle of Higher Education
- America's Job Exchange (AJE)
- AJE Veterans Exchange
- AJE Disability Exchange
- AJE State Exchange for California
- Job Opportunities for Disabled American Veterans (JOFDAV)
- Disabled Person
- Diversity Working
- Hero 2 Hired
- Indeed
- Simply Hired
- Beyond
- DirectJobs
- Glassdoor
- Juju
- Vet2Hire
- The California State Workforce Site (CalJobs)
- Bay Area Career One Stop Center Representatives
- Community Outreach Organizations

In addition to these locations, Norcal HERC conducts outreach on the University's behalf by placing advertisements about HERC's job posting services to:

- Abilityjobs
- American Psychological Association
- Facebook
- Google AdWords and Content Network
- HBCU Connect
- Indeed
- iRelaunch
- LatinosinHigherEd.com
- LinkedIn
- MilitaryVetJobs.com
- Modern Language Association

- National Coalition Building Institute
- Society of Women Engineers

HERC also places advertisements about HERC job postings in materials for the following organizations, conferences, and meetings:

- Annual Biomedical Research Conference for Minority Students
- American Historical Association
- American Library Association
- American Mathematical Association
- Compact for Faculty Diversity Institute on Teaching and Mentoring
- College and University Work Family Association
- Diversity Inclusion Summit on HBCUs 2014
- Hispanic Assoc. for Colleges & Universities
- National Association of College and University Business Officers
- National Black Graduate Student Association
- National Conference on Race and Ethnicity in Higher Education
- National Postdoctoral Association
- PeopleAdmin
- Society for the Advancement of Chicanos and Native Americans in Science

In addition to these efforts supported centrally, all search committees are encouraged to conduct additional outreach to achieve a broad and inclusive pool of applicants, including making personal contacts to seek recommendations of qualified women, minority, disabled or veteran candidates, and using discipline-specific advertising locations.

Promotion and Advancement

At UC Berkeley, promotion from assistant to associate professor and associate to full professor are key points in the career of ladder-rank faculty. Accordingly, we use logistic regression to analyze advancement rates of faculty by race/ethnicity and gender, controlling for issues of broad discipline, start year of current rank, and age.

Our findings indicate that among assistant professors who began their positions from 7/1/1996-7/1/2005 (a 10 year cohort), underrepresented minorities (African Americans, Hispanics, and Native Americans) and Asian Americans were not statistically less likely (at the $p<.10$ level) than whites to eventually become associate professors (by 2014-2015). Using a more finely-grained race/ethnicity indicator, African Americans were less likely than whites to eventually become associate professors, but not at a significant level ($p<.10$). On a year-to-year basis, however, underrepresented minorities were less likely than whites (assistant professors hired from 7/1/1996 to present) to advance to associate professors (slower in achieving tenure at a $p<.10$ level). Using the more finely-grained race/ethnicity indicator, African Americans were less likely than whites on a year-to-year basis to advance to associate professor ($p<.05$ level). Although Asian American assistant professors were less likely than whites to advance to associate professor both over time and on a year-to-year basis, the differences were not statistically significant at the $p<.10$ level. Women assistant professors relative to men assistant

professors were statistically less likely to eventually become associate professors (p<.10 level). They were also statistically less likely on a year-to-year basis to advance to associate professor (p<.01); thus they were slower in achieving tenure.

From associate to full professor (among associate professors who began their positions from 7/1/1989-7/1/2003—a 15 year cohort), underrepresented minorities were eventually as likely as whites to advance from associate to full professor. On a year-to-year basis, however, underrepresented minorities were less likely to advance from associate to full professor (slower at the p<.05 level). Using the more finely-grained race/ethnicity indicator, African Americans were significantly less likely than whites overall (p<.05) and on a year-to-year basis (p<.01) to advance from associate to full professor. In contrast, Hispanics were significantly more likely than whites to eventually become full professors (p<.10), even though their year-to-year advancement rates to full professor was fairly similar to whites (there were too few Native Americans among the faculty to analyze their advancement rates relative to whites). Asian Americans were statistically similar to whites in advancing to full professor, both overall and on a year-to-year basis. Women were less likely than men to advance to full professor overall and on a year-to-year basis, but the differences were not statistically significant.

We analyzed data from the UC Berkeley faculty climate survey (spring 2009) and developed recommendations that should eventually help faculty in regard to advancement issues (see http://vpaafw.chance.berkeley.edu/Images/Faculty_Climate_Survey_Report_2011.pdf). Additionally, the VCE&I helped the University of California field another climate survey this last academic year that included academic employees at UC Berkeley. Data from this effort have been analyzed and are currently being shared with the campus.

Compensation Analyses

The Academic Personnel Office analyzes salaries of academic employees in all job groups. This analysis compares the average salary of women with that of men and the average salary of members of each minority group with that of the majority group. Any disparities are subjected to more sophisticated analyses in consultation with the Office for Faculty Equity and Welfare, the Vice Provost for the Faculty and the Director of Data Initiatives.

This last year we conducted a full-scale study of UC Berkeley faculty salaries (linear regression analysis). The findings from the study are posted on the web (see http://vpf.berkeley.edu/faculty-salary). The report was widely disseminated and is already informing our approach to faculty compensation programs. Additionally, we anticipate renewing the study on an annual basis so that we might monitor our progress in closing any observable gaps in salary. The overall finding from the study based on two preferred regression submodels was described as follows: "At the campus level, these two submodels suggest that women and members of ethnic minority groups earn somewhat lower salaries on average than male non-minority faculty members. For women relative to white men, the two submodels yield differences of -1.8% (including controls for rank) and -4.3% (excluding controls for rank); for minority groups relative to white men, the two submodels show differences that range from -1.0% to -1.8%."

Separations

There are a number of reasons that ladder-rank faculty separate from employment at UCB. These voluntary or involuntary separations include death or disability, a negative tenure decision, external job offers, retirement, family reasons, or a desire to pursue a different career/life path. As part of our efforts to assure equity, we use logistic regression to analyze rates of separation among UCB ladder-rank faculty, examining whether separation rates among various racial/ethnic groups and women and men were similar or different. In this analysis, we control for broad discipline, faculty rank, year of possible separation, and age.

Based on yearly separation rates over an eight-year period, AY 2006-07—2013-14 (including the most recent year of available separation data), Native Americans and Asian Americans were more likely than whites to separate, but not at a significantly significant level. African Americans and Hispanics were less likely than whites to separate, but these differences were not statistically significant. Women faculty were less likely than men faculty to separate, but the difference was not statistically significant.

