An antique art illuminates ideas

In a corner of the beautifully renovated Bancroft Library, in a room filled with lead type, an 1850s printing press, and the pungent smell of ink, lecturer Les Ferriss teaches the history and art of making books. Students get to work with rare library treasures, such as an original leaf from a Gutenberg Bible. Each class makes a masterpiece of its own, hand-printing an unpublished manuscript as a final project.
Criteria Used in Selecting Freshmen

Evaluation (All Berkeley Colleges)

The purpose of the selection process is to identify applicants who are mostly likely to contribute to Berkeley’s intellectual and cultural community and, ultimately, to the State of California. Selection is based on a comprehensive review of all information—both academic and personal—presented in the application.

All applications are read in their entirety by trained professional readers. After reading and analyzing a file, the readers determine a comprehensive score which is the basis upon which the student is ultimately admitted or denied. Admissions managers conduct multiple checks for consistency and completeness throughout the reading process. While this evaluation process is based on professional judgments rather than a system that quantifies factors and incorporates them into a numerical formula, the extensive reader training, the additional reading of a file, as well as other monitoring procedures, ensures that the process is highly reliable. Formal tests of reliability are conducted regularly.

The admission review reflects the readers’ thoughtful consideration of the full spectrum of the applicant’s qualifications, based on all evidence provided in the application, and viewed in the context of the applicant’s academic and personal circumstances and the overall strength of the Berkeley applicant pool. Using a broad concept of merit, readers employ the following criteria that carry no pre-assigned weights:

(1) **The applicant’s full record of achievement** in college preparatory work in high school, including the number and rigor of courses taken and grades earned in those courses. Consideration is given to completion of courses beyond the University’s “a-g” minimums; strength of the senior-year course load; and performance in honors, college-level, Advanced Placement, and International Baccalaureate Higher Level (IBHL) courses, to the extent that such courses are available within the school. When appropriate and feasible, readers consider the strength of the high school curriculum, including the availability of honors and Advanced Placement courses and the total number of college preparatory courses available, among other indicators of the resources available within the school. When appropriate and feasible, they look comparatively at the achievements of applicants in the same pool who attended the same high school and therefore might be expected to have similar opportunities and challenges. They also consider other contextual factors that bear directly on the applicant’s achievement, including linguistic background, parental education level, and other indicators of support available in the home.

(2) **Personal qualities of the applicant**, including leadership ability; character, motivation, tenacity, initiative, originality, intellectual independence, responsibility, insight, maturity, and demonstrated concern for others and for the community. Readers also consider whether the applicant has challenged himself or herself academically and in other activities, and the extent of success in meeting such challenges.

(3) **Likely contributions to the intellectual and cultural vitality of the campus**. In addition to a broad range of intellectual interests and achievements, admission officers seek diversity in personal background and experience. To evaluate evidence of special talents an applicant may possess, the Admissions Office may seek the advice of Berkeley faculty members in relevant disciplines (e.g., music, art, drama, mathematics).

(4) **Performance on standardized tests**, including the three required SAT II tests, the SAT I (or ACT), and any Advanced Placement or IBHL examinations the applicant may have taken. Applicants who have not had the opportunity to take Advanced Placement or IBHL courses or who have chosen not to take the examinations for these courses are not disadvantaged. Test scores are evaluated in the context of all other academic information in the application, and preference is given to tests that show a demonstrable relationship to curriculum. Under no circumstances does Berkeley employ minimum scores or “cut-offs” of any kind.

(5) **Achievement in academic enrichment programs**, including but not limited to those sponsored by the University of California. This criterion is measured by time and depth of participation, by the applicant’s academic progress during that participation, and by the intellectual rigor of the particular program.

(6) **Other evidence of achievement**. This criterion recognizes exemplary, sustained achievement in any field of intellectual or creative endeavor; accomplishments in the performing arts and athletics; employment; leadership in school or community organizations or activities; and community service. Race, ethnicity, gender, religion, and national origin are excluded from the criteria. Preference in the selection process is given to California residents.

All achievements, both academic and non-academic, are considered in the context of the opportunities an applicant has had, and the reader’s assessment is based on how fully the applicant has taken advantage of those opportunities. For applicants who have faced any hardships or unusual circumstances, readers consider the maturity, determination, and insight with which they have responded to and/or overcome them. In evaluating the context in which academic accomplishments have taken place, readers consider the strength of the high school curriculum, including the availability of honors and Advanced Placement courses and the total number of college preparatory courses available, among other indicators of the resources available within the school. When appropriate and feasible, they look comparatively at the achievements of applicants in the same pool who attended the same high school and therefore might be expected to have similar opportunities and challenges. They also consider other contextual factors that bear directly on the applicant’s achievement, including linguistic background, parental education level, and other indicators of support available in the home.

The review also recognizes a wide range of talent and creativity that is not necessarily reflected in traditional measures of academic achievement but which, in the judgment of the reader, is a positive indicator of the student’s ability to succeed at Berkeley and beyond; to contribute meaningfully and uniquely to intellectual and social interchanges with faculty and fellow students, both inside and outside the classroom; and to make a special contribution to our society and culture. In applying the criteria above, readers carefully consider evidence provided in the personal statement, as well as in the academic record and list of honors and achievements. For example, the essay may reveal a level of maturity and ability to reflect on one’s life experience in relation to the larger world that indicates a high potential to benefit from and contribute to the richness of the intellectual life of the campus. Or it may reveal special qualities of leadership and initiative that indicate unique potential to contribute to the intellectual, social, and political life of the state and nation.
Selection

UC Berkeley is among the most selective universities in the country, becoming more competitive for freshman applicants each year. This past year Berkeley received more than 48,000 applications, more than 90 percent of which came from UC-eligible students. Generally the campus is able to admit about one in four freshman applicants for the fall semester. Because of student demand, selectivity varies from college to college and, as in the College of Engineering, from major to major; for example, it is more difficult to gain admission to the electrical engineering and computer sciences major than to the mechanical engineering major.

