

Office of the President

TO MEMBERS OF THE COMMITTEE ON EDUCATIONAL POLICY:

**DISCUSSION ITEM**

*For Meeting of January 18, 2012*

**ANNUAL ACCOUNTABILITY SUB-REPORT ON DIVERSITY AT THE UNIVERSITY OF CALIFORNIA**

**EXECUTIVE SUMMARY**

The third *Annual Accountability Sub-Report on Diversity* is an update to the Regents on diversity data and efforts to collect additional data in the future.

UC's Third Annual Accountability Report was presented in July 2011 as part of the comprehensive framework announced by President Yudof in July 2008 to ensure greater accountability across the UC system. The Report contained a detailed section on diversity indicators at the University and is available at

<http://www.universityofcalifornia.edu/accountability/index/chapter/8>.

Because structural diversity – the numerical representation of diverse groups on a campus – changes slowly over time, additional data beyond the July 2011 Report is not presented in this item. This sub-report serves as an update by the Office of the President (OP) on three diversity challenges identified through previous initiatives including the Regents' Study Group on University Diversity and Staff Diversity Council in 2007. The three challenges are:

- Low enrollment of underrepresented racial and ethnic minorities and women in **graduate professional programs**.
- Inability for systemwide monitoring of **faculty diversity during recruitment and hiring** because of the lack of centralized data collection on faculty hiring demographics.
- Lack of comprehensive and consistent systemwide data on **campus climate**.

UCOP will obtain new data in these areas over the next two years. Future sub-reports will provide focused data and accountability measures on these special topics, and broader diversity indicators will continue to be reported in the comprehensive Annual Accountability Report.

## BACKGROUND

In accordance with the Regents' Schedule of Reports, the *Annual Accountability Sub-Report on Diversity* is prepared for the January meeting. The item, in conjunction with the Third Annual Accountability Report, responds to the September 2007 recommendation by the Committee on Educational Policy to require the UC President to report annually on the status of diversity at the University. This recommendation was adopted as Regents' policy.

Acting on recommendations of a report from a University-wide task force, the Board of Regents took three actions at their September 2007 meeting:

1. The Board adopted as policy a Diversity Statement, which reads in part: "Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees."
2. The Regents endorsed the Report's finding that "change is needed." The study group found that, while there are many pockets of success and innovation in seeking and supporting diversity, the University as a whole has not made sufficient progress and needs to focus greater sustained attention in this area.
3. To monitor progress and ensure accountability, the Regents affirmed that clear, consistent, and regularly produced data are necessary to "shine a light" on the University's efforts to increase and support diversity. To help achieve that goal, the Regents adopted a policy that will require the UC President to report annually on the status of diversity at the University.

