

**Office of the President**

**TO MEMBERS OF THE COMMITTEE ON EDUCATIONAL POLICY:**

**DISCUSSION ITEM**

*For Meeting of May 11, 2016*

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

**EXECUTIVE SUMMARY**

In accordance with the Regents' Schedule of Reports, the *Annual Accountability Sub-Report on Diversity* is prepared annually. This item responds to the September 2007 recommendation by the Committee on Educational Policy that the UC President report annually on the status of diversity at the University. The report is prepared as part of ongoing efforts to ensure greater accountability across the UC system, and utilizes data contained in a detailed chapter on diversity indicators at the University in the *Accountability Report* <http://accountability.universityofcalifornia.edu/2015/chapters/chapter-7.html>. That annual accountability report was presented to the Regents in July 2015. This sub-report serves as a detailed report of outcomes and progress, and is intended as the first in a new cycle of annual reports on diversity.

UC is making progress in several key areas related to diversity and inclusion. These include:

- A growing number of Chicano/Latino undergraduates
- Increasing undergraduate graduation rates across all racial/ethnic groups
- Increasing proportions of female ladder-rank faculty across all discipline groups and a slight increase in the percentage of Chicano/Latino faculty
- Slow but steady progress in the percentage of underrepresented graduate academic students
- An increasingly diverse career staff workforce

At the same time, however, the University is not satisfied with its achievements to date in terms of the enrollment of African American and Native American undergraduate students, the proportion of female and underrepresented faculty, the graduation gap between underrepresented and White and Asian undergraduates, and experiences of exclusionary behavior on campus. The appendices provide brief background on the history of UC systemwide diversity-related studies and recommendations, data displays, and a summary of selected institutional practices in enhancing diversity and inclusion.

## BACKGROUND

Since 2006, the Regents and the Office of the President have undertaken a number of studies and initiatives related to University accountability on diversity, campus climate, and inclusion. These are summarized in Appendix A. Key among the various studies is the findings from the Study Group on University Diversity formed by the UC President and Chair of the Regents in 2006 (<http://www.ucop.edu/student-affairs/files/diversityreport0907.pdf>). Following the recommendations of the Study Group on University Diversity, the Regents adopted Regents Policy 4440: University of California Diversity Statement.

## DIVERSITY GOALS AND METRICS

### *Diversity Goals*

The University's diversity goals are established in Regents Policy 4440: University of California Diversity Statement, which states, 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.*”
- “The State of California has a compelling interest in *making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups.*”
- “Therefore, the University of California renews its commitment to *the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity.*”
- “The University particularly acknowledges the acute need to *remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.*”  
<http://policy.ucop.edu/doc/4000375/Diversity>

## FINDINGS: Areas of Progress

UC is making progress in several key areas related to diversity and inclusion. These areas of progress are summarized for undergraduate students, graduate academic and graduate professional students, ladder-rank faculty, staff and management, and campus climate.

### *Undergraduate Students*

Undergraduate diversity has steadily increased over the past 15 years as shown in Figure 1 in Appendix B. The proportion of new freshmen from underrepresented groups has increased from

15 percent in 1999 to 28 percent in 2014, while the percentage of underrepresented new transfer students increased from 16 percent to 26 percent during the same time period. Chicanos/Latinos are the fastest growing population, reflecting in part the demographic changes in California.

Figure 2 shows that the racial/ethnic diversity of undergraduate degree recipients has steadily increased. From 1999 to 2014 the percentage of degree recipients from underrepresented groups increased from 17 percent to 24 percent. When disaggregated by discipline, engineering and computer science have experienced the largest overall increase in underrepresented students, from eight percent in 1999 to 14 percent in 2014.

Figure 3 displays graduation outcomes for freshman cohorts from 2000, 2004, and 2008 (the most recent year for which six-year graduation data are available). The four- and six-year graduation rates for all ethnic groups have steadily increased over time. Most notably, the six-year graduation rate for African American undergraduates has increased from 68 percent for the 2000 cohort to 75 percent for the 2008 cohort.

### *Graduate Academic and Graduate Professional Students*

UC is making slow but steady progress in diversifying the racial/ethnic makeup of graduate academic students. The percentage of graduate academic students from underrepresented groups has increased from nine percent in 1999 to 12 percent in 2014. When disaggregated by discipline, the life sciences have experienced the largest overall increase, from six percent underrepresented groups in 1999 to 12 percent in 2014 (Figure 4). Gender diversity in the physical sciences, engineering, and computer science disciplines has increased slightly as well, from 24 percent female in 1999 to 27 percent in 2014 (Figure 5).

Among graduate professional school students, the racial/ethnic and gender composition varies greatly by field. In 2014, education and medicine had the highest proportions of underrepresented students at 31 percent (up from 21 percent in 1999) and 21 percent (up from 16 percent in 1999), respectively (Figure 6). In terms of gender diversity, business showed the largest increase in female students, from 30 percent in 1999 to 35 percent in 2014 (Figure 7).

### *Ladder-Rank Faculty*

Many UC faculty have long careers, with three-quarters of retiring ladder-rank faculty accumulating more than 30 years of UC service. This means the rate of demographic change among the faculty is very gradual. The proportion of female ladder rank faculty has increased across all disciplines, from 23 percent in 2000 to 30 percent in 2014. When disaggregated by discipline, engineering and computer science have experienced the largest overall increase in female faculty, from eight percent in 2000 to 15 percent in 2014 (Figure 8).

Figure 9 shows that the proportion of ladder-rank faculty from domestic underrepresented minority groups has also increased across all disciplines from 2000 to 2014, from seven percent to nine percent in 2014. Nearly all of the increase is because of the growth in the percentage of

Chicano/Latino ladder-rank faculty, which has increased from four percent to six percent from 2000 to 2014.

Because of low faculty turnover at UC, it is also important to examine the hiring trends of women and underrepresented minority faculty. The proportion of *new* female ladder-rank faculty has increased steadily from 30 percent in 2000 to 40 percent in 2013. However, the pace of hiring of new female faculty has not kept pace with the production of new Ph.D. recipients, as shown in Figure 10. The exception to this trend is in engineering, where the hiring of female assistant professors has exceeded the proportion of women in the availability pool of engineering Ph.D. recipients.