For applications to the Colleges of Letters and Science, Natural Resources, and Environmental Design, no consideration in the review process is given to the indicated major. However, for the professional Colleges of Chemistry and Engineering, demonstrated interest in the major is also taken into consideration. Furthermore, Berkeley faculty in the Colleges of Chemistry and Engineering have also asked that readers place added emphasis on sustained achievement in mathematics and science, and have indicated a preference that these applicants take the SAT II level 2C mathematics examination and that they choose for their third SAT II a science examination.

Criteria Used in Selecting Advanced-Standing Students

Transfer students will be selected primarily on the basis of academic performance and preparation, as assessed by review of the following: college GPA, level of completion of lower division prerequisite courses for the intended college, and/or major and grade trends.

Other criteria that may be considered, as assessed through a comprehensive review of all academic and personal information provided on the application, include extracurricular accomplishment, employment, personal qualities such as leadership or motivation, and likely contribution to the intellectual and cultural vitality of the campus. Demonstrated interest in the major may be considered in the selection of students for professional schools and colleges. All achievement will be considered in the context of the opportunities the applicants have faced and the ways in which they have responded to them.

Applicants must complete at least 60 transferable semester units before transfer. Transfer students from both two-year and four-year institutions are admitted; however, preference is given to California community college transfer applicants who have completed at least 30 semester units at a community college.

Colleges of Chemistry, Engineering, and Environmental Design and the Haas School Business

Applicants must complete the required 60 semester units and all prerequisites by the end of the spring term preceding enrollment. Applicants are expected to complete all lower division prerequisites for the major.

College of Letters and Science

Applicants must complete the required 60 semester units and all prerequisites by the end of the spring term preceding enrollment. Applicants are expected to complete breadth requirements in reading and composition, foreign language, and quantitative reasoning or the IGETC (for California community college students) or the UC Reciprocity Agreement (for intercampus transfer students at other UC campuses). Students are also expected to complete as much preparation for the major as possible.

College of Natural Resources

Applicants must complete all lower division prerequisites for the major.

Graduation Rates

Berkeley’s graduation rates are the highest on record. Using the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (formerly the Student Right to Know and Campus Security Act of 1990) guidelines for calculating graduation rates, the Berkeley campus shows the following:

<table>
<thead>
<tr>
<th>Percentage of Students Graduating from Berkeley Within Six Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen entering fall 2000</td>
</tr>
<tr>
<td>Freshmen entering fall 2001</td>
</tr>
<tr>
<td>Freshmen entering fall 2002</td>
</tr>
</tbody>
</table>

Professional Development Program

Program Office: 230B Stephens Hall, (510) 642-5881

The Professional Development Program (PDP) creates vibrant and supportive academic communities that are rich in diversity and focused on excellence. PDP students — Berkeley undergraduates and middle/high school students — strengthen their mathematics and science skills and gain insights into the social and cultural world of higher education. Middle/High school students with outstanding academic ability are brought to the Berkeley campus, given intensive preparation for university study, and encouraged to seek professional careers. Math teachers receive professional development in mathematics instruction.

PDP offers Berkeley undergraduate students special academic assistance and counseling and the opportunity to participate in faculty-supervised laboratory research in a broad range of academic disciplines. The program for undergraduate students maximizes access to the wealth of educational resources at Berkeley through individual faculty advising and curriculum planning in the student’s major; workshops in calculus, seminars, and tutorials which augment regular course offerings; laboratory and field placement opportunities as training for research; peer teaching and research assistantships. For further information, please go to the program office or call (510) 642-5881.
California Residency and the Nonresident Tuition Fee

If you have not been living in California with intent to make it your permanent home for more than one year immediately before the residence determination date for each semester in which you propose to attend the University, you must pay a nonresident tuition fee in addition to all other fees. The residence determination date is the day instruction begins at the University of California, Berkeley.

Law Governing Residence

The rules regarding legal residence for tuition purposes at the University of California are governed by the California Education Code as adopted by Standing Order 110.2 of The Regents of the University of California. Under these rules, adult citizens or certain classes of aliens can establish residence for tuition purposes. There are also particular rules that apply to the residence classification of minors (see below).

Who Is a California Resident?

If you are an adult who is not an alien present in the U.S. in a nonimmigrant status which precludes you from establishing domicile in the U.S. (e.g., a B, F, H2, H3, J, or TN/TD visa) and you want to be classified as a resident for tuition purposes, you must have established your continuous presence in California more than one year immediately preceding the residence determination date for the semester during which you propose to attend the University, and you must have given up any previous residence. You must also present objective evidence that you intend to make California your permanent home. Evidence of intent must be dated one year before the term for which you seek resident classification. If these steps are delayed, the one-year duration period will be extended until you have demonstrated both continuous presence and intent for one full year. Physical presence within the state solely for educational purposes does not constitute the establishment of California residence under state law, regardless of the length of your stay. Your residence cannot be derived from your spouse nor, since you are an adult, from your parents. Likewise, a registered domestic partner does not derive residence from the other registered domestic partner.