In an attempt to differentiate between separations that were possibly due to a negative tenure decision and those that were due to retirement and/or age-related health patterns and the other aforementioned issues, we undertook three additional analyses of separation rates among (1) UCB faculty under age 60, (2) all tenured UCB faculty, and (3) UCB faculty who were tenured and under age 60. There were too few Native Americans to conduct any of these three additional analyses (i.e. we were not able to compare their separation rates to those of whites). There were no statistically significant differences observed between the separation rates of Hispanics and whites, and Asians and whites in these three additional analyses. African Americans were less likely to separate than whites in the first additional analysis ($p<.10$), but statistically similar to whites in the other two additional analyses. In all three additional analyses, women were less likely than men to separate, but the differences were not statistically significant.

Our UCB faculty climate survey report explores issues of faculty separation and retention in greater detail (see http://vpaafw.chance.berkeley.edu/Images/Faculty_Climate_Survey_Report_2011.pdf). The recent UC climate survey efforts, including the one overseen by VCE&I on our campus, may also help in better understanding these dynamics and suggest possible initiatives.

Additional Analyses

UCB also documents the following computations or comparisons pertaining to applicants and hires on an annual basis and maintains them for a period of three years:

§60-300.44 (k)
1) The number of applicants who self-identify as protected veterans pursuant to
41 CFR §60-3 00.42 (a) or who are otherwise known to be protected veterans.
2) The total number of job openings and total number of jobs filled.
3) The total number of applicants for all jobs.
4) The total number of protected veterans applicants hired; and
5) The total number of applicants hired.

§60-74 1.44 (k)

1) The number of applicants who self-identified as individuals with disabilities pursuant to 41 CFR §60-741.42 (a) or who are otherwise known to be individuals with disabilities.

2) The total number of job openings and total number of jobs filled.

3) The total number of applicants with disabilities hired.

4) The number of applicants with disabilities hired; and

5) The total number of applicants hired.

6   INTERNAL AUDIT AND REPORTING SYSTEMS

Reference: 41 CFR § 60–2.17(d)

INTERNAL AUDIT AND REPORTING SYSTEMS   41 CFR § 60–2.17(d)

The Academic Personnel Office (APO) maintains records of hiring, promotion, terminations, and merit increases for all academic employees. All personnel and employment records made or kept by the campus are preserved for a period of at least two years from the date of making the record or the personnel action involved. All records related to external outreach, recruitment, hiring benchmarks and data analysis will be documented and retained for at least three years. APO has primary responsibility for the design and collection of academic data and the Director for Data Initiatives provides affirmative action reports and summaries to be reviewed by the Vice Provost for the Faculty and the Associate Vice Provost for the Faculty to ensure that women and minorities are treated on a fair and equitable basis in all academic personnel transactions. Reports produced by the Director for Data Initiatives enable the administrators with responsibility for implementing affirmative action programs and policies to assess the results of past actions, analyze trends for the future and examine the appropriateness of identified problems and solutions. Availability data and goals for academic personnel actions are reviewed and updated annually. Consideration is also given to any new, relevant laws, guidelines, regulations, and court decisions. The Associate Vice Provost for the Faculty and the Vice Provost for the Faculty review each individual personnel case for appointment or promotion of ladder rank faculty. The Associate Vice Provost for the Faculty reports regularly to the Executive Vice Chancellor and Provost and to the Vice Provost for the Faculty regarding affirmative action progress and problem areas. Periodic reports are presented to deans, department chairs and senior management.

7   **DEVELOPMENT AND EXECUTION OF ACTION-ORIENTED PROGRAMS**

Each year considerable effort is directed toward developing and refining action-oriented programs and procedures that support UC Berkeley's affirmative action goals. Some produce results in the near-term, while others require a long-term commitment to see results. The campus creates plans and executes programs that support and enrich the diversity of the current campus community and ensure that a diverse population will feed into the community in the future. UC Berkeley is continually looking for ways to support the goal of meeting its affirmative action objectives both now and in the future.

ACADEMIC RECRUITMENT AND RETENTION INITIATIVES

Postdoctoral Programs

The **Chancellor's Postdoctoral Fellowship Program for Academic Diversity** was instituted to increase participation of postdoctoral students at the University of California at Berkeley, including women and minorities. Originally established in 1979, to date approximately 23% of former fellows have accepted an academic position at the University of California. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the University. Awards are made to applicants who show promise for tenure-track appointments at UC Berkeley. The fellowship is for one academic year, in residence in the bay area, with the potential for renewal for an additional year upon demonstration of academic productivity and participation in the program events. Most recently this program has been merged into the larger University of California's **President's Postdoctoral Fellowship Program**. One clear advantage of this change is that we have increased access to scholars of excellent caliber who may apply to our academic positions in the future.

Recruitment and Selection

The Office for Faculty Equity and Welfare reviews all academic position descriptions to ensure that requirements are reasonable, job-related and non-discriminatory. Notices of academic job openings are advertised widely and significant efforts are made to contact ethnic minority or women's organizations and professional networks. For each authorized search, departments must prepare a search plan, which includes (1) a copy of the proposed advertising text, (2) a list of the publications or other locations where the ad will be placed, (3) a description of other search activities such as conferences, mailing lists, or minority organizations, (4) the names of the faculty members who are on the departmental search committee, and (5) a description of the role of the departmental equity advisor. Each departmental search plan must be reviewed and approved by for the Office for Faculty Equity and Welfare before the search may commence.

The Associate Vice Provost for the Faculty working in concert with the Vice Chancellor for Equity and Inclusion notifies departments of areas of underutilization in their organizational unit. The Vice Chancellor E&I maintains a structure of departmental "Equity Advisors"; professors in each department who attend yearly workshops and lunches, are the conduit for information between departments and the VC E&I, and who help departments construct and implement strategic planning on equity and inclusion that is in concert with the campus Strategic Plan. Equity advisors are jointly trained by E&I and OFEW and carefully examine both the search plan and the composition of the applicant pool and short list compared to availability. In addition, the Associate Vice Provost for the Faculty is available to work with department chairs and search committees to develop and improve efforts to recruit qualified women and minority applicants for academic positions. At a workshop held each fall for faculty search committees, the Associate Vice Provost for the Faculty presents a session and leads a discussion of affirmative action practices. The Chancellor and Executive Vice Chancellor & Provost promote affirmative action and the recruitment of women and minorities, both on campus and through their participation in professional association and community meetings. Lastly, the APRecruit system is providing us with detailed data about how searches are conducted and will over time allow us to conduct sophisticated analysis of our search practices.