Overall, the hiring of underrepresented minority ladder-rank faculty increased from seven percent in 2000 to 13 percent in 2013. The hiring of underrepresented minorities exceeded the proportion of underrepresented minorities in the availability pool in arts/humanities, social sciences, and education, while lagging behind in Science, Technology, Engineering, and Mathematics (STEM) and professional fields (Figure 11).

### *Staff and Management*

Career staff and non-faculty academic employees make up the second largest population in the University community after students. In fall 2014, UC employed more than 90,000 career staff and more than 14,000 academic staff. As shown in Figure 12, career staff racial/ethnic diversity has steadily increased, with the percentage of non-whites increasing from 44 percent to 53 percent from 2000 to 2014.

### *Experience: Campus Climate, Culture, and Inclusion*

The experience and perceptions of UC's faculty, students, and staff can profoundly affect academic performance and professional advancement. Numerous studies have concluded that how students experience their campus environment influences both learning and developmental outcomes and that discriminatory environments have a negative effect on student learning. In 2012, UC embarked on the largest assessment of campus climate ever conducted in higher education. Results of that study were presented to the Regents at the March 2014 meeting. The survey found a very high level of comfort with campus climate across all populations: 79 percent of all respondents were "comfortable" or "very comfortable" with the climate at UC, while seven percent were "uncomfortable" or "very uncomfortable."

### **FINDINGS: Areas where further progress is needed**

Although the rate of change in some areas could be considered too slow, the University has made a great deal of progress over the past 15 years in the representation of women and underrepresented minorities and in outcomes such as undergraduate graduation rates. Nonetheless, the University is not satisfied with what it is achieving in the following areas:

- The representation of Native American and African American undergraduates:

- The proportions of both Native Americans and African Americans undergraduates have remained relatively unchanged (Figure 1). Native Americans make up less than one percent of new freshmen and transfer students and African Americans make up less than four percent of new freshmen and transfer students.
- Undergraduate graduation rates:
  - While undergraduate graduation rates for all groups have increased, the gap between the six-year graduation rates of Native Americans (74 percent), African Americans (75 percent), and Chicanos/Latinos (77 percent) compared with Asian (88 percent) and Whites (86 percent) is now about ten percentage points (Figure 3).
- The representation of female graduate academic and graduate professional students:
  - Graduate academic student gender diversity has remained relatively unchanged from 1999 to present, at about 42 percent female overall (Figure 5). The percentage of women enrolled in UC's graduate professional degree programs has either remained relatively unchanged or has trended slightly downward in all disciplines except business, the only discipline group where women make up less than 40 percent of all students (Figure 7).
- The representation of women and underrepresented ladder rank faculty:
  - The proportions of African American and Native American faculty have remained relatively constant (Figure 9).
  - UC's hiring of new female assistant professors has lagged behind the national availability pool in all fields except engineering (Figure 10).
  - UC's hiring of underrepresented minority faculty lags behind the national availability pool in STEM and professional fields (Figure 11).
- Representation of ethnic minorities in senior management:
  - UC is challenged in improving the representation of Asians, African Americans, Native Americans, and Chicanos/Latinos in senior staff (Management and Senior Professionals [MSP] and Senior Management Group [SMG]) and non-academic positions. For example, 22% of Professional and Support Staff (PSS) staff are Chicano/Latino, compared to only eight percent of MSP employees, and five percent of SMG employees (Figure 13).
- Campus climate for marginalized groups:

- Findings from the Campus Climate Survey showed that marginalized groups are more likely to experience exclusionary behavior. As shown in Figure 14, one in two genderqueer (46 percent) and transgender (44 percent) respondents experienced exclusionary behavior; nearly two in five African American (39 percent) and Native American (39 percent) and one in three Lesbian Gay Bisexual Queer/Questioning (33 percent) respondents experienced exclusionary behaviors. Among constituent groups, staff reported the highest level of exclusion, with nearly one in three (30 percent) staff reporting an experience with exclusionary behavior. Overall, 24 percent of respondents experienced exclusionary behavior and men, at 19 percent, were least likely to experience exclusionary behavior.

### INSTITUTIONAL BEST PRACTICES

Recognizing the need and importance of advancing the diversity and inclusion of faculty, students, and staff, UC campuses and locations have implemented a wide variety of programs and initiatives. Some of these efforts have been in place for more than 30 years; some are brand-new. Appendix C offers selected best practices, some of which are summarized below:

- **Undergraduate Students:** UC devotes considerable resources to extensive academic and college preparation support for more than 100,000 K-12 and community college students. Of the high schools served by UC's systemwide programs, 70 percent are among the lowest-performing schools in the state. Program participants have higher rates of enrollment in the California public college segments and participants who are accepted to UC enroll at higher rates than their peers.
- **Graduate Academic and Graduate Professional Students:** The UC-HBCU Initiative improves diversity and strengthens graduate programs by investing in relationships between UC campuses and Historically Black Colleges and Universities (HBCUs). Since its inaugural year (2012), more than 230 HBCU scholars have participated in the program, which offers faculty-led summer research opportunities and year-round mentoring. More than a third of UC-HBCU scholars have applied to UC for graduate education, and 20 Ph.D. and four master's degree students have enrolled at UC as a direct result of the program.
- **Medical Education:** UC's Programs in Medical Education (PRIME), available at all UC medical schools, is an innovative training program focused on meeting the needs of California's underserved populations in both rural communities and urban areas by combining specialized coursework, structured clinical experiences, advanced independent study, and mentoring. In 2014-15, there were 333 PRIME students enrolled across six programs, of which approximately 60 percent are from underrepresented groups.
- **Ladder-Rank Faculty:** Since its inception in 1984, more than 180 former President's Postdoctoral Fellowship Program (PPFP) Fellows have received UC tenure-track appointments, nearly one-third of Fellows during the last 13 years. And of those Fellows appointed to the UC faculty since 1995, 99 percent of those reviewed for tenure have

received tenure. In 2014, President Napolitano committed \$5 million in one-time funds to support PFP goals. Funds were distributed in three areas: 1) hiring incentive start-up packages; 2) salaries for additional faculty hires; and 3) resources for training, mentoring, and development. With the number of applicants and fellows rising in the past three years, the additional funds from President Napolitano's initiative will support even more departments that recruit PFP fellows into faculty positions at UC.