Establishing Intent to Become a California Resident

Indications of your intent to make California your permanent residence can include registering to vote and voting in California elections; designating California as your permanent address on all school and employment records, including military records if you are in the military service; obtaining a California driver’s license or, if you never had a driver’s license from any state, a California Identification Card; obtaining California vehicle registration; paying California income taxes as a resident, including taxes on income earned outside California from the date you establish residence; establishing a California residence in which you keep your permanent belongings; licensing for professional practice in California; and the absence of these indications in other states during any period for which you claim California residence. Documentary evidence is required. All relevant indications will be considered in determining your classification. Your intent will be questioned if you return to your prior state of residence when the University is not in session.

Financial Independence Requirement

Effective fall 1993, if your parents do not meet the requirements to be considered California residents for tuition purposes or if you were not previously enrolled in a regular session at any University of California campus, you will be required to be financially independent in order to be a resident for tuition purposes. If you are an adult student and your parents are not California residents, you must demonstrate financial independence, along with physical presence and intent, when seeking resident classification for tuition purposes. You are considered “financially independent” if one or more of the following applies:

1. you are at least 24 years of age by December 31 of the year you request residence classification;
2. you are a veteran of the U.S. Armed Forces;
3. you are a ward of the court or both of your parents are deceased;
4. you have legal dependents other than a spouse or registered domestic partner;
5. you are married, a registered domestic partner, or a graduate or professional student and you were not/will not be claimed as an income tax deduction by your parents or any other individual for the tax year preceding the term for which you are requesting resident classification; or
6. you are a single undergraduate student who was not claimed as an income tax deduction by your parent or any other individual for the two tax years immediately preceding the term for which you are requesting resident classification, and you can demonstrate self-sufficiency for those years and the current year.

Note: Graduate students who are graduate student instructors, teaching or research assistants, or teaching associates employed at 49 percent time or more (or awarded the equivalent in University-administered funds, e.g., grants, stipends, fellowships) in the term for which resident classification is sought are exempt from the financial independence requirement.

General Rules Applying to Minors

If you are an unmarried minor (under age 18), the residence of the parent with whom you live is considered your residence. If you have a parent living, you cannot change your residence by your own act, by the appointment of a legal guardian, or by the relinquishment of a parent’s right of control. If you live with neither parent, your residence is that of the parent with whom you last lived. Unless you are a minor alien present in the U.S. under the terms of a nonimmigrant status which precludes you from establishing domicile in the U.S., you may establish your own residence when both your parents are deceased and a legal guardian has not been appointed. If you derive California residence from a parent, that residence must satisfy the one-year durational requirement.

Specific Rules Applying to Minors

1. Divorced/Separated Parents. If you want to derive California resident status from a California resident parent, you must move to California to live with that parent before your 18th birthday and establish the requisite intent and remain in California until school begins. Otherwise, you will be treated like any other adult coming to California to establish your legal residence.
2. Parent of Minor Moves from California. If you are a minor U.S. citizen or eligible alien whose parent was a resident of California but who left the state within one year of the residence determination date, you are entitled to resident classification if you remain in California after your parent departs, enroll in a California public postsecondary institution within one year of your parent’s departure, and, once enrolled, attend continuously until you turn 18.

3. Self-Support. If you are a U.S. citizen or eligible alien and are a minor and can prove that you lived in California for the entire year immediately before the residence determination date, that you have been self-supporting for that year, and that you intend to make California your permanent home, you may be eligible for resident status.

4. Two-Year Care and Control. If you are a U.S. citizen or eligible alien and you lived continuously for at least two years before the residence determination date with an adult who was not your parent but was responsible for your care and control and who, during the one year immediately preceding the residence determination date was a resident of California, you may be entitled to resident status. This exception continues until you become 18 and have resided in the state long enough to become a resident, as long as you continuously attend an educational institution.

Exemptions from Nonresident Tuition
(Proof of Eligibility Is Required)

1. Member of the Military. If you are a member of the U.S. military stationed in California on active duty, unless you are assigned to a state-supported institution of higher education for educational purposes, you may be exempted from the nonresident tuition fee. You must provide the residence deputy or personnel officer indicating the dates of your assignment to California and confirming that the assignment to active duty in the state is for educational purposes. If you are a graduate or professional student, you are eligible for this exemption until you have resided in the state the minimum time necessary to become a resident (366 days).

2. Spouse, Registered Domestic Partner, or Other Dependents of Military Personnel. You may be exempt from payment of the nonresident tuition fee if you are a dependent natural or adopted child, stepchild, registered domestic partner, or spouse of a member of the armed forces of the United States stationed in California on active duty. If you are a graduate or professional student, you will be entitled to this exemption until you have resided in the state the minimum time necessary to become a resident (366 days). If you are enrolled in an educational institution and the member of the armed forces is transferred outside California where he or she continues to serve on active duty or retires from active duty, you will not lose your exemption until you have resided in the state the minimum time necessary to become a resident (366 days).

3. Child, Spouse, or Registered Domestic Partner of Faculty Member. To the extent funds are available, if you are an unmarried dependent child under age 21 or the spouse or registered domestic partner of a member of the University faculty who is a member of the Academic Senate, you may be eligible for a waiver of the nonresident tuition fee. Confirmation of the faculty member’s membership in the Academic Senate must be secured each semester before this waiver is granted.

4. Child, Spouse, or Registered Domestic Partner of University Employee (whose assignment is outside California). If you are an unmarried dependent child, spouse, or registered domestic partner of a full-time University employee whose assignment is outside California (e.g., Los Alamos National Laboratory or the University of California Washington, D.C., Center), you may be eligible for a waiver of the nonresident tuition. Your parent’s, spouse’s, or registered domestic partner’s employment status with the University must be ascertained each semester.

5. Child, Spouse, or Registered Domestic Partner of Deceased Public Law Enforcement or Fire Suppression Employee. If you are the child, spouse, or registered domestic partner of a deceased public law enforcement or fire suppression employee who was a California resident and was killed in the course of fire suppression or law enforcement duties, you may be entitled to a waiver of the nonresident tuition fee.