Academic Support

The **Chancellor's Award for Advancing Institutional Excellence** reflects UC Berkeley's commitment to excellence and equal opportunity in every facet of its mission. Teaching, research, professional and public contributions that promote diversity and equal opportunity are essential to maintaining UC Berkeley's preeminence as a world-class academic institution. The Chancellor's Award for Advancing Institutional Excellence acknowledges meritorious achievement by faculty in pursuit of the University's mission to create an inclusive environment that serves the needs of our increasingly diverse state. This award recognizes senate faculty members who have successfully demonstrated a commitment to excellence by providing leadership in research, education and public service in building an equitable and diverse learning environment. A $10,000 grant is presented annually to distinguished faculty members at UC Berkeley based on distinctive contributions and auspicious success in enhancing diversity and equal opportunity.

The University offers the **Regents Junior Faculty Fellowships**, which are awards made to approximately twelve junior faculty per year. These fellowships provide summer salary awards for junior faculty of grants averaging $5,000. In addition, the Berkeley Division of the Academic Senate Committee on Research offers a competitive **Junior Faculty Research Grant** award program, with grants ranging from $2,000 to $10,000.

Through a gift from prominent alumnus, junior faculty at Berkeley may also apply for an award from the **Hellman Family Faculty Fund**, up to a maximum of $50,000; the average award is about $30,000. The purpose of the Hellman Family Faculty Fund is to support substantially the research of promising assistant professors who show capacity for great distinction in their research. Recognizing that junior faculty are often well-funded when first hired, and that problems arise in 2-3 years when start-up funding is exhausted and before first grants are obtained, to be eligible for an award, assistant professors will normally be expected to have served at least two years at that rank. The expectation is that through research funded by the

Hellman Family Faculty fund, assistant professors will be able to conduct research leading to tenure and become more competitive for externally funded grants.

Promotion and Advancement
The University sponsors a variety of programs to support women and minority junior faculty in their career development and promotion to tenure. Twice each year, the Vice Provost for the Faculty, the Assistant Vice Provost for Academic Personnel and the Associate Vice Provost for the Faculty hold a pre-tenure workshop for assistant professors. The session includes a presentation on the tenure review process and extensive training on how to prepare their case for tenure review. The Associate Vice Provost for the Faculty meets with junior faculty and provides a wide range of assistance from that office. It should be noted that all of these programs are open to all junior faculty. The Vice Chancellor E&I has begun a more structured program of faculty mentoring.

Each year the Vice Provost for the Faculty, along with the Associate Vice Provost for the Faculty and the Director for Faculty Equity and Welfare host a mid-career workshop for associate professors. The session includes a presentation on the advancement to full professor process, and a discussion of typical challenges of the mid-career years. These workshops are open to all associate professors.

The Chancellor, Executive Vice Chancellor & Provost, the Vice Chancellor for Equity and Inclusion, and the Associate Vice Provost for the Faculty make it a practice to meet with all groups representing any segment of the University community. In recent years, meetings have been held at the request of different groups including, but not limited to, Chicano/Latino, African American, American Indian and Lesbian, Gay, Bisexual and Transgender (LGBT) and female faculty. They also meet annually with groups such as the Academic Senate Diversity, Equity and Campus Climate Committee (DECC), the Association of Academic Women, and the Black Faculty and Staff Association. The Chancellor also hosts informal discussion meetings periodically with groups of faculty, particularly women and minorities, to hear their concerns and establish open lines of communication with the administration.

Departmental Academic Program Review
In recent years in association with the VCE&I, issues of diversity have been increasingly considered during the departmental Academic Program Review process. This includes enhanced language in the *Review Guidelines* related to diversity issues, language to the External Review committees, the inclusion of DECC on the PROC committee that conducts the review, and the presence of the VCE&I on program review committees. We have also taken the opportunity to encourage departments to include the campus plan on Equity, Inclusion, and Diversity in their own strategic plans, and the VCE&I has been working department by department to actually effect this (many have been completed, and more are in process).

CHANCELLOR'S COMMITTEES

Chancellor's Advisory Committee on Work and Family (CACWF)
The mission of the Chancellor's Advisory Committee on Work and Family (CACWF), formally the Chancellor's Advisory Committee on Dependent Care is to promote a work environment for

faculty, staff and non-Senate academics that enhances their ability to meet job related responsibilities and responsibilities to children, elders, partners and others. CACWF does this by advising the Chancellor and other campus administrators on strategies, practices, programs, policies and benefits that further this goal. Since its creation, the committee's numerous accomplishments have had a wide impact on the well being of university employees. The Campus has received several awards for its efforts in addressing work/life issues.

Chancellor's Advisory Committee on the LGBTQ Communities at Cal (CAC-LGBTQ)
The Chancellor's Advisory Committee on the Lesbian, Gay, Bisexual, Transgender (LGBTQ) Communities at Cal (CAC-LGBT) is a standing committee reporting to the Chancellor, comprised of UC Berkeley staff, faculty, graduate and undergraduate students, alumni, and ex officio representatives. To promote an inclusive campus environment, the committee regularly identifies, analyzes, and advises the Chancellor and senior administration on needs and concerns of lesbian, gay, bisexual, transgender, intersex and queer faculty, staff, students, alumni, and affiliates at UC Berkeley.

RESEARCH AND TEACHING INITIATIVES

Haas Institute for a Fair and Inclusive Society (Haas Institute)
The Haas Institute for a Fair and Inclusive Society at UC Berkeley (formally the Berkeley Diversity Research Initiative) brings together researchers, stakeholders, policymakers and communicators to identify and challenge the barriers to an inclusive, just, and sustainable society and to create transformative change. The Institute will serve as a national hub of a vibrant network of researchers and community partners and will take a leadership role in translating, communicating, and facilitating research, policy, and strategic engagement. The Haas Institute advances research and policy related to marginalized people while essentially touching all who benefit from a truly diverse, fair, and inclusive society.

The process of realizing the Haas Institute vision is based upon the solicitation of proposals from faculty members and academic units throughout the campus with an initial focus on new faculty FTE. The ultimate goal is for the new faculty to collaborate with existing faculty across a wide range of disciplines on the campus and to develop research themes that will grow, flourish, and eventually mature into research and instructional programs.

This initiative has recently received gifts allowing it to start three new faculty clusters (in addition to the existing three) and to hire a faculty director; seven of the new hires will also hold endowed Chairs which provide resources to the chairholder, a graduate student, and the Center. A total of 11 new faculty hires will be filled in this program.