- **Staff and Management:** The University is focused on a broad range of staff diversity issues, including recruitment, retention and promotion, leadership commitment to staff diversity at each location, and systems for ensuring that best practices in support of staff diversity are woven throughout the fabric of the University. One notable best practice is the Diversity and Inclusion Certificate Program at UC Santa Cruz. The certificate program is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how and why to work together to build a stronger and more inclusive campus community. To date, there have been 219 graduates. Approximately 90 percent of participants in the program are staff.
- **Campus Climate:** In January 2015, each campus and location provided action plans in response to the findings from the 2013 Campus Climate Survey Report. Location action plans are available at: [http://campusclimate.ucop.edu/\\_common/files/pdf-climate/location-climate-plans-2015.pdf](http://campusclimate.ucop.edu/_common/files/pdf-climate/location-climate-plans-2015.pdf)

Diversity and inclusion will continue to be reported in the UC Annual Accountability Report. In addition, the UC Provost and Executive Vice President for Academic Affairs will report to the Regents on annual progress metrics such as new hires, new enrollments, persistence, and graduation rates, and survey data on respect and inclusion. Future reports may also include deep dives into particular populations or groups, as well as discussion of topical issues and events.

### Key to Acronyms

HBCUs	Historically Black Colleges and Universities
MSP	Management and Senior Professionals
PFP	President's Postdoctoral Fellowship Program
PRIME	Programs in Medical Education
PSS	Professional and Support Staff
SMG	Senior Management Group
STEM	science, technology, engineering, and mathematics

### Appendices:

- A. Brief History of UC Diversity Studies and Initiatives
- B. Data Displays
- C. Institutional Best Practices

## APPENDIX A: BRIEF HISTORY OF UC DIVERSITY STUDIES AND INITIATIVES

Since 2006, the Regents and the Office of the President have undertaken a number of studies and initiatives related to University accountability on diversity, campus climate, and inclusion. These include the following:

- 2006: UC President's **Task Force on Faculty Diversity** issues a report articulating that *"diversity among our faculty, like diversity among students, enriches intellectual discussion, promotes understanding across differences, and enhances UC's responsiveness to the needs of an increasingly diverse workforce and society."* <http://www.ucop.edu/academic-personnel-programs/files/faculty-diversity-task-force/report.pdf>
- 2006: The President and Chair of the Regents form the **Study Group on University Diversity** to *"identify actions the University can take to increase diversity in undergraduate and graduate enrollment and faculty hiring and to foster a climate on every UC campus that is welcoming and inclusive."* <http://www.ucop.edu/student-affairs/files/diversityreport0907.pdf>
- 2007: Following the recommendations of the Diversity Study Group, the Regents adopt the **Regents Policy 4440: University of California Diversity Statement**. The policy states in part,
- "Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented."* <http://policy.ucop.edu/doc/4000375/Diversity>
- 2007: The Regents endorse the finding of the **Regents Diversity Study Group** that, while *"there are many pockets of success and innovation in seeking and supporting diversity, the University as a whole needs to focus greater sustained attention in this area."* To monitor progress and ensure accountability, the Regents affirm that clear, consistent, and regularly produced data are necessary to "shine a light" on the University's efforts to increase and support diversity.
- 2007: A report on **Faculty Diversity in the University of California Health Sciences Schools** is issued. <http://www.ucop.edu/academic-personnel-programs/programs-and-initiatives/hsfaculty-equity-project/Appendix%20A-school-of-med.pdf>
- 2008: The **UC Staff Diversity Council** convened by then-President Dynes issues a report stating that *"staffing trends indicate that without concerted action to address the recruitment, retention and career development of staff, the University will not have the skilled, knowledgeable and diverse workforce needed to support its teaching and*



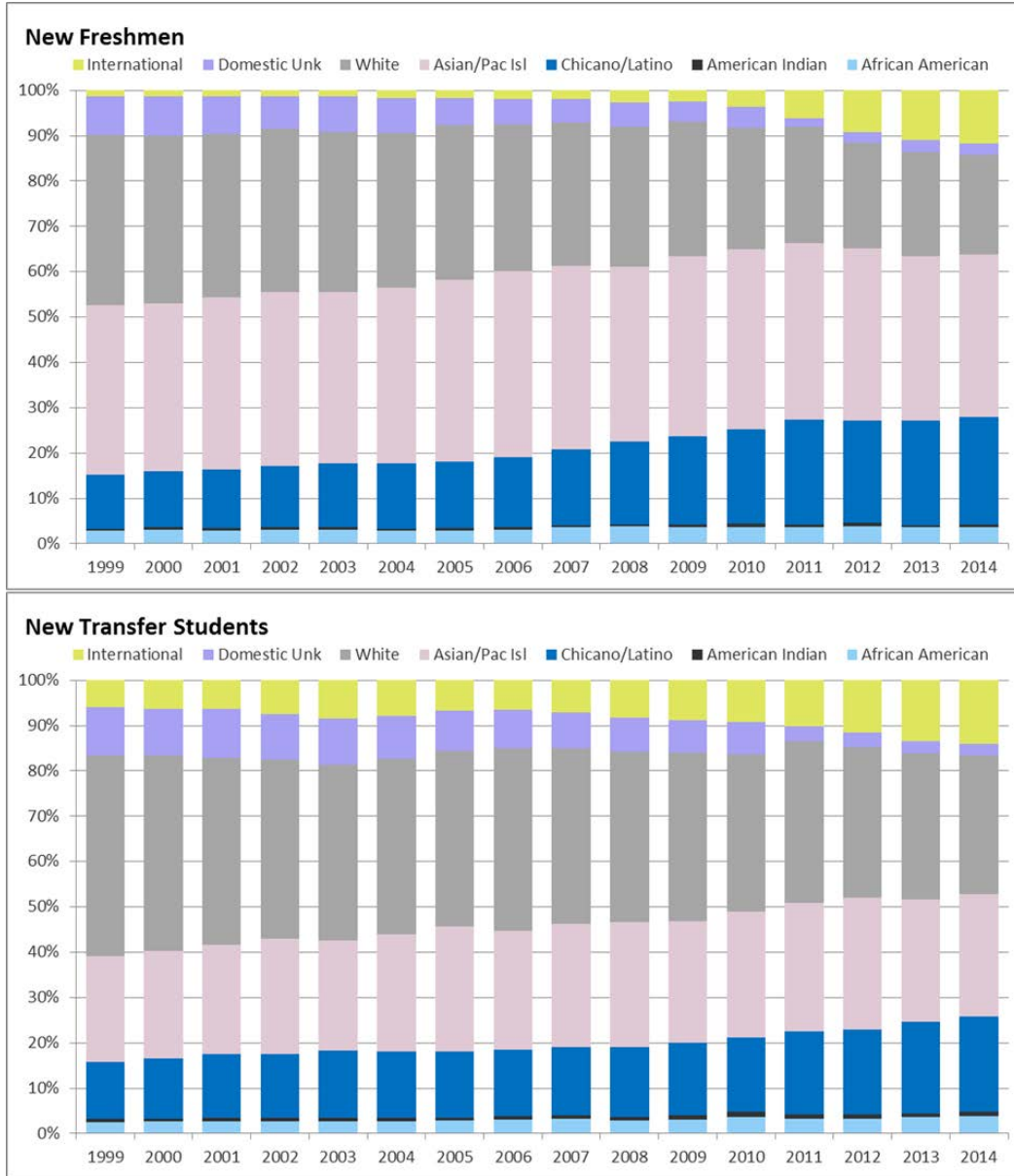
research mission.” [http://ucnet.universityofcalifornia.edu/working-at-uc/our-values/ucsdc\\_report.pdf](http://ucnet.universityofcalifornia.edu/working-at-uc/our-values/ucsdc_report.pdf)