6. Dependent Child of a California Resident Parent. If you have not been an adult resident of California for more than one year and you are a dependent child of a California resident parent who has been a resident for more than one year immediately before the residence determination date, you may be entitled to a waiver of the nonresident tuition fee until you have resided in California for the minimum time necessary to become a resident as long as you maintain continuous attendance at an educational institution.

7. Native American Graduates of a BIA High School. If you are a graduate of a California high school operated by the Federal Bureau of Indian Affairs, you may be eligible for an exemption from the nonresident fee.

8. Employee of a California Public School District. Any person holding a valid credential authorizing service in the public schools of the state of California who is employed by a school district in a full-time certificate position may be eligible for a nonresident tuition waiver.

9. Student Athlete in Training at U.S. Olympic Training Center, Chula Vista. Any amateur student athlete in training at the United States Olympic Training Center in Chula Vista may be eligible for a waiver of the nonresident tuition fee until he or she has resided in the state the minimum time necessary to become a resident.

10. Graduate of a California High School. You may be entitled to an exemption from nonresident tuition if you attended high school in California for three or more years and graduated from a California high school (or attained the equivalent). You are not eligible for this exemption if you are a nonimmigrant alien.

11. Spouses, Registered Domestic Partners, and Dependents of California Residents Killed in September 11, 2001, Terrorist Attacks. If you are an undergraduate student who is a spouse, registered domestic partner, or dependent of a California resident killed in the September 11, 2001, terrorist attacks on the World Trade Center and the Pentagon or the crash of United Airlines Flight 93, you may be eligible for an exemption from the nonresident tuition fee. Eligible students must meet the financial need requirements for the Cal Grant A program.

12. Recipient or Child of a Recipient of the Congressional Medal of Honor. If you are a recipient of the Congressional Medal of Honor or the child of a recipient of the Congressional Medal of Honor, you may be eligible for an exemption from nonresident tuition fee.
Temporary Absences

If you are a nonresident student who is in the process of establishing California residency for tuition purposes and you leave California during non-academic periods (for example, to return to your former or parent’s home state), your presence in California will be presumed to be solely for educational purposes, and only convincing evidence to the contrary will rebut this presumption. Students who are in the state solely for educational purposes will not be classified as residents for tuition purposes, regardless of the length of stay.

If you are a student who has been classified as a resident for tuition purposes and you leave the state temporarily, your absence could result in the loss of your California residence. Again, only strong evidence will rebut the presumption that you are in California solely for educational purposes. The burden of proof will be on you to verify that you did nothing inconsistent with your claim of a continuing California residence during your entire absence.

If you are a minor student, your residence is determined by the residence of the parent(s) with whom you live or last lived, and you would not lose that residence unless you perform acts inconsistent with a claim of permanent California residence. Some steps that you (or your parent(s)) if you are a minor student) should take to retain resident status for tuition purposes are:

1. Satisfy California resident income tax obligations. It should be noted that individuals claiming permanent California residence are liable for payment of income taxes on their total income, including income earned outside the state (abroad or in another state).

2. Continue to use a California permanent address on all records (educational, employment, military, etc.).

3. Attend an out-of-state public institution as a nonresident for the entire period of enrollment there.

4. Retain your California voter’s registration and vote by absentee ballot.

5. Maintain a California driver’s license and vehicle registration. If it is necessary to change your license or registration while temporarily residing in another state, the license must be changed back to California within 10 days of the date of return to the state, and the vehicle registration must be changed within 20 days of the date of return.

6. Return to California during your vacation periods.

Incorrect Classification

If you were incorrectly classified as a resident, you are subject to recategorization and to payment of all nonresident tuition fees not paid. If you concealed information or furnished false information and were classified incorrectly as a result, you are also subject to University discipline.

Resident students who become nonresidents must immediately notify the campus residence deputy.

Inquiries and Appeals

Inquiries regarding residence requirements, determination, and/or recognized exceptions should be directed to the Residence Deputy, Office of the Registrar, 120 Sproul Hall, Berkeley, CA 94720-5404, telephone (510) 642-5990, e-mail ores@berkeley.edu, or the Legal Analyst—Residence Matters, 1111 Franklin Street, 8th Floor, Oakland, CA 94607-5200. No other University personnel are authorized to supply information relative to residence requirements for tuition purposes.

Any student, following a final decision on residence classification by the residence deputy, may appeal in writing to the legal analyst within 30 days of notification of the residence deputy’s final decision.

Caution: This summary is not a complete explanation of the law regarding residence for tuition purposes. Additional information is available from the Office of the Registrar and at registrar.berkeley.edu/residency/legalinfo.html. Note: Changes may be made in the residence requirements between the publication date of this statement and the relevant residence determination date.

Appendix

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University Professors
Francisco J. Ayala
Department of Ecology and Evolutionary Biology
UC Irvine

J. Michael Bishop
Departments of Microbiology and Immunology, Biochemistry and Biophysics
UC San Francisco

E. Margaret Burbidge*
Department of Physics
UC San Diego

Shu Chien
Department of Bioengineering and Medicine
UC San Diego

Alexandre J. Chorin
Department of Mathematics
UC Berkeley

Marvin L. Cohen
Department of Physics
UC Berkeley

Michael Cole
Department of Communication
UC San Diego

Robert B. Edgerton
Department of Psychiatry and Biobehavioral Sciences
UC Los Angeles

Emory Elliott
Department of English and Center for Ideas and Society
UC Riverside

Sandra M. Faber
Department of Astronomy and Astrophysics
UC Santa Cruz

(*Emeritus)

New students—You are required to submit an online Statement of Legal Residence (SLR) at bearfacts.berkeley.edu by the third week of the semester for which you are admitted. Failure to submit an SLR will result in your being classified as a nonresident and assessed the additional nonresident fee.