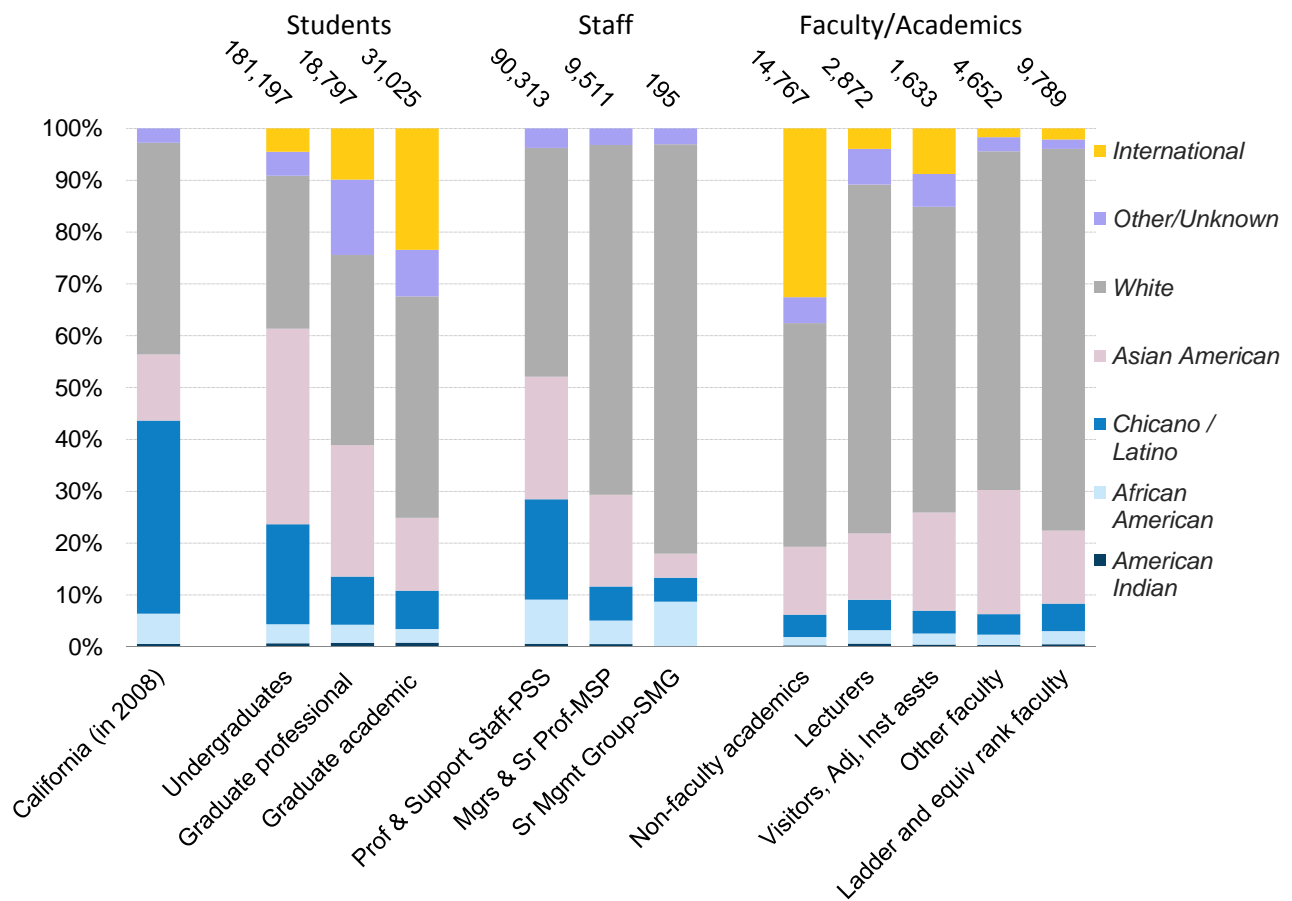
### *Snapshot of Diversity at the University*

Figures 1 and 2 provide a snapshot of the University community in terms of two measures of diversity: (1) the proportion of underrepresented racial and ethnic minorities among the University population; and, (2) the proportion of women among the University population.

Three groups are historically defined as underrepresented racial and ethnic minorities at the University: African Americans, American Indian, and Chicano/Latinos. Figure 1 shows that, within the University community, undergraduate students and professional and support staff have the highest proportions of underrepresented minorities, and faculty have the lowest. In addition, the University's diversity and California's racial and ethnic representation are noteworthy. In 2008-09, the University community was 14 percent Chicano/Latino compared to 34 percent for California as a whole. African-Americans represented five percent of the University community compared to seven percent for California as a whole. (2009-10 figures are not comparable due to a change in the way the Census collects race/ethnicity data.) The proportions of various ethnic groups in the overall state population do not reflect the proportion of *qualified* applicants in UC admissions or employment pools. For example, the proportion of California high school