ORGANIZED RESEARCH UNITS

Center for Latino Policy Research (CLPR)

The Center for Latino Policy Research (CLPR) was founded in response to the research and policy challenges of limited educational and economic opportunities facing the Latino/Chicano population. CLPR sponsors research efforts that have a direct policy impact on the Latino/Chicano population in the United States.

The current research foci of CLPR are in the areas of higher education access, migration, and political/civic participation. To this end, CLPR provides training and research opportunities for faculty, undergraduate, and graduate students; disseminates policy-relevant research publications; and conducts outreach meetings for campus faculty and administrators, public officials, non-profit agencies, advocacy groups, and the general public.

Center for Race and Gender

The Center for Race and Gender is an interdisciplinary research and community outreach center dedicated to fostering explorations of race and gender and their intersections. It is virtually unique within the academic community in its focus on both race and gender. Its aim is to foster collegial support and exchange among faculty and students throughout the university and between the university and nearby communities of color. Among other activities, the Center develops research projects and organizes working groups, conferences, colloquia, and workshops on topics relevant to issues of race and gender. It forms links with community groups and research centers at other universities. It supports development of outside funding for research projects for publication and dissemination of research findings. The Center aspires to make a meaningful contribution to discussions of issues and policies affecting women and men of color at the national and international levels.

Institute for the Study of Societal Issues (ISSI)

The Institute for the Study of Societal Issues's (ISSI) research and training focuses on the multiple ways that social change processes socially construct and transform the categories of race, ethnicity, class, and gender. ISSI researchers use a combination of qualitative and quantitative social science research methods to undertake empirical investigations into critical social issues facing the nation, with a particular emphasis on the conditions of urban inequality and the potential for effective reform in California and western cities. Over the years, research projects at ISSI have helped to establish new research agendas and fields of study in the social sciences, and key findings have influenced academic research, public debate and social policy. In addition to its research activities, ISSI sponsors the Graduate Field Research Training Program. For more than three decades, the program (formerly known as the Institute for the Study of Social Change) has provided an interdisciplinary research and training environment as a complement to graduate programs in the social sciences and professional schools.

The Chief Justice Earl Warren Institute on Law and Social Policy (Warren Institute)

The Chief Justice Earl Warren Institute on Law and Social Policy (formerly known as the Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity) is a multidisciplinary, collaborative venture to produce research, research-based policy prescriptions, and curricular innovation on issues of racial and ethnic justice in California and the nation. The Institute's mission is to engage the most difficult topics related to civil rights, race and ethnicity in a wide

range of legal and public policy subject areas, providing valuable intellectual capital to public and private sector leaders, the media and the general public, while advancing scholarly understanding. Central to its methods will be concerted efforts to build bridges connecting the world of research with the world of civic action and policy debate so that each informs the other, while preserving the independence, quality and credibility of the academic enterprise.

In addition to research and policy work, education and training are part of the Institute's mission. The Institute seeks to promote curriculum innovation at UC Berkeley, and actively involves professional and graduate students as research assistants, student fellows, and through a student advisory committee. As it expands, the Institute will fashion programs to provide non-degree training and technical assistance to policymakers, journalists, business and nonprofit leaders, and community leaders.

Center for Studies in Higher Education (CSHE) – Speaker Series
The Center for Studies in Higher Education (CSHE) was established in 1956 as the first research institute in the United States devoted to the study of systems, institutions, and processes of higher education. The CSHE's mission is to produce and support multi-disciplinary scholarly perspectives on strategic issues in higher education, to conduct relevant policy research, to promote the development of a community of scholars and policymakers engaged in policy-oriented discussion, and to serve the public as a resource on higher education. CSHE brings to this discussion several distinct perspectives: a national and international and comparative focus; a focus on higher education policy issues unique to California and its different tiers of education; a focus on the specific strategic issues important to the University of California.

American Cultures
The American Cultures requirement is a UC Berkeley requisite, the one course that all undergraduate students at the University need to take and pass in order to graduate. The requirement was instituted in 1991 to introduce students to the diverse cultures of the United States through a comparative framework. Courses are offered in more than forty departments in many different disciplines at both the lower and upper division level.
A UC Berkeley faculty committee determines which courses satisfy the requirement. Faculty members from many departments teach American Cultures courses, but all courses have a common framework. The courses focus on themes or issues in United States history, society, or culture; address theoretical or analytical issues relevant to understanding race, culture, and ethnicity in American society; take substantial account of groups drawn from at least three of the following: African Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latino Americans, and European Americans; and are integrative and comparative in that students study each group in the larger context of American society, history, or culture. These courses focus upon how the diversity of America's constituent cultural traditions have shaped and continue to shape American identity and experience. This is a new approach that responds directly to the problem encountered in numerous disciplines of how better to present the diversity of American experience to the diversity of American students whom we now educate. The American Cultures Center provides resources for faculty and students on American Cultures.

With the support of a large gift from the Walter E. Haas Jr. and Evelyn Haas Fund, a recent initiative associated with the VCE&I has funded the expansion of this program to include 30 new courses that have a service learning component.

ACADEMIC DEPARTMENTS

African American Studies

The field of African American Studies is relatively new and developing. The department has managed to establish itself at the forefront of the intellectual development of the field with its emphasis on the African Diaspora and the cultures, patterns of social organization, political economies, life conditions, etc. of various African-based societies and communities in the Caribbean, Latin America, the United States, Europe, and other areas of the world. In addition to the development of African American Studies as a coherent and innovative discipline, departmental efforts are focused on fundamental reformulations of the theories, frameworks and methods employed for understanding race and ethnicity.

The Ph.D. program is the culmination of the department's renewed focus on the nearly one billion people of African descent scattered across several regions of the world. The focus on Africa and the African Diaspora allows the use of comparative frameworks for the understanding of the specific realities of persons of African descent wherever they may find themselves.

The department sponsors a "Frontiers in African Diaspora Studies" lectures series, co-sponsored by several departments and units on campus. Jointly with the Department of Ethnic Studies and the Center for the Study of American Cultures, the department organized a Berkeley Diaspora Studies Colloquium designed to develop our understanding of African Diaspora and diasporic identity. The colloquium, in its third year, has provided an opportunity to members of faculty and graduate students from several departments at Berkeley to present their most recent work on African Diaspora to the campus community and, particularly, to scholars sharing similar intellectual and research interests.

Ethnic Studies (Asian-American, Chicano/Latino, Native American)

The Department of Ethnic Studies (ES) encourages the comparative study of racialization in the Americas, with a focus on the histories, literatures, and politics of Asian Americans, Chicanos/Latinos, Native American Indians, and African Americans.