Continuing students—if you are a nonresident and believe you are eligible for resident status, you must submit an online Residence Classification Petition (RCP) at bearfacts.berkeley.edu during the filing period for the semester for which you seek resident classification. Please follow the detailed PDF instructions. The deadline to file the RCP is the last working day before the first day of instruction for the semester for which you are seeking resident status.

All students—if additional documentation is required for a residence classification but is not readily accessible, you will have until the end of the eighth week of the applicable semester to provide it. Failure to meet this deadline will result in your file being closed and your status remaining as a nonresident.

Purpose and Scope—This policy is intended to protect, and not restrict, the core academic values and processes of the University. When recordings are made of course presentations in any medium and those recordings are shared or distributed, the distribution must be conducted in a way that ensures compliance with University policies; protects the integrity and quality of the teaching and learning experience; and protects the interests of the University, the course instructor, and the University’s students.

Distribution of Recordings of Course Presentations—Except as provided herein, no business, association, agency, or individual, including a student, shall give, sell, or otherwise distribute to others or publish any recording made during any course presentation without the written consent of the instructor/presenter and the Chancellor. This policy is applicable to any recording in any medium, including handwritten or typed notes. The only exceptions are that:

1. students currently enrolled in or approved to audit that course may provide a copy of their own notes or recordings to other currently enrolled students for non-commercial purposes reasonably arising from participation in the course, including individual or group study; and

2. faculty may use recordings of course presentations, made by them or at their direction, to the extent that such use does not conflict with other University policies, including the Policy on Conflict of Commitment and Outside Activities of Faculty Members (Academic Personnel Policy 025) and the prohibition on the use of University facilities for commercial purposes (Academic Personnel Policy 015, Part II C 3); and
(3) a recording (including handwritten notes by a designated notetaker) may be made pursuant to an approved accommodation for a currently enrolled student with disabilities, for the exclusive use of that student.

Special Considerations pertaining to Recordings that Capture Sounds and Images—Any distribution of a recording of a course presentation at the University of California that captures the actual sounds and/or images of that course presentation, in any medium, must consider not only the rights of the instructor and the University, but also those of other parties. Examples include the privacy rights of students enrolled in the course, the rights of guest lecturers, and the copyright interests in materials authored by others that are displayed or presented during the course presentation. It may be necessary to secure rights from these parties before any recording, distribution, publication, or communication occurs.

References:
University of California Policy on Copyright Ownership, 1992
University of California Policy on Ownership of Course Materials, 2003
University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research, 1986

Campus Policy on Commercial Use of Class or Lecture Notes or Recordings and Related Material

As part of the education and learning experience, enrolled students routinely take course lecture notes. Except as provided below, notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study either between students or between a student and a third party. Selling or distributing recordings of course presentations, course lecture notes, handouts, readers, or other information provided by an instructor, or using them for any commercial purpose without the express permission of the Chancellor and the instructor is a violation of the foregoing UC policy and the Berkeley Campus Code of Student Conduct, Section V.102.23 (students.berkeley.edu/uga/conduct.asp).

Campus Lecture Note Subscription Services—ASUC Lecture Notes Online, a campus service provided by the Business and Administrative Services’ ASUC-Auxiliary unit, is exclusively authorized by the Chancellor to provide course notes subscription services on the Berkeley campus. No outside entity is authorized to perform this service for UC Berkeley courses. ASUC Lecture Notes Online is available for particular classes when approved in writing by the instructor. For such classes, the instructor shall have the right to approve the designated note taker in advance; negotiate the terms and conditions with ASUC Lecture Notes Online, including, but not limited to, royalties; and review and approve the notes in a timely manner before their distribution. The designated note taker must be a student enrolled in the class, unless otherwise authorized by the instructor. For a list of courses or more information about this service, please call (510) 705-2794 or visit lecturenotes.berkeley.edu.

Organized Research Units

African Studies, Center for
Archaeological Research Facility
Arts Research Center
Atmospheric Sciences, Center for
Beatrice M. Bain Research Group
Berkeley Nanosciences and Nanoengineering Institute
Berkeley Roundtable on the International Economy
Berkeley Seismological Laboratory
Business and Economic Research, Institute of
California Biodiversity Center
California Institute for Energy Efficiency
Cancer Research Laboratory
Child and Youth Policy, Center for
Chinese Studies, Center for
Clinical Education, Center for
Cognitive and Brain Sciences, Institute for
Developing Economies, Blum Center for
Doreen B. Townsend Center for the Humanities
Earthquake Engineering Research Center
East Asian Studies, Institute of
Electronics Research Laboratory
Emma Goldman Papers Project
Energy Biosciences Institute
Engineering Systems Research Center
Environmental Design Research, Center for
Environmental Law and Policy, California Center for
Environmental Science and Engineering, Institute for
European Studies, Institute for
Functional Genomics Laboratory
Governmental Studies, Institute of
Human Development, Institute of
Human Rights Center
Research on Labor and Employment, Institute for
Information Technology Research in the Interest of Society, Center for
Integrative Planetary Science, Center for
International and Development Economics Research, Center for
International Studies, Institute of
Japanese Studies, Center for
Korean Studies, Center for
Latin American Studies, Center for
Law, Business and the Economy, Berkeley Center for
Law and Society, Center for the Study of
Law and Technology, Berkeley Center for
Legal Research, Institute for
Management, Innovation and Organization, Institute of
Middle Eastern Studies, Center for
Miller Institute for Basic Research in Science
Mortality, Law, and Public Affairs, Kadish Center for
Neuroscience Institute, Helen Wills
Personality and Social Research, Institute of
Pure and Applied Mathematics, Center for
Quantitative Biomedical Research, the California Institute for
Radio Astronomy Laboratory
Race, Ethnicity and Diversity, Chief Justice Earl Warren Institute on
Real Estate and Urban Economics, Fisher Center for
Research on Labor and Employment, Institute for
Science, Technology and Society Center
Slavic, East European, and Eurasian Studies, Institute for
Study of Sexual Culture, Center for
Social Change, Institute for the Study of
Social Justice, Thelton E. Henderson Center for
South and Southeast Asia Studies, Center for