- 2010 The first annual accountability sub-report on diversity is presented to the Regents. Hereafter, the **Annual Accountability Report** includes a substantive chapter on diversity.
- 2012: The Office of the President forms the President’s Council of Campus Climate and Inclusion. UCOP later commissions a University-wide **Campus Climate Study**. The largest known survey of its kind in American higher education, the survey was offered to over 400,000 UC faculty, students, staff, postdoctoral fellows, and trainees.
- 2013: A joint Senate-Administration Workgroup issues the **Independent Investigative Report on Acts of Bias and Discrimination Involving Faculty at the University of California, Los Angeles** (Moreno Report) that addresses incidents of ethnic and racial bias and discrimination affecting faculty at UCLA. <http://www.ucop.edu/moreno-report/moreno-senate-admin-work-group-12-23-13.pdf>.
- 2014: In response to the Moreno Report findings, President Napolitano issues a letter to Chancellors asking that they ensure that five measures are present on each campus to assure that incidents of discrimination, bias, or harassment affecting faculty, students or staff are addressed in a robust, fair and transparent manner. <http://www.ucop.edu/moreno-report/>
- 2014: The results of the **Campus Climate Study** were presented to the Regents in 2014. The UC President, Chancellors, LBNL Director, and Vice President for Agriculture and Natural Resources jointly issue a *Statement of Ethos of Respect and Inclusion*, that says in part, “*We seek to create and nurture in every corner of the University – in lecture halls and laboratories, in dormitories and dining halls, in work cubicles and maintenance shops, in our hospitals and other outposts of community engagement, in the public commons and the virtual meeting grounds of social media – an ethos of respect for others and inclusion of all.*” <http://campusclimate.ucop.edu/results/index.html>
- 2014: The Systemwide Committee on the Status of Women submits a report to the President. The 2014 recommendations center on the professional development and leadership needs of UC women. <http://sacsw.universityofcalifornia.edu/files/documents/2014-report.pdf>
- 2014: President Napolitano forms the **President’s Task Force on Preventing and Responding to Sexual Violence and Sexual Assault**, and establishes the goal for UC to be the national model in combating sexual violence and sexual assault issues on every campus. <http://www.ucop.edu/ethics-compliance-audit-services/compliance/SVSA.html>
- 2015: The **President’s Task Force on Preventing and Responding to Sexual Violence and Sexual Assault** issues Phase 1 and Phase 2 reports and recommendations. The University adopts an *Interim Policy on Sexual Harassment and Sexual Violence*. <http://policy.ucop.edu/doc/4000385/SHSV>

- 2015: The Office of the General Counsel issues *Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209*. The guidelines are “intended as a resource for University administrators considering measures that the University can legally implement to support the University’s commitment to diversity.” [http://www.ucop.edu/general-counsel/\\_files/guidelines-equity.pdf](http://www.ucop.edu/general-counsel/_files/guidelines-equity.pdf)
- 2015: The Office of the President creates the position of **Vice Provost for Diversity & Engagement**. The position is established to oversee issues of diversity and inclusion and coordinate efforts in these areas across all levels of the university.
- 2015: The Regents form a working group to consider the development of a statement of **principles against intolerance**.

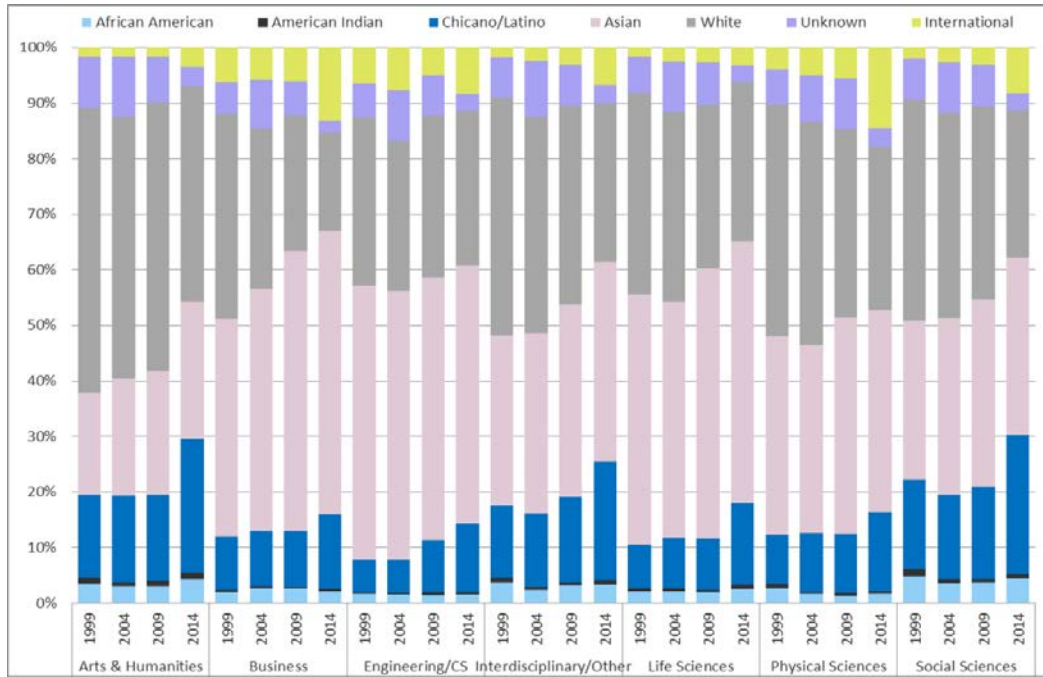
## APPENDIX B: DATA DISPLAYS

**Figure 1: UC enrolls a growing number of new freshmen and transfers from underrepresented groups.**  
Racial/ethnic distribution of new undergraduates, fall 1999 to fall 2014