Scholarly concerns in ES are explicitly linked to the development of a social practice. Inquiries into the nature of racial, ethnic, and gender inequality are informed by a commitment to social change and social justice.

The undergraduate programs in Asian American, Chicano/Latino, and Native American Studies (along with the Department of African American Studies) investigate the social, political, and cultural factors that shape the core groups' formation and transformation. Research on these specific core groups lays the foundations for the overall comparative project of ES. As one of the oldest programs focusing on race and ethnicity, the Ethnic Studies Department is committed to understanding more deeply the multiple meanings of racial diversity in the Americas.

Gender & Women's Studies

The Department of Gender & Women's Studies offers interdisciplinary perspectives on the formation of gender and its intersections with other relations of power, such as sexuality, race, class, nationality, religion, and age.

The undergraduate program is designed to introduce students to women's studies, focusing on gender as a category of analysis and on the workings of power in social and historical life. The department offers an undergraduate major and minor. It also houses an undergraduate minor in Lesbian, Gay, Bisexual, and Transgender studies, a program whose courses overlap productively with feminist studies. Faculty in the department collaborate with an extensive group of extended faculty through the Designated Emphasis in Women, Gender and Sexuality, which provides graduate students across campus with a site for trans-disciplinary learning and teaching. The department is now in the process of developing a proposal for a Ph.D.-granting Graduate Group in Transnational Feminist Studies, which will involve faculty from a range of departments. The department fosters connections with scholars in feminist and sexuality studies throughout the campus by cross-listing courses, collaborating in research, and participating in the Gender Consortium, which links research and teaching units that focus on gender.

ADMINISTRATIVE UNITS

Office for the Prevention of Harassment and Discrimination (OPHD)

The Office for the Prevention of Harassment and Discrimination (OPHD) monitors and evaluates campus efforts to meet requirements under 1972 federal legislation which prohibits all forms of sex (Title IX) and race (Title VI) discrimination in educational institutions that receive federal funding.

The OPHD provides opportunities to faculty, staff and students, for education and training regarding issues of discrimination, equity, and the impacts of discrimination and unequal treatment on department and campus climate. OPHD has the responsibility to implement procedures for providing prompt and effective responses to complaints of hostile work/academic environment, sexual or racial harassment, or other discrimination concerns. Further, the office has oversight responsibility to initiate, coordinate or conduct investigations into claims of violations of campus policy in all areas covered under Title IX and Title VI law. The scope of this responsibility is campuswide covering faculty, staff and students.

Vice Chancellor – Equity and Inclusion

Created as a result of a recommendation from a broad-based campus committee to the Chancellor, and formulated by a high-level faculty/administrative committee, this Executive Leadership level official has responsibility for strategic planning for all components of the campus community on issues of equity and inclusion. The VC works with faculty, students, and staff to implement action and institutional change in three broad areas: 1) Responsive Research, Teaching, and Public Service, 2) Expanded Pathways for Access and Success, and 3) an Engaging and Healthy Campus Climate. The Division of Equity and Inclusion has units working with faculty, students, and staff, but is not the collection point for all such activities (since this must be everybody's task). The VC organizes various means of campus input, promotes strategic planning and policies, carries out planning and assessment activities, and provides connections

between the various communities. This office is the primary point of contact to systemwide, state, and national organizations.

Office for Faculty Equity and Welfare (OFEW)
Created by the determination of a campus committed to diversity, the Office for Faculty Equity and Welfare (OFEW) has a leadership role to develop, monitor and communicate the guidelines, policies, procedures and new initiatives that will encourage diverse hiring. The most vital goal of OFEW is to address the barriers that prevent full participation of women and ethnic minority faculty. OFEW seeks to accomplish this through progressive hiring practices, the research and development of supportive policies and dissemination of findings, consistent monitoring and improvement of merit reviews and promotions, and through building stronger community links to encourage retention.

OFEW also seeks to increase retention of that talent by ensuring that faculty at UC Berkeley are proactively supported professionally and in their personal lives, no matter what their gender or ethnicity. Developing research studies and initiatives on hiring, retention and promotion that have and will continue to provide significant insights into the issues our faculty face on their career paths are key functions of the office.

In addition, the Associate Vice Provost for the Faculty works in coordination with the designated Title IX compliance officer overseeing cases concerning faculty charged with sexual discrimination and harassment, and monitors the resolution of complaints. OFEW also works in coordination with the Office of Academic Personnel to interpret and implement academic policies and procedures. Also, the Academic Senate offers several resources to assist faculty in the resolution of conflicts on campus.

The CALcierge office, offered through UC Berkeley's Office of the Vice Provost for the Faculty, supports the recruitment and retention of faculty. CALcierge services include both relocation services to prospective and new faculty and dual career services for the accompanying faculty spouse or partner as well as to the spouses or partners who are part of the University faculty retention effort. Relocation services include support with housing, schools, child care, community, etc. Deans and department chairs are encouraged to refer all short-listed faculty candidates to the CALcierge office for services and support.

Most recently, OFEW is conducting a potentially important administrative/research study to better understand what types of faculty hiring practices at UC Berkeley are associated with increases in faculty applicant diversity and faculty hires, in terms of gender and race/ethnicity. We have been asking the chairs of faculty search committees to let us know what types of search practices they have used in their recently completed job search, particularly whether they have used any of the "best practices" as described in national academic literature on the subject and other Universities' faculty search handbooks. We also ask the search chairs to let us know their thoughts about these possible approaches/search practices. We will use this information, along with information from other searches, to examine whether any practices recently employed at UC Berkeley demonstrate efficacy in regard to diversifying our faculty pools and hires; and whether any untested "best practices" might be feasible to attempt in our future job searches. Over time, this effort is likely to yield some very useful findings that should help us to maximize our academic availability pools. This effort is being conducted in association with the office of

the Vice Provost for Academic Personnel at the University of California Office of the President (UCOP).

SUPPORT OF COMMUNITY ACTION PROGRAMS

Senior level administrators, deans, department chairs, staff and faculty at UC Berkeley have always been actively involved in the local community through membership in many community action programs, offering both financial support and contributions of time and expertise. Faculty are involved in academic organizations and caucuses in all fields devoted to the promotion of women and minorities in university teaching and research. The Chancellor frequently speaks in public venues in support of affirmative action efforts. The achievements of minority and women faculty and staff are frequently featured in campus publications.

In recent years, the Chancellor and the Campus have taken a leadership position in response to policy changes in the State of California that have limited affirmative action in education and hiring. The Vice Chancellor for Equity and Inclusion has made more and wider community involvement a high strategic goal for the campus.