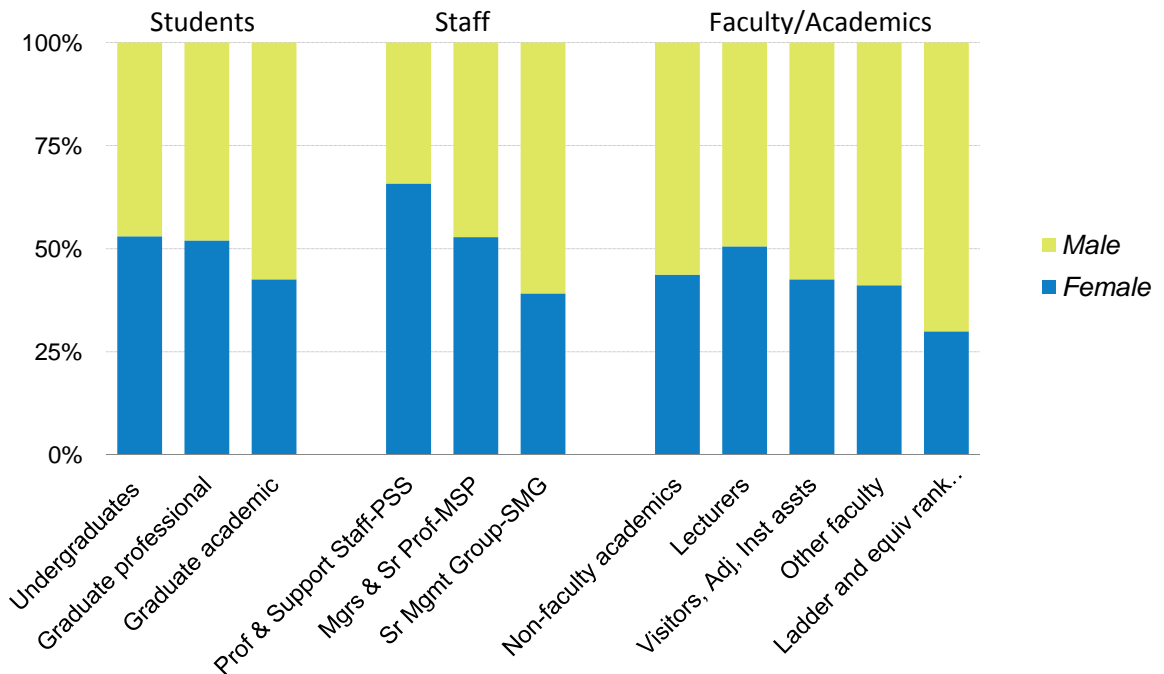
graduates from underrepresented groups who are *UC eligible* is much smaller than the proportion of all California public high school graduates from underrepresented groups.

**Figure 1. Racial/ethnic distribution of the University community, University-wide, Fall 2011**



Notes: Data are from Fall 2011. "Other faculty" includes the Professor in Residence, Professor of Clinical \_\_\_\_ (e.g., Medicine), and Health Sciences Clinical Professor series. "Non-faculty academics" excludes student employees and comprises primarily librarians, administrators, and academic researchers (including postdoctoral scholars). All staff categories (PSS, MSP, and SMG) exclude student employees. Staff data do not include a category for "international."

**Figure 2. Gender distribution of the University community, University-wide, Fall 2011**



*Notes: Data are from Fall 2011. "Other faculty" includes the Professor in Residence, Professor of Clinical \_\_\_\_ (e.g., Medicine), and Health Sciences Clinical Professor series. "Non-faculty academics" excludes student employees and comprises primarily librarians, administrators, and academic researchers (including postdoctoral scholars). All staff categories (PSS, MSP, and SMG) exclude student employees. Staff data do not include a category for "international."*