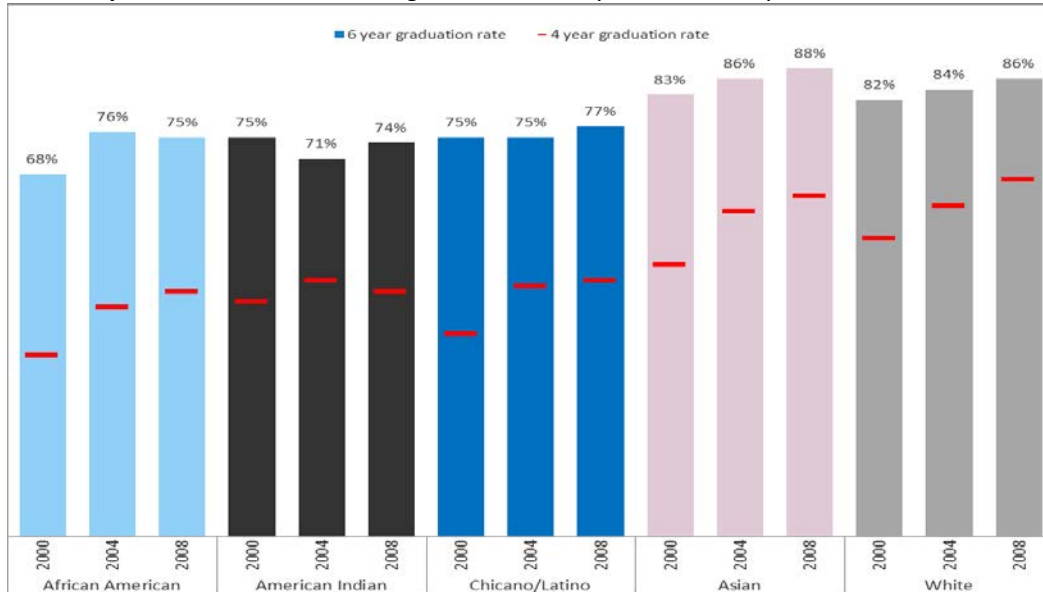
Source: UC Corporate Student System

**Figure 2: Diversity of undergraduate degree recipients is increasing in most disciplines.**  
Racial/ethnic distribution of undergraduate degree recipients by discipline, 1999 to 2014



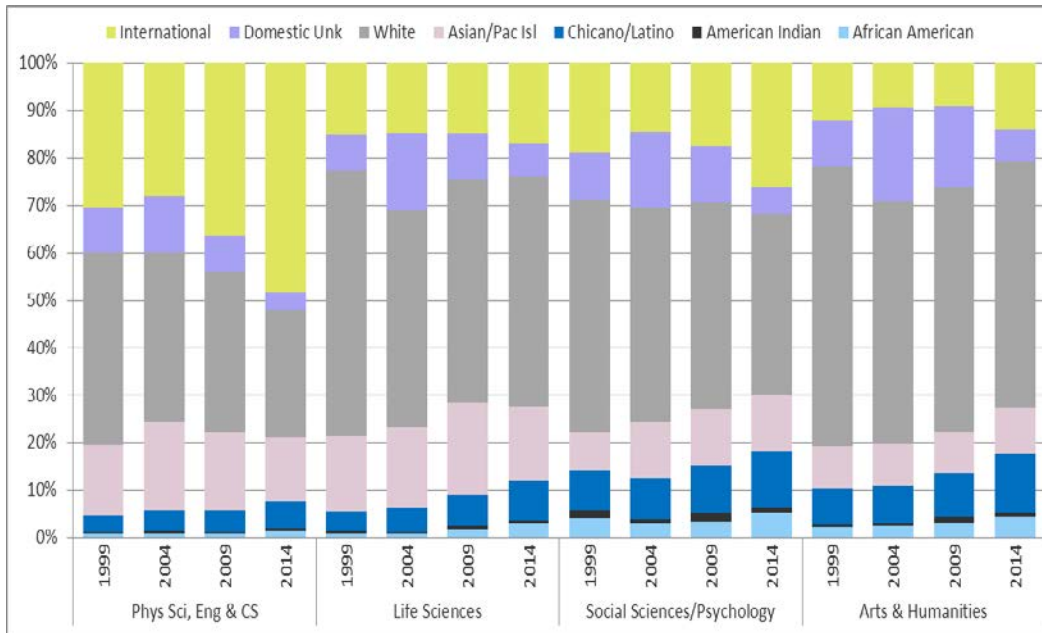
Source: UC Corporate Student System

**Figure 3: Graduation rates are increasing, but the gap between underrepresented groups and White and Asian students persists.** 4-Year and 6-Year graduation rate by racial/ethnicity, 2000 to 2008