8   COMPLIANCE WITH SEX DISCRIMINATION GUIDELINES

<div align="right">Reference: 41 CFR § 60–20</div>

Compliance with Sex Discrimination Guidelines

University of California, Berkeley employment policies and practices comply with the laws and regulations prohibiting sex discrimination, including the Equal Pay Act, the Pregnancy Discrimination Amendments to Title VII, the EEOC Guidelines on Sexual Harassment and the OFCCP Sex Discrimination Guidelines. The University also conforms to all nondiscriminatory regulations concerning recruitment and advertising.

Job Policies and Practices

It is the policy of the University of California, Berkeley not to discriminate against employees or applicants for employment on the basis of sex in any of its policies, procedures, or practices. All individuals have equal opportunity for any job for which they are qualified, regardless of their sex. UC Berkeley recruits individuals of both sexes for all jobs; sex is not a bona fide occupational qualification for any jobs at UC Berkeley. No job advertisements for positions at UC Berkeley express a preference for one sex. Written personnel policies clearly indicate that they apply to employees of both sexes, and that discrimination on the basis of sex is not allowed. Employees and applicants of both sexes have an equal opportunity to any available position they are qualified to fill. Wages, hours, conditions of employment, pensions, recreational programs, and all other employee benefits will continue to be administered on an equal basis, regardless of sex. UC Berkeley makes no distinction between married and unmarried applicants or employees; or between those with or without young children. Retirement benefits are equal for both sexes. Appropriate and comparable physical facilities are available for both sexes. Women are not penalized in their conditions of employment because they require leave for childbearing. Both sexes are informed of the availability of applicable leaves for family situations. There is no mandatory retirement age, and no distinction made between men and women in terms of retirement choices. Sex is not a factor in determining seniority for indefinite layoff or reduction in time. UC Berkeley makes a significant effort to recruit women to apply for jobs in areas where they are underutilized. Both men and women are eligible for training programs and benefits, including management or leadership training programs.

Sexual Harassment

The Office for the Prevention of Harassment and Discrimination (OPHD) is responsible for ensuring the University provides an environment for faculty, staff and students that is free from discrimination and harassment on the basis of sex. The OPHD Office has the specific responsibility for providing prompt and effective responses to all complaints of sex discrimination or harassment for faculty, staff and students. Any member of the University community may report conduct that may constitute sexual harassment under this policy. In

addition, supervisors, managers, and other designated employees are responsible for taking whatever action is necessary to prevent sexual harassment, to correct it when it occurs, and to report it promptly to the Title IX Compliance Coordinator (Sexual Harassment Officer) or other appropriate official designated to review and investigate sexual harassment complaints. An individual also may file a complaint or grievance alleging sexual harassment under the applicable University complaint resolution or grievance procedure. The OPHD Office works in collaboration with the system-wide Office of the President, offering both online and in person workshops to fulfill requirements under California State law to provide two hours of sexual harassment prevention education every two years to faculty, managers and supervisors. Further, the Office provides opportunities to staff employees and students, for education regarding issues of discrimination, equity, and the impacts of discrimination and unequal treatment on department and classroom climate.

9   COMPLIANCE WITH GUIDELINES ON DISCRIMINATION BECAUSE OF RELIGION OR NATIONAL ORIGIN

Reference: 41 CFR § 60–50

Personnel policies and procedures for academic and staff employees comply with the federal Guidelines on Discrimination Because of Religion or National Origin, prohibiting discrimination because of religion or national origin. In implementing UC Berkeley's commitment to equal employment opportunity, the University does not discriminate against or permit harassment of an individual employed or seeking employment with the University on the basis of several factors, including religion and national origin. The Campus communicates its obligation to provide equal employment opportunity without regard to religion or national origin to all employees, including deans, department chairs, directors, managers, and supervisors. The Campus strives to accommodate employee requests for time off for religious reasons. Managers and supervisors who make employment decisions are informed of the University's equal opportunity and nondiscrimination policy and the need to make reasonable accommodations to the religious observances and practices of employees or prospective employees. Such accommodation is made if there will be no undue hardship on the conduct of business. The Campus notifies recruitment sources to refer all potential qualified candidates, regardless of religion or national origin.

10 COMPLIANCE WITH FEDERAL REGULATIONS ON INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS

<div align="right">References: 41 CFR § 60–300.44, 41 CFR § 60–741.44</div>

In compliance with Section 503 of the Rehabilitation Act of 1973 and the Vietnam Era Veterans Readjustment Assistance Act of 1974 ("VEVRAA"), the University has developed this combined Academic Affirmative Action Program for individuals with disabilities and protected veterans, in accordance with OFCCP regulations. The Academic Affirmative Action Program for individuals with disabilities and protected veterans serves as a working document for taking affirmative action to employ and advance in employment qualified individuals with disabilities and protected veterans.[8] Provisions that are unique for ensuring equal employment opportunity for individuals with disabilities and protected veterans are set forth in this section of the program. In some instances when general provisions governing equal employment opportunity and affirmative action encompass women, minorities, individuals with disabilities, and protected veterans, the provisions appear in earlier sections of the Academic Affirmative Action Program. In particular, policies on nondiscrimination and affirmative action applicable to women, minorities, individuals with disabilities, and protected veterans are set forth on page iii under section captioned "Commitment to Equal Employment Opportunity/Affirmative Action;" and the processes for disseminating, internally and externally, equal employment opportunity and affirmative action policies and information applicable to women, minorities, individuals with disabilities, and protected veterans are set forth in the earlier section captioned "Responsibility for Implementation & Dissemination of Policy." The employee and applicant information systems discussed in Chapter 6 include mechanisms to collect, maintain and report information required by Sections 60-300.44(h) and 60-741.44(h) of the regulations about covered veterans and individuals with disabilities.

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Definitions. The following definitions are applicable to this program:

"Individual with a disability" means any person who: (i) Has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) Has a record of such an impairment; or (iii) Is regarded as having such an impairment.

"Qualified individual with a disability" means an individual with a disability who satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position.

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[8] This affirmative action program may be complemented by the University's actions, policy, and procedures that address provisions of the California Fair Employment and Housing Act.

"Active duty wartime or campaign badge veteran" means a veteran who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized, under the laws administered by the Department of Defense.

"Armed Forces service medal veteran" means any veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985 (61 FR 1209).

"Disabled veteran" means (1) A veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs, or (2) A person who was discharged or released from active duty because of a service-connected disability.