Arturo Gómez-Pompa*
Department of Botany and Plant Sciences
UC Riverside

M. Frederick Hawthorne*
Department of Chemistry and Biochemistry
UC Los Angeles

Richard M. Karp
Departments of Bioengineering, Electrical Engineering and Computer Sciences, Industrial Engineering and Operations Research, Mathematics
UC Berkeley

Yuan T. Lee
Department of Chemistry
UC Berkeley

Robert Rosenthal
Department of Psychology
UC Riverside

Frank H. Shu
Department of Astronomy
UC San Diego

S. Jonathan Singer*
Department of Biology
UC San Diego

Neil J. Smelser*
Department of Sociology, Institute for International Studies
UC Berkeley

Gabor A. Somorjai
Department of Chemistry
UC Berkeley

Charles H. Townes*
Department of Physics
UC Berkeley

Ming T. Tsung
School of Medicine, Department of Psychiatry
UC San Diego

Hayden V. White*
Department of History of Consciousness
UC Santa Cruz

* Emeritus
Berkeley is host to more than 2,400 visitors from other universities, colleges, research laboratories, and government agencies who conduct research using University facilities. The Visiting Scholar and Postdoc Affairs (VSPA) Program was established to accommodate scholars with a Ph.D. or equivalent degree to pursue their research and professional interests on the Berkeley campus.

The VSPA Program has five decentralized authorizing units: College of Chemistry, College of Engineering, College of Letters and Science, College of Natural Resources, and International and Area Studies. All other campus units are under the auspice of the central VSPA Program Office.

Appointments in the VSPA Program are contingent upon the interest and ability of a campus department or organized research unit (ORU) to accommodate the affiliate for the period of time desired. In order to be affiliated as a visiting scholar or postdoc, you must be sponsored by a faculty member of the University of California, Berkeley and must meet certain requirements. Please note that visiting scholars are assessed an annual $200 University Services Fee. Postdoctoral appointees are not charged this fee.

Without the payment of tuition or other fees, VSPA affiliates may informally audit classes (with the exception of courses offered by Summer Sessions or University Extension); participate in seminars with permission of the instructor; confer with faculty members; and access facilities that the sponsoring unit may be able to offer. Standard privileges include use of campus libraries, e-mail services, fee parking permits, football ticket discounts, recreational sports facilities discounts, and access to housing services for a fee.

Note: VSPA affiliates should not expect sponsoring units or libraries to provide them with workspace.

For more information about the VSPA Program, please go to vspa.berkeley.edu.

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**Campus Historical Resources**

**University Archives**, located in the Doe Annex of the Bancroft Library, is the official repository of historical records and memorabilia for the Berkeley campus, and contains tens of thousands of documents, photographs, records, and artifacts. For more information, contact the archivist at (510) 642-2933. (Most records and photographs can also be looked up and reviewed in the reading room of the Bancroft Library.)

The **Regional Oral History Office** in the Doe Library contains transcripts of in-depth interviews with hundreds of notable and fascinating Californians, including many UC faculty, alumni, and administrators. Call (510) 642-7395.

**Blue and Gold Yearbooks** can be found in the open stacks of the Main Library. Early editions, particularly those before World War II, contain much historical information and descriptions of the University.

**Hall of Fame Room, Memorial Stadium**, contains permanent records of the history and triumphs—including Olympic victories and NCAA championships—of Cal athletics, including sports from track and field to crew, rugby, tennis, and football. Trophies, artifacts, photographs, and equipment dating back a century are on display. The Hall of Fame is open from 10 a.m. to 3 p.m. the first Thursday of each month. For more information, call (510) 642-3839.

**University History Seminar** is a group that meets regularly in the Townsend Center for the Humanities to discuss topics in campus and University history. Faculty, staff, alumni, and students give presentations on special topics and research, and the group periodically publishes “Chapters in the History of the University of California.” Call (510) 643-9212 for more information.

**A Cal History and Traditions Class** is offered periodically through DeCal (Democratic Education at Cal). This student-initiated, for-credit class introduces students to the history and culture of the University and includes tours of the historic campus, Cal songs and spirit traditions, and talks by administrators, faculty, and alumni. For more information, call the DeCal office in Eshleman Hall at (510) 642-9127.

**Non-University Resources**

- Berkeley Public Library history collection (Central Library)
- Berkeley Historical Society and Museum
- Berkeley Architectural Heritage Association

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**CAL Quiz
No. 37**

*What is the official significance of the saber-toothed tiger statue in the plaza at the southern end of McCone Hall?* (Answer on page 526.)
Appendix

Officers of Administration

The Regents of the University of California

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Speaker of the Assembly
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Jack O’Connell
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To be announced
Vice President of the Alumni Associations of the University of California
To be announced
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Susan Desmond-Hellmann, San Francisco
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George R. Blumenthal, Santa Cruz

CAL Quiz
No. 38
Barrow Lane is the little street that runs behind Sproul Hall. How does the name relate to Barrows Hall, which the lane passes?
(Answer on page 526.)
CAL Quiz
No. 39
What are the hills called on either side of Strawberry Canyon, above Memorial Stadium?
(Answer on page 526.)