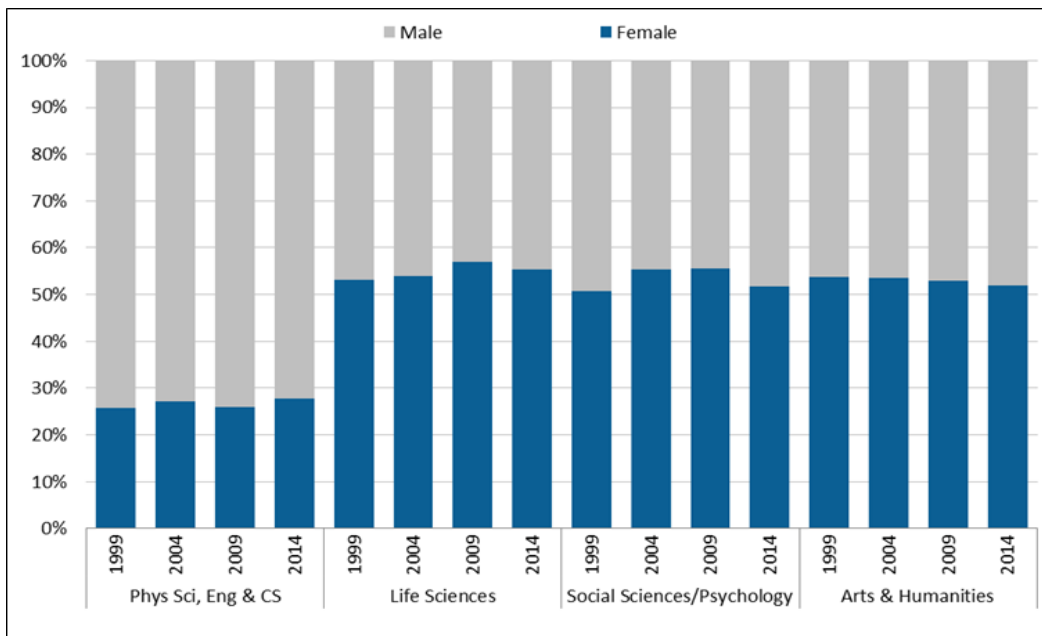
Source: UC Corporate Student System

**Figure 4: UC is making slow but steady progress in diversifying the racial/ethnic makeup of its graduate academic students.** Racial/ethnic distribution of graduate academic students, fall 1999 to fall 2014



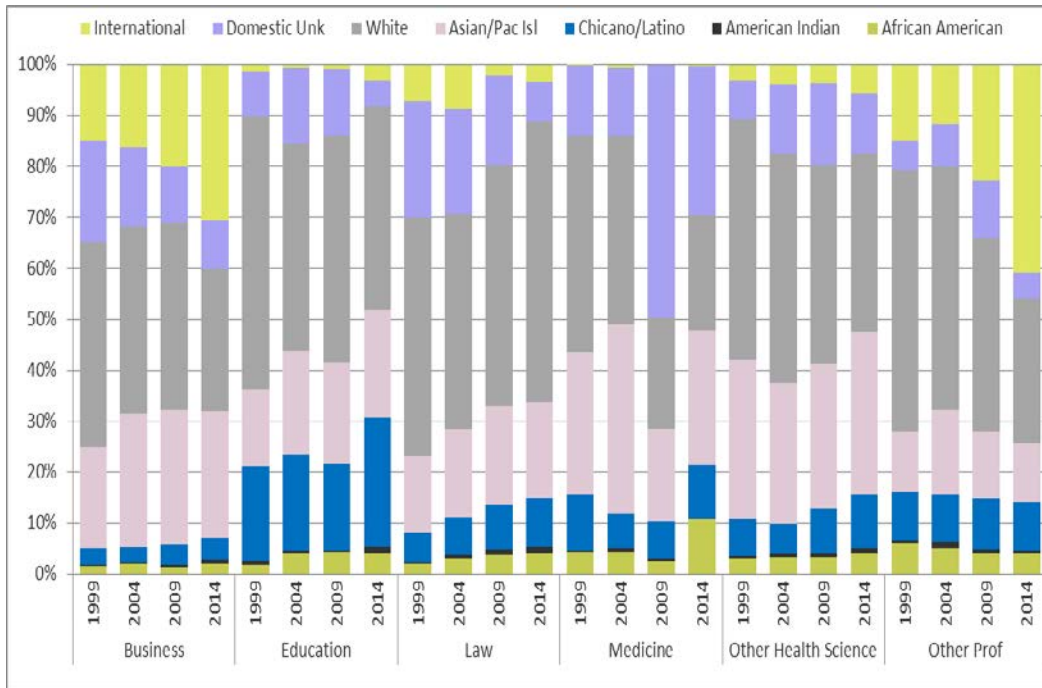
Source: UC Corporate Student System

**Figure 5: The proportion of graduate academic students who are women varies by discipline.** Gender distribution of graduate academic students, fall 1999 to fall 2014



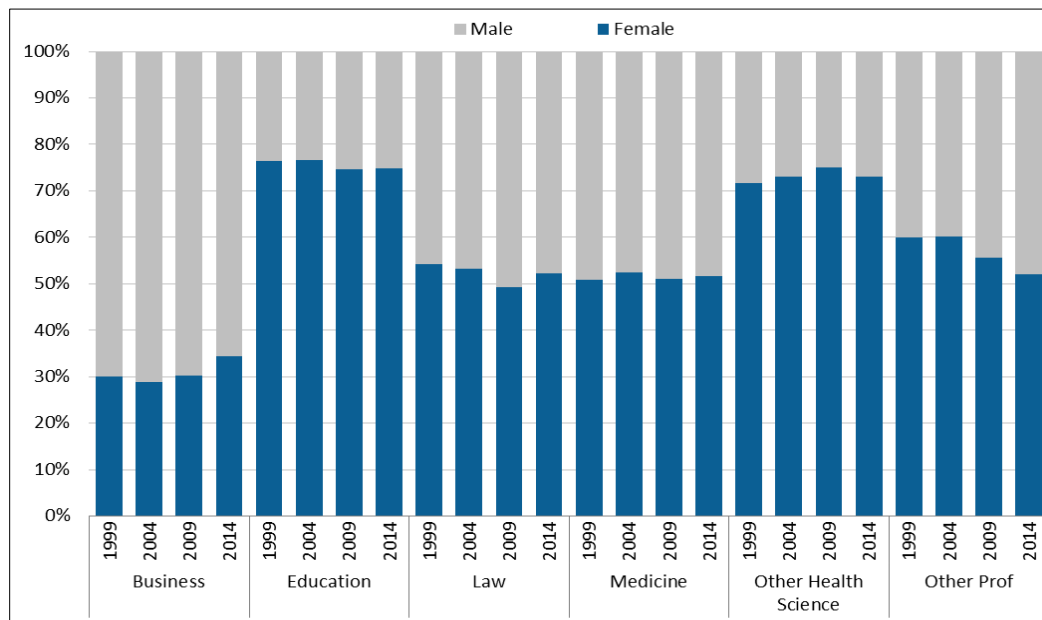
Source: UC Corporate Student System

**Figure 6: The racial/ethnic distribution of graduate professional students varies greatly by field.**  
 Racial/ethnic distribution of graduate professional students, fall 1999 to fall 2014