"Pre-JVA veteran" means an individual who is an employee of or applicant to a contractor with a contract of $25,000 or more entered into prior to December 1, 2003 and unmodified since to $100,000 or more, and who is a special disabled veteran, veteran of the Vietnam era, pre-JVA recently separated veteran, or other protected veteran, as defined below:

"Special disabled veteran" means: (i) A veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Department of Veterans Affairs for a disability: (A) Rated at 30 percent or more; or (B) Rated at 10 or 20 percent in the case of a veteran who has been determined under 38 U.S.C. 3106 to have a serious employment handicap; or (ii) A person who was discharged or released from active duty because of a service-connected disability.

"Veteran of the Vietnam Era" means a person who: (i) Served on active duty for a period of more than 180 days, and was discharged or released therefrom with other than a dishonorable discharge, if any part of such active duty occurred: (A) In the Republic of Vietnam between February 28, 1961, and May 7, 1975; or (B) Between August 5, 1964, and May 7, 1975, in all other cases; or (ii) Was discharged or released from active duty for a service-connected disability if any part of such active duty was performed: (A) In the Republic of Vietnam between February 28, 1961, and May 7, 1975; or (B) Between August 5, 1964, and May 7, 1975, in all other cases.

"Pre-JVA recently separated veteran" means a pre-JVA veteran during the one-year period beginning on the date of the pre-JVA veteran's discharge or release from active duty.

"Other protected veteran" means a person who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized, under the laws administered by the Department of Defense.

"Protected veteran" means a veteran who is protected under the non-discrimination and affirmative action provisions of the Act; specifically, a veteran who may be classified as a

"disabled veteran," "recently separated veteran," "active duty wartime or campaign badge veteran," or an "Armed Forces service medal veteran," as defined by this section.

"Qualified disabled veteran" means a disabled veteran who has the ability to perform the essential functions of the employment position with or without reasonable accommodation.

"Recently separated veteran" means any veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military, ground, naval or air service.

"Veteran means" a person who served in the active military, naval, or air service of the United States, and who was discharged or released therefrom under conditions other than dishonorable.

Equal Employment Opportunity and Affirmative Action Policy

To provide equal employment and advancement opportunities to all individuals, employment decisions at the University are based on merit, qualifications and talent. The University does not discriminate in employment opportunities, promotion, or practices on the basis of race, color, religion, sex, national origin, ancestry age, disability, family care status, veteran status, marital status, sexual orientation or any other characteristic as protected by law.

UC Berkeley will not engage in discriminatory practices against any employee or applicant for employment because of physical or mental disability, or because the person is a covered veteran, in regard to any position for which the employee or applicant for employment is qualified. The Campus will take affirmative action to employ at all levels and will advance in employment and otherwise treat qualified individuals with disabilities and covered veterans without discrimination in all employment practices including recruitment, appointment, promotion, merit increase, salary and renewal of appointment. UCB is an equal employment opportunity employer of protected veterans and individuals with disabilities and includes this in our solicitations and advertisements.

Review of Personnel Processes

The University ensures that its personnel processes provide for careful, thorough and systematic consideration of the job qualifications of applicants and employees with known disabilities or who are known protected veterans for job vacancies filled either by hiring or promotion, and for all training opportunities offered or available. The campus shall ensure that when a disabled veteran, recently separated veteran, other protected veteran, or Armed Forces service medal veteran is considered for employment opportunities, the campus relies only on that portion of the individual's military record, including his or her discharge papers, that is relevant to the requirements of the opportunity in issue.

The University also ensures that its personnel processes do not stereotype disabled persons or protected veterans in a manner which limits their access to jobs for which they are qualified.

Recruitment. Employment practices are reviewed periodically to determine whether personnel programs provide the required affirmative action for employment and advancement of protected veterans and individuals with disabilities. All recruitment plans are reviewed to assure that advertising and other efforts are made to reach out to qualified candidates, including protected veterans and individuals with disabilities.

Annual Program Updating and Reporting. The academic affirmative action program for individuals with disabilities and protected veterans is reviewed and updated annually.

Grievance and Appeal Procedure. Employees who allege that they have been discriminated against because of their status as an individual with a disability or a protected veteran have access to redress through campus complaint resolution procedures established in accordance with the applicable personnel policy of the personnel program or labor agreement. Complaint resolution meetings are held in accessible locations and, if necessary, interpreters or adaptive devices are provided.

Audit and Reporting System. The employee and applicant information systems discussed in Chapter 6, *Internal Audit and Reporting Systems*, include mechanisms to collect, maintain and report information required by Sections 41 CFR § 60–300.44 (h), 41 CFR § 60–741.44(h) of the regulations about protected veterans and individuals with disabilities.

PHYSICAL AND MENTAL QUALIFICATIONS

The University periodically reviews all physical and mental job qualification standards for academic positions with unit managers to ensure that, to the extent qualification standards tend to screen out qualified individuals with disabilities or qualified disabled veterans, they are job-related for the position in question and consistent with business necessity and the safe performance of the job.

The Associate Vice Provost for the Faculty assists the Executive Vice Chancellor & Provost in providing guidance and assistance to the deans, directors, and department chairs in the implementation of affirmative action policy and procedures. This includes monitoring and enforcement of search and selection procedures, investigating and making recommendations regarding appeals and complaints, and implementing all aspects of affirmative action.

REASONABLE ACCOMMODATION AND FACILITY ACCESSIBILITY

Wherever possible, reasonable accommodation is made to the known physical and mental limitations of all otherwise qualified applicants and employees who are disabled veterans or individuals with disabilities, unless such accommodation would impose a demonstrable hardship on the conduct of business.

Employees may contact the following at any time to request an accommodation or address a disability related concern:

The University Health Services Employee Rehabilitation Program employs two full-time vocational rehabilitation counselors to help departments in attaining medical clarification, and assist current disabled employees to remain on the job with reasonable accommodation or help in the re-employment of such employees. The types of accommodations implemented include: granting medical leaves of absence, graduated return to work scheduling, provision of assistive devices, task restructuring, and work area modification. Funds are available and procedures are in place to provide (1) interpreters for deaf employees and applicants, and (2) adaptive devices for disabled or disabled veteran employees and applicants. Other services include counseling, advising, and tracking transitional return to work, reviewing medical separation requests, providing workshops and training in disability management for employees involved in the full range of HR processes (recruitment, screening, selection, promotion, disciplinary, and related processes).