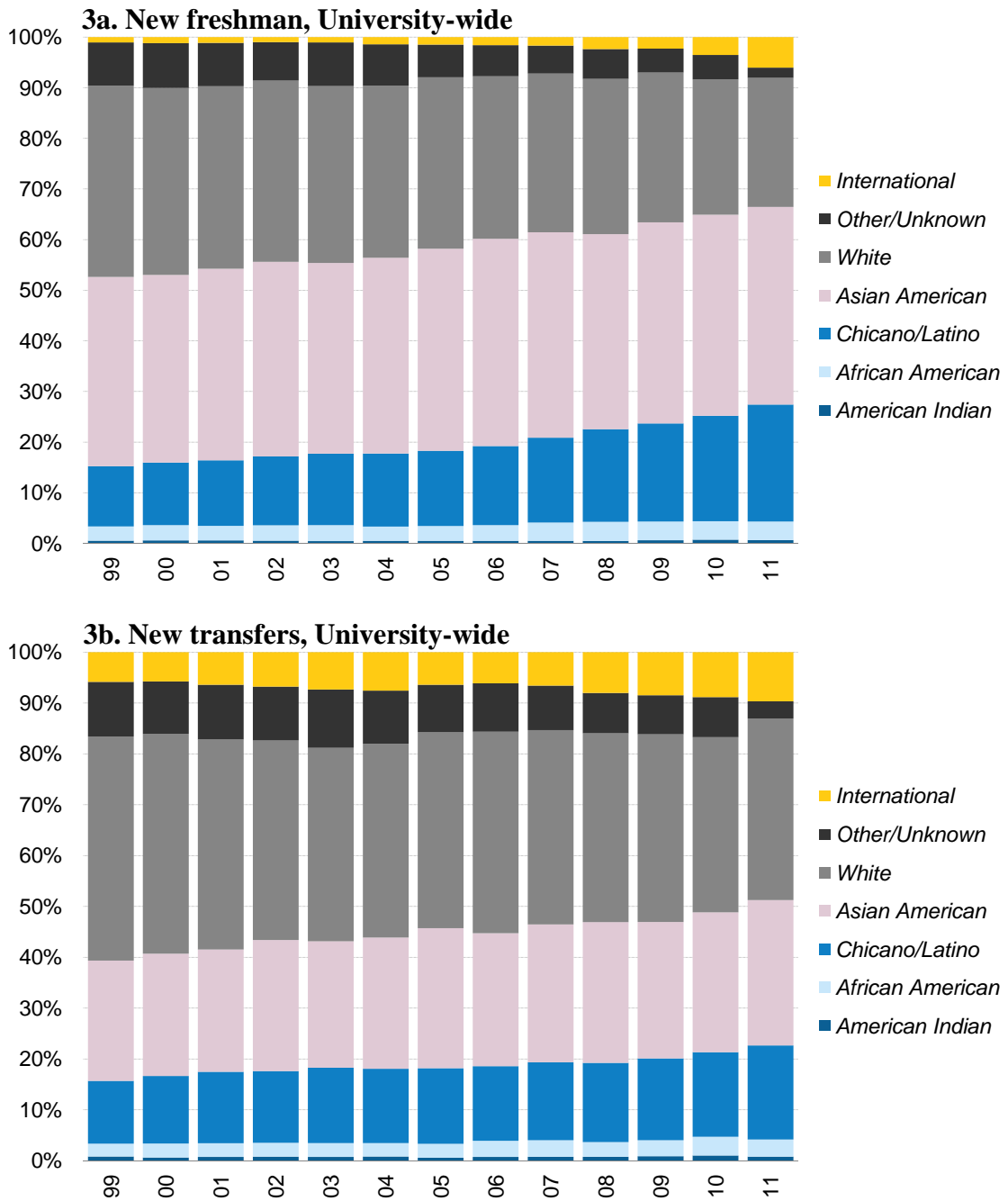
Figure 2 shows that women make up more than 40 percent of all groups except ladder-rank faculty and senior managers. Undergraduates are now 53 percent female.

***Progress of Diversity at the University: Undergraduate Students Example***

Racial and ethnic diversity changes slowly over time. For example, the University’s new undergraduate population, shown below in Figure 3, has become more diverse over the last decade. However, this progress has occurred gradually.

UC continues to take action to mitigate diversity gaps among its undergraduate population. In 2009, the Regents adopted a proposal to change freshman admissions to give more high-achieving students the chance to apply to UC and receive a full review of their applications. The revised Entitled to Review (ETR) policy is currently being utilized by students who applied for admissions for fall 2012. A report on admissions and enrollment will be presented to the Regents in March 2012.

**Figure 3. Racial/ethnic distribution of the new undergraduates, Fall 1999 to 2011**



*Future Special Topics*

Because diversity changes slowly for all populations, this sub-report does not provide additional new data on other diversity indicators. Detailed information is available in the July 2011 [Accountability Report](#) and in the September 2009 [Accountability Sub-Report on Diversity](#). This item provides an update on three areas targeted for data collection which will be presented in future sub-reports to the Regents.

**Graduate Professional Student Diversity**

***Recommendation from the 2007 Graduate Student Work Team of the Regents' Study Group on University Diversity:*** "The work team observed that increased accountability at the campus, division and departmental levels is a key component to increasing graduate and professional student diversity.... For graduate and professional students, each department [should] include diversity metrics as a way of measuring progress and as a way to be compared to similar units. While these metrics should not be used to establish quotas, they are nonetheless useful as part of the overall evaluation of the department. The collection of metrics over time can help departments identify areas of success as well as areas needing improvement."