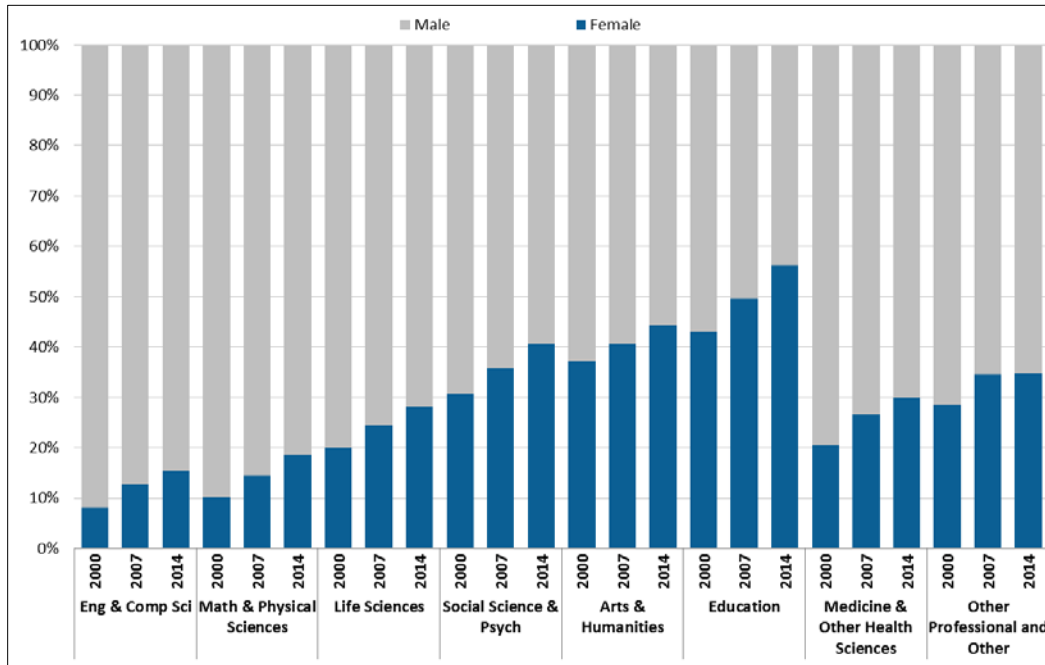
Source: UC Corporate Student System

**Figure 7: The percentage of female graduate professional students trended slightly downward in most disciplines.**  
 Gender distribution of graduate professional students, fall 1999 to fall 2014



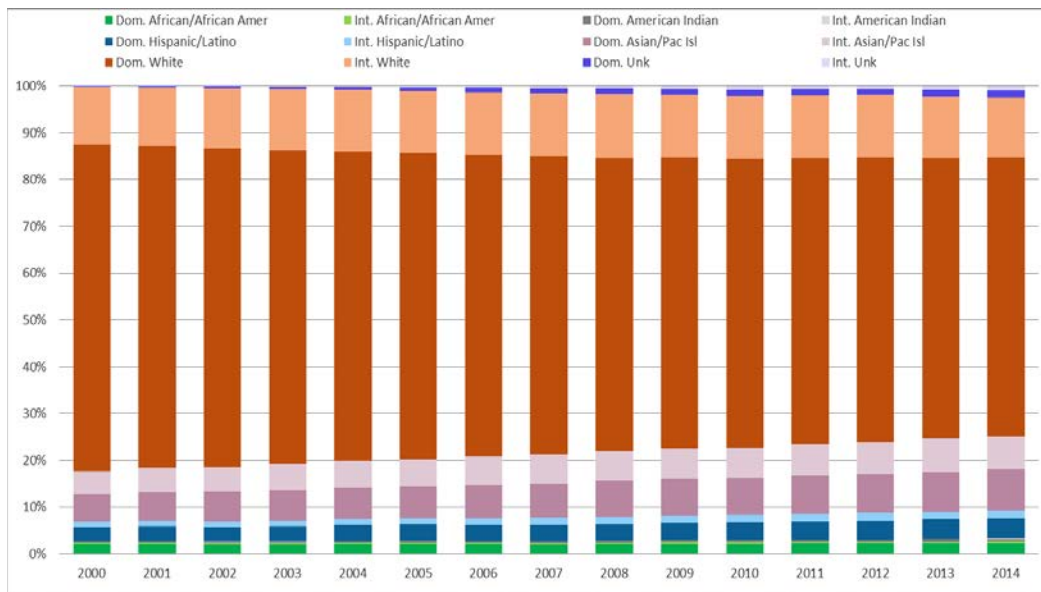
Source: UC Corporate Student System

**Figure 8: The proportion of female faculty has increased across all fields.**  
 Gender composition of ladder-rank faculty by discipline, fall 2000 to fall 2014