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CAL Quiz
No. 40
What is the white stone that is used on so many of
the older campus buildings, including Doe Library and
Sather Gate?
(Answer on page 526.)
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What were the first sound motion pictures shown on the Berkeley campus, and in what year were they shown?
(Answer on page 526.)
Sometimes sitting in a huge room full of intelligent students can be very intimidating. New students coming to Berkeley may not be used to this type of setting. However, don’t be afraid to separate yourself from the rest and be heard! Go to office hours and talk to your professors. Ask smart questions, ask dumb questions, just don’t ever stop asking questions!

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CAL Quiz
No. 45
When did student government begin at Berkeley?
(Answer on page 526.)
Answers to CAL Quiz*

1. (from page 8)
William Tyndale (1494-1536) translated the Bible into English from the original Greek and Hebrew and gave us most of the famous phrases from the King James Authorized Version. In addition to “Let there be light,” he first used the words “And the truth shall set you free,” “Am I my brother’s keeper?”, “Love thy neighbor as thyself,” and “Let my people go.” For his pains he and his books were burned for heresy.

2. (from page 17)
Booth asked that the University work toward a future that would “make the voter intelligent, the officer more honest, do away with soldiers, make (gun) powder a blasting agent, and war a memory.”

3. (from page 19)
Grains and fruits, the products of agriculture. The building originally housed the College of Agriculture, among other academic departments.

4. (from page 20)
Lawrencium, berkelium, and californium. All were discovered by Berkeley researchers. Lawrencium is named in honor of Ernest Lawrence, the first Berkeley professor to win the Nobel Prize.

5. (from page 26)
Benitoite is a sapphire-blue crystal originally found only in San Benito County. In 1907, Professor George Louderback, chair of the Department of Geology, was the first to analyze and describe the mineral when a gemologist friend from San Francisco brought him a sample.

6. (from page 27)
The Tilden Football Players statue, won by the University as a Big Game prize in 1899, was the first permanent outdoor sculpture on campus. Soon afterward it was installed on campus near the old running track and playing field (now covered by the Life Sciences complex). The statue now stands south of the Life Sciences Addition. Over the years, a wide variety of other art donations followed.

7. (from page 28)
Foresters’ Circle was a ring of log benches around a firepit in the middle of the Eucalyptus Grove. Forestry students from nearby Mulford Hall used to gather there to socialize. In the 1980s, because of concerns about fire danger, the log benches were scattered to other locations on campus.

8. (from page 30)
Oski is always played by a student, but his or her identity inside the costume is kept secret. Oski says nothing. He’s a silent bear who expresses his California loyalty and emotions with gestures.

9. (from page 37)
“Washington Crossing the Delaware” (1851), also by Leutze, hangs in the Metropolitan Museum of Art, New York. Our monumental canvas hung for many years in the University Art Museum. Before that, it was found rolled up in the basement of Hearst Gymnasium, where it had lain for 53 years.

10. (from page 39)
On October 16, 1945, Robert Oppenheimer, a physics professor at Berkeley, retired as director of the Los Alamos weapons lab after the successful completion of the first atomic bomb. UC President Robert Gordon Sproul went to Los Alamos for a ceremony honoring Oppenheimer and recognizing the University’s contribution to the war effort. The prayer was offered at the conclusion of the ceremonies.

11. (from page 46)
One of John Galen Howard’s drawings of Sather Tower placed two-bedroom student apartments on each floor. The plan was never implemented. The drawing is in the lobby of Sather Tower.

12. (from page 47)
In 1966 a Swiss company proposed to pay for construction of an aerial tramway running from campus up Strawberry Creek to the top of Grizzly Peak. The idea was that University staff and students could have used it for commuting, and the company would have made money by selling tickets to others interested in a recreational ride. (An odder variation of this idea was a proposal, actually tried, to convert steep and straight Marin Avenue in north Berkeley to a ski run each winter. Private parties trucked in snow, but it melted too fast for the project to be economical.)

13. (from page 48)
At the 1962 Charter Day ceremonies, 88,000 people—many of them seated on the field—came to hear President John F. Kennedy speak. This was reportedly the largest crowd ever to hear President Kennedy in person. (The largest crowd to see a football game at the stadium was 83,000, against Navy in 1947.)

14. (from page 53)
Hearst wanted to build a grand monument, designed by Bernard Maybeck, that would have covered acres of campus between Bancroft Way and Faculty Glade. It would have consisted of a gymnasium, a huge domed auditorium resembling Maybeck’s Palace of Fine Arts, museums, music and architecture buildings, extensive sculpture gardens, courtyards, “ruined temples,” and a statue of Phoebe Hearst. Only the auditorium (Hearst Gymnasium) was ultimately built.

15. (from page 66)
Albert Bender, a San Francisco philanthropist and art collector, gave the sculptures to the University in the 1930s. They were originally located in front of the old Powerhouse, which was converted to the University Art Gallery in 1933.

*The CAL Quiz was compiled by Steve Finacom.
16. (from page 67) May T. Morrison, class of 1878. The Morrison Library in the Doe Library building, and Morrison Hall, which houses the Music Library, are named for her.

17. (from page 68) An asteroid and an oil tanker (Chang-Lin Tien), and an atomic element (Glenn T. Seaborg).

18. (from page 70) From 1891-1924 the Botanical Garden had a large greenhouse in the center of the campus, next to its outdoor planting beds. The greenhouse stood approximately where the little parking lot next to Haviland Hall is today. It looked a lot like the famous Conservatory of Flowers in San Francisco’s Golden Gate Park.