**Challenge.** Diversity among graduate academic and graduate professional students is of significant concern to UC. This item presents a particular plan focused on the enrollment of underrepresented racial and ethnic minorities and women in graduate professional programs. UC enrolled almost 18,000 graduate professional students in fall 2011; underrepresented students comprised 12 percent (refer to Figure 1). American Indians are the least represented in all programs. African American students comprise less than four percent and Chicano/Latino students only eight percent of all graduate professional students. In contrast, graduate professional students are more than 40 percent white and more than one-quarter Asian American. Diversity among graduate professional schools varies significantly by discipline, so UC has taken a targeted approach by identifying trends among specific programs with low enrollment of underrepresented minorities (such as business and engineering).

**Current/Future Efforts.** Accountability for diversity among graduate professional schools is purposefully embedded in the review of Professional Degree Supplemental Tuition (PDST) proposals submitted by professional schools. In March 2007, the Regents adopted the principle that fee levels for professional degree students would be approved within the context of a multi-year plan and specified the factors to be considered in determining appropriate fee levels. In September 2007, the Regents supplemented the factors to be considered with specific conditions for ensuring that the University's commitment to access, affordability, diversity, and students' public service career decisions are not adversely affected by increases in fees for professional degree students. For fee proposals greater than six percent or in excess of the percentage increase in tuition for a given year, the school must submit a plan, endorsed by its chancellor, describing academic and/or programmatic reasons for the requested increase, and describing policies to ensure or enhance access and inclusion in the face of the rising charges. The plan must include a

strategy for inclusion of underrepresented groups, and a detailed marketing and outreach plan to explain financial aid and loan forgiveness. In 2010, the OP required all programs (including those requesting fee increases below six percent) to submit plans that included diversity and affordability plans.

The PDST proposals have provided UC with new data and information on diversity initiatives at its professional schools and required schools to have in place mechanisms to mitigate the impact of increasing tuition on groups that have been historically excluded from or who are currently underrepresented in professional fields.

The Provost's office has utilized the information provided by PDST proposals to target programs with clear challenges to enrolling a diverse student body. For example, Provost Pitts targeted attention on the low number of underrepresented minority students at UC business schools over the last two years. Across the country, business schools have very low enrollment by students from underrepresented groups, and the same is true for the six UC MBA programs. At UC, business schools have the least representation of underrepresented students of all the professional degree programs, both in percentages and actual number of students. Prior to 2010, total enrollment of underrepresented students in graduate professional degree business programs was about five percent. In contrast, the Association to Advance the Collegiate Schools of Business (AACSB) reports 13 percent of its members are American Indian, African American, or Chicano/Latino. The Provost has worked closely with the school deans to develop appropriate approaches to diversifying the schools within Proposition 209 constraints. The business schools have actively responded by developing partnerships with professional associations, alumni, and career-based outreach programs. Earlier this year the Provost, business school deans, and representatives from Historically Black Colleges and Universities (HBCUs) met with California Assemblymember Portantino to discuss possible outreach opportunities. As an outcome of that meeting, UC is now in the process of developing a pilot summer institute to increase outreach and recruitment of HBCU undergraduate students. The goal is to develop a program that will serve to increase underrepresented minority interest and enrollment in UC business school programs.

This targeted approach to professional degree program diversity is now being used by the Provost among engineering programs at UC.

**Future Reporting.** Additional information on professional degree programs will be presented to the Regents in March when Regents are presented with multi-year PDST plans for their approval. In addition, potential impacts on specific programs shown will be monitored over the next recruitment and admissions cycle.

### Faculty Diversity

*Recommendations from the 2007 Faculty Work Team of the Regents' Study Group on University Diversity:* "Campuses can do more to promote faculty diversity through recruitment, hiring and retention practices...." and "...increased accountability at the campus, division, and departmental levels is a key component to increasing faculty diversity."

**Challenge.** On individual campuses the University employs many best practices in searching for new faculty, yet UC does not have reliable ways of understanding which practices result in increasing the diversity of hires. For example, the system has not been able to monitor the diversity of candidate pools, finalists, or those offered a faculty position. OP believes that by collecting this systemwide data, UC can identify the most promising practices in faculty recruitment and hiring, and better understand issues impacting progress toward diversifying the faculty.

UC employs nearly 10,000 tenured, tenure-eligible, and equivalent rank faculty. Many of these faculty have long careers – three-quarters of the faculty who retire have more than 30 years of service. This means the rate of demographic change is gradual.