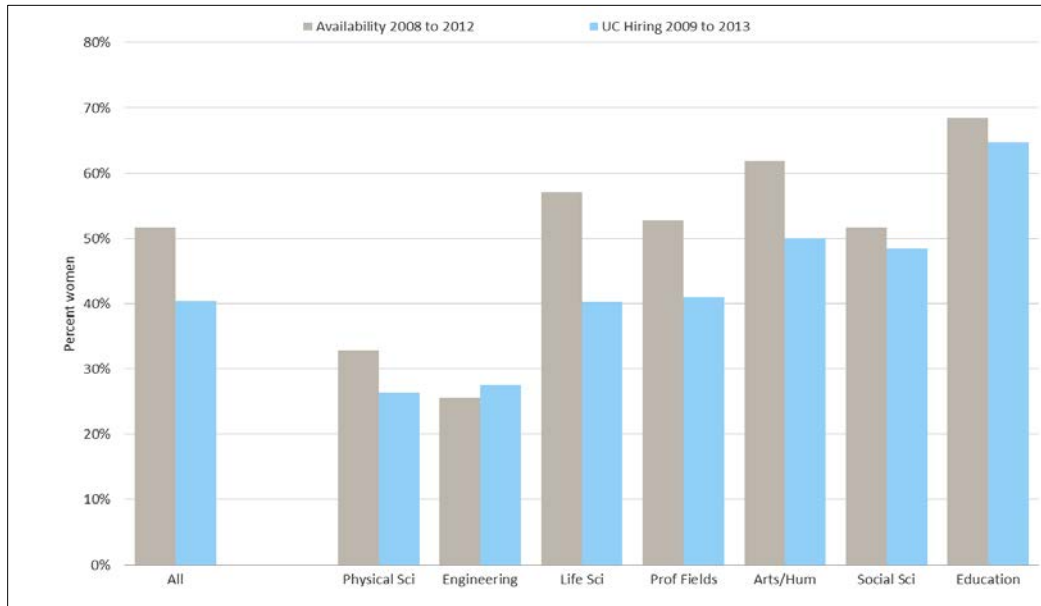
Source: UC Corporate Personnel System

**Figure 9: The proportion of Chicano/Latino faculty has increased slightly; proportion of African American faculty has remained constant.** Racial/ethnic distribution of ladder-rank faculty, fall 2000 to fall 2014



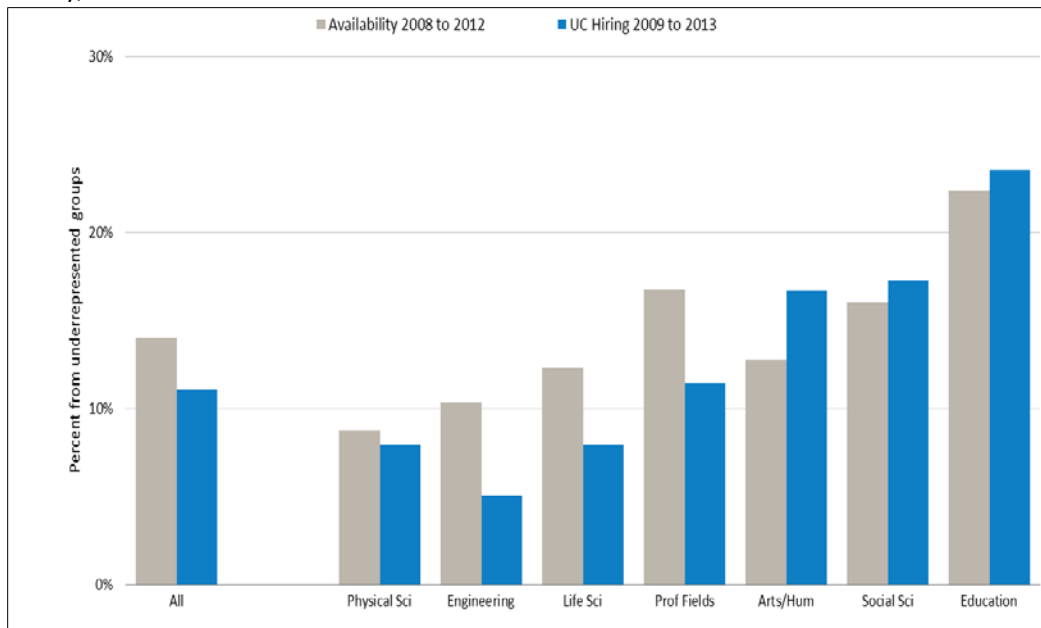
Source: UC Corporate Personnel System

**Figure 10: UC's hiring of new female assistant professors has lagged behind the national availability pool in all fields except engineering.** Female availability, 2008 to 2012, and new ladder-rank faculty, 2009 to 2013



Source: UC Academic Personnel and Program Administration and Survey of Earned Doctorates

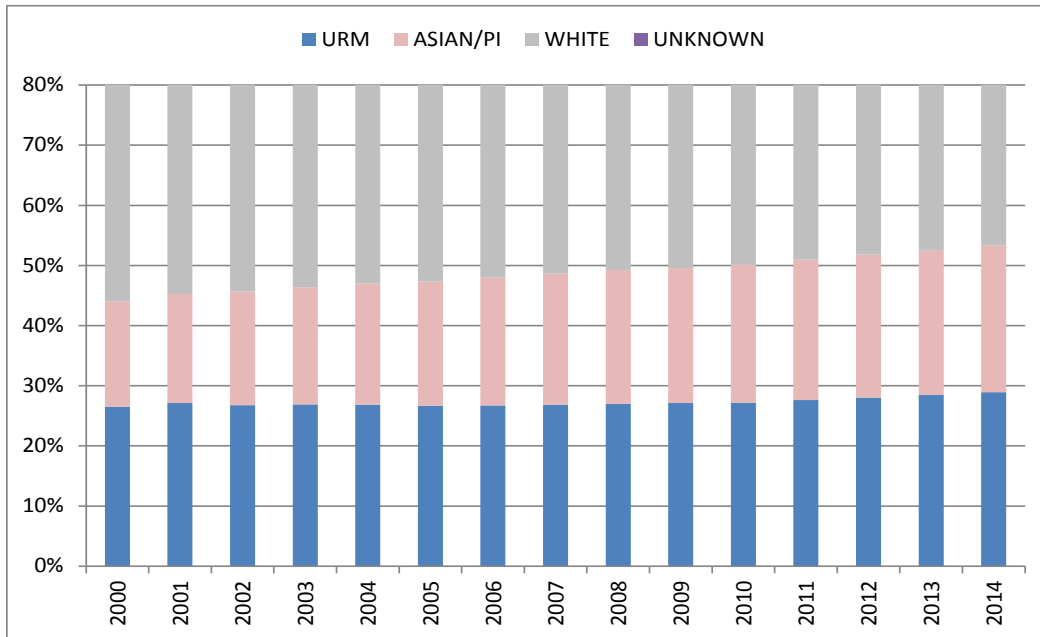
**Figure 11: UC's hiring of underrepresented minority faculty surpasses the national availability pool in education, arts/humanities, and social sciences, but lags behind in science, technology, engineering, and mathematics (STEM) and professional fields.** Underrepresented minority availability, 2008 to 2012, and new ladder-rank faculty, 2009 to 2013



Source: UC Academic Personnel and Program Administration and Survey of Earned Doctorates