The office of Disability Compliance supports the academic community in meeting its responsibilities under various campus policies. Assistant Provost Sarah Hawthorne and Disability Compliance Officer Derek Coates are responsible for assisting the campus in meeting its obligations with respect to persons with disabilities. The federal Americans with Disabilities Act (ADA) of 1990 and other federal and state laws, as well as the University of California Guidelines Applying to Nondiscrimination on the Basis of Disability require that persons with disabilities have equal opportunity to enjoy campus programs, activities, and benefits.

The Disability Resolution Officer is the initial campus contact person for individuals seeking to resolve a disability-related concern or problem. This includes faculty and other academics with disabilities wanting support and assistance in obtaining accommodation from their department. In addition, the disability resolution officer responds to allegations of discrimination on the basis of disability, and when appropriate, investigates such allegations including failure to accommodate. The disability resolution officer also provides information about other disability-related campus services and programs, such as parking for persons with disabilities.

Vocational rehabilitation counselors are trained in methods of job modification, knowledgeable about resources and adaptive devices available for the disabled or disabled veterans, and provide consultation to departments when needed to determine if accommodation is reasonable.

Over the last three decades, the University has extensively modified campus grounds, buildings, and other facilities to improve access for people with disabilities as part of an ongoing process that continues to the present. The Campus Access Guide, containing information about the access features of most, campus buildings, can be found online on the campus webpage or at: http://acads.chance.berkeley.edu/CAG/index.shtml.

Per 41 CFR 60-741.21, reasonable accommodation extends to the campuses use of electronic or online job application systems. UCB ensures that individuals with disabilities who cannot use the system have equal opportunity to apply and be considered for all jobs.

HARASSMENT

Per federal guidelines, the University has developed and implemented procedures to ensure that employees are not harassed because of their race, color, religion, sex, national origin, ancestry

age, disability, sexual orientation or veteran status. The University has a guide entitled "Berkeley Campus Procedures for Responding to Reports of Sexual Harassment," and for reports of retaliation related to reports of sexual harassment.

RESPONSIBILITY FOR IMPLEMENTATION AND DISSEMINATION OF POLICIES

Ultimate responsibility for the effective implementation of all aspects of the UC Berkeley Academic Affirmative Action Program for the employment of protected veterans and individuals with disabilities rests with the Chancellor. As noted above, the Chancellor has delegated responsibility for implementation to other senior officers including the Executive Vice Chancellor and Provost, Vice Provost for the Faculty, Associate Vice Provost for the Faculty, Assistant Provost for Academic Compliance and Disability Standards, the Title IX officer, and to deans, directors, and department chairpersons for the units under their jurisdiction. This responsibility includes: 1) dissemination of policy, and programs (a) internally to current academic personnel and (b) externally to those who are or might be candidates for positions; 2) review of proposed academic personnel actions for compliance with affirmative action policies and procedures; and 3) maintenance of records of individual employment actions in a manner that will enable response to federal review or inquiry.

Deans, directors, department chairs, and unit managers have the responsibility for implementation of equal employment opportunity and affirmative action within their departments by assuring that all personnel actions are administered in accordance with applicable personnel policies or labor agreements. The academic staff hiring process on the Berkeley campus is decentralized. The responsibility for making a good-faith effort in ensuring equal employment opportunity, therefore, lies with the deans, directors, department chairs, and unit managers on the campus. All individuals who submit an application for employment at the University of California are invited to self-identify their status as an individual with a disability or a protected veteran. All applicants who have been offered employment are invited to self-identify their status as an individual with a disability or protected veteran after a job offer is made and prior to the beginning of employment. When a department/unit finds an applicant they would like to put forward to the campus for appointment consideration it is required to submit a search report to the Associate Vice Provost for the Faculty for review, which requires that job-related reasons be provided for both selection and non-selection of all applicants interviewed.

Internal dissemination of policies

This Program for Individuals with Disabilities and Protected Veterans is disseminated with the Academic Affirmative Action Program.   Internal dissemination of equal employment opportunity and affirmative action policies and information is described on page 1-4.

External dissemination of policies

This Program has been announced to the California Employment Development Department; the California Department of Rehabilitation; organizations of and for individuals with disabilities; veteran service organizations; the Department of Veterans' Affairs Regional Offices; educational

institutions which participate in training of the disabled; college placement offices; and other local, state, and national organizations.

External dissemination of equal employment opportunity and affirmative action policies and information is described in detail on page 1-5.

Training

The Vice Chancellor for Equity and Inclusion, the Vice Provost for the Faculty, the Associate Vice Provost for the Faculty, the Director of Faculty Equity and Welfare, and the Assistant Vice Provost of Academic Personnel develop training materials and monitor academic personnel actions, training of academic administrators, deans and department chairs, academic HR staff, and faculty search committees, and coordination of good faith efforts in departmental recruitment and search procedures. The Disability Compliance Office provides regular advice to campus academic administrators and supervisors on the standards applicable to procedures to ensure that those procedures do not result in discrimination on the basis of disability when a unit is recruiting, screening, selecting, promoting, or disciplining. The Office is frequently invited to provide training to individual units upon request, and information is available onsite to all academic departments with respect to resources available about disability compliance requirements.

Employee Development

Known protected veterans and individuals with disabilities have had the opportunity to participate in all University sponsored educational, training, recreational and social activities. Class enrollment forms specify that participants can indicate a need for accommodations. Employees signing up for training and development programs should follow their department training guidelines.

Invitation to self-identify

All applicants who submit an application for employment with the University of California, Berkeley who believe themselves covered by the definitions of individual with disability or protected veteran are given the opportunity to self-identify voluntarily.

All applicants who believe themselves covered by the definitions of individual with disability or protected veteran are given the opportunity to self-identify voluntarily at both the pre-offer and post-offer phases of the application process. Employees may also voluntarily self-identify at any time they choose. The information is confidential and is used and released only in accordance with applicable Federal and State laws and University policies. There is no adverse treatment if an applicant or employee chooses not to identify. The information is used by the director of data initiatives in monitoring the effectiveness of the academic affirmative action program for individuals with disabilities and protected veterans.

Current academic employees of the University of California, Berkeley were invited to self-identify their status as an individual with a disability or protected veteran in spring 2014. They will be

invited again every five years, with at least one reminder during the intervening years that they can voluntarily self-identify at any time they choose.

If an applicant or employee is seeking reasonable accommodation, the department of the employee, the hiring department, or academic affairs may (1) require the applicant or employee to provide proper documentation covering the claim of disabled or protected veteran status and/or (2) require the applicant or employee to undergo an evaluation at the expense of the unit making the request under certain narrowly prescribed circumstances. Such medical information is confidential and is released only in accordance with applicable Federal and State laws and regulations and University policy.