As UC seeks to diversify the faculty, the limited availability of women and underrepresented racial and ethnic minority faculty nationwide creates a significant challenge. Between 2004 and 2009, UC hired women assistant professors at a rate below their availability in all but two disciplinary areas (computer science/mathematics/engineering and physical sciences). UC has had some degree of success in hiring underrepresented minority faculty at a rate higher than availabilities in arts, humanities, social sciences, the life sciences, and education. However, underrepresented minorities comprise only about eight percent of the ladder-rank faculty, compared with 76 percent white and 15 percent Asian American ladder-rank faculty members. In addition, racial and ethnic diversity varies by discipline, both in available pools of candidates and among our faculty. At UC, underrepresented ladder-rank faculty are least represented in the physical sciences (four percent) and computer science, math and engineering (four percent), and better represented in the arts, humanities and social sciences (13 percent).

**Current/Future Efforts.** In 2007, the Faculty Work Team of the Regents' Study Group on University Diversity recommended that that each campus ensure that procedures are in place to advance diversity and equal opportunity in academic personnel procedures, and that each campus have the ability to collect data to assess diversity efforts and evaluate reasons for success or lack of success. In addition, the Work Team recommended that accountability include annual reporting at the department, division, and campus level of hiring, promotion, and retention, coupled with monitoring and resource-based incentives for diversity efforts. In response, campuses have made progress in instituting best practices. Even so, progress is slow.



The systemwide collection of data on faculty searches will enable OP to recognize current practices that are most effective in meeting diversity outcomes as well as identify areas that may require more effort. Beginning in 2011, OP Academic Personnel has begun collecting campus data on all ladder-rank faculty searches and the composition of hiring committees. Two collaborations are facilitating this initiative:

- UC Recruit. Campuses have agreed to adopt the web-based faculty search program developed at UC Irvine. The common system will facilitate data collection and analysis. The Faculty Diversity Workgroup convened by the President’s Council on Campus Climate and Inclusion has affirmed this project and will assist in analyzing data.
- UCADVANCE PAID. An award from the National Science Foundation ADVANCE PAID program (2011-2014) will support both the analysis of systemwide data and a series of roundtable meetings for faculty and administrators from all campuses to discuss issues involved in recruiting a more diverse faculty in science, technology, engineering, mathematics (STEM) disciplines.

**Future Reporting.** First-time data on faculty hiring demographics has just recently been obtained by OP Academic Personnel. With the utilization of UC Recruit system, this data will be available on an ongoing basis in future sub-reports to the Regents.

### Campus Climate

***Recommendation from the 2007 Campus Climate Work Team of the Regents’ Study Group on University Diversity:*** “The Regents should require regular monitoring and reporting from the Office of the President in the area of campus climate every year, with the acknowledgement that certain climate areas will take longer to address. The Office of the President should work with the campus climate experts within the University of California as well as outside experts to craft appropriate instruments and methods to measure climate. In addition to conducting surveys and assessments, it is critical that campus climate data is not abandoned or shelved once it is available.”

***Recommendation from the 2007 Staff Diversity Council:*** “To create and sustain an inviting, supportive and nondiscriminatory work environment at each location,... and administer a climate survey at least every four years...”

**Challenge.** UC has never collected comprehensive and consistent systemwide data on campus climate indicators across all University populations.

Climate is considered “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Rankin). This includes the experience of individuals and groups on a campus – and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate.

**Current/Future Efforts.** In July 2011, President Yudof announced that UC will conduct a systemwide study to gather a variety of data related to institutional climate, inclusion, and work-life issues in order to assess the learning, living, and working environments at the ten campuses and the OP for students, faculty, and staff. The study will include two major phases: (1) data gathering from a population survey informed by extensive campus community input; and, (2) based on study findings, UC will develop strategic initiatives and action plans to build on institutional successes, address institutional climate challenges, and promote institutional change.

UC's efforts make it a leader in campus climate research. Since campus climate assessment is an emerging field in higher education across the country, UC is one of the first systems in the country to undergo such a comprehensive assessment of campus environments for diverse community members.

The campus climate assessment will be administered as a census survey in fall 2012 to all students, faculty, other academics, and staff at the ten campuses, five medical centers, the OP, and the Lawrence Berkeley National Laboratory. With over 480,000 possible participants in the survey, the project will be the largest institutional climate assessment ever conducted in the country.

**Future Reporting.** Data will be available beginning February 2013.