19. (from page 71) “Berkeley, near Oakland.” That was in the days before zip codes, and Berkeley wasn’t really a town yet, so it was prudent to add the name of the closest major town. Now the campus has not only a zip code of its own (94720), but scores of four-digit codes for different campus departments and buildings.

20. (from page 72) Between California Hall and Doe Library, the road splits around an oval, sloping lawn. This was once known as sophomore lawn, and any freshman who accidentally or purposefully stepped on the forbidden turf was subject to retribution by the sophomores.

21. (from page 75) “To read well is to vanquish the centuries.”

22. (from page 77) The Smokey the Bear hats worn by National Park Service rangers. The hats are quite similar to the Senior Sombreros worn by Cal students early in this century, and it is believed that one of the several Cal alumni who helped create and manage the National Park Service adapted the hats as part of the ranger uniform.

23. (from page 78) Kent Dallet, late associate professor of psychology at Berkeley.

24. (from page 79) Geology Professor Andrew Lawson did pioneering work studying earthquakes and faults and argued (correctly) that there were stable rock formations that would hold up the Golden Gate Bridge towers. The “Lawson Adit” is the old mining tunnel east of the Hearst Memorial Mining Building.

25. (from page 81) Wurster Hall is named for William Wurster, who was a noted architect and dean of the School of Architecture, and Catherine Bauer Wurster, a respected social advocate and urban planner.

26. (from page 82) Andy Smith, football coach from 1916-1925, compiled a 74-16-7 record and led his teams to five consecutive undefeated seasons. He died unexpectedly, and on January 15, 1926, his ashes were scattered from an airplane over the field at Memorial Stadium during his memorial service.

27. (from page 84) Joseph Thomas Gier, an expert in thermal radiation and instrumentation, was promoted from lecturer to associate professor of electrical engineering in the College of Engineering in 1952. (He later moved to UCLA and served on the faculty there.)

28. (from page 86) The “Big C” is the oldest documented letter on a hillside in the Western United States, perhaps in the country.

29. (from page 88) A small gold nugget, thought to be the gold that John Marshall discovered in 1848, setting off the California Gold Rush.

30. (from page 91) The sycamore trees on the Esplanade north of Sather Tower were originally part of the grounds of the 1915 Panama Pacific International Exposition that temporarily covered what is now San Francisco’s Marina District. They were moved to Berkeley and used in the campus landscaping after the fair.

31. (from page 94) (d) lasers

32. (from page 95) A large flagpole. When the tower was built, the flagpole was given to St. Mary’s College in Moraga, on the other side of the Berkeley hills.

33. (from page 504) Edwards Track, which seats more than 20,000 spectators, was the largest facility in the country built exclusively for track and field events. The Valley Life Sciences Building was thought to be the largest academic building in the world when it was constructed.

34. (from page 505) Stained glass windows in the Great Hall of the Faculty Club on campus are decorated with the symbols of colleges with which the Faculty Club’s founding members had been associated. Stanford was one of those schools, so there is a panel featuring a Stanford tree and red and white glass.

35. (from page 506) The corridors of Mulford Hall, the old Forestry Building near the west end of campus, are decorated with samples of wood from around the world.
36. (from page 507)  
They couldn’t use it. The elevator, operated by a key, was reserved for faculty and staff. The professors wanted to keep it available to move their experimental equipment between floors, and besides, they reasoned that students were young and healthy enough to use the stairs.

37. (from page 510)  
The saber-toothed tiger is the official California state fossil. This particular statue was made for the University by Victor Bergeron, the founder of the Trader Vic restaurants. For many years the Paleontology Department and museum were located on the lower floors of McCone Hall, and Sather Tower used to be the storage place for hundreds of tiger fossils.

38. (from page 511)  
There’s no connection. Barrow Lane used to be a city street, named for a businessman who operated a hotel at the corner of Bancroft and Telegraph, before the University expanded south of Strawberry Creek. It is pure coincidence that Barrows Hall, named for University President David Prescott Barrows, stands next to the lane.

39. (from page 512)  
Charter Hill is the traditional name of the slope to the north, where the “Big C” is located. Panoramic Hill is the name of the residential neighborhood that climbs the heights to the south of the stadium. The lower, southwest portion of Charter Hill is informally called Tightwad Hill, after the spectators who sit there for free to watch the football games below.

40. (from page 513)  
The stone is commonly called Sierra white granite or Raymond granite after the company that operated the quarry from which it came.

41. (from page 515)  
“Wild Men of Kilihari” and “With Governor Pinchot in the South Seas” were shown on campus on June 14, 1932.

42. (from page 517)  
Stephens Hall was the Student Union, and Moses Hall (originally named Eshleman Hall) was the Student Publications Building. From the 1920s through the 1950s, student extracurricular life centered in these buildings, and the little courtyard in between, now called the Class of 1925 Court, was the Sproul Plaza of its day, where campus events and activities were publicized.

43. (from page 518)  
Athena, the classical Greek goddess of wisdom.

44. (from page 519)  
Olmstead was hired by the College of California to design a plan for its new Berkeley campus, as well as a layout for the residential neighborhood the college wanted to create next to the campus. Piedmont Avenue, between Dwight Way and Memorial Stadium, with its planted median, traffic circle at Channing Way, and curves that follow the hillside, is the only piece of Olmstead’s design that survives.

45. (from page 520)  
Student government began at Berkeley in March 1887 with the formation of a student-appointed committee that recommended a constitution. This makes the ASUC among the oldest student governments in the country and one of those spontaneously formed by students themselves, rather than created by administrative fiat.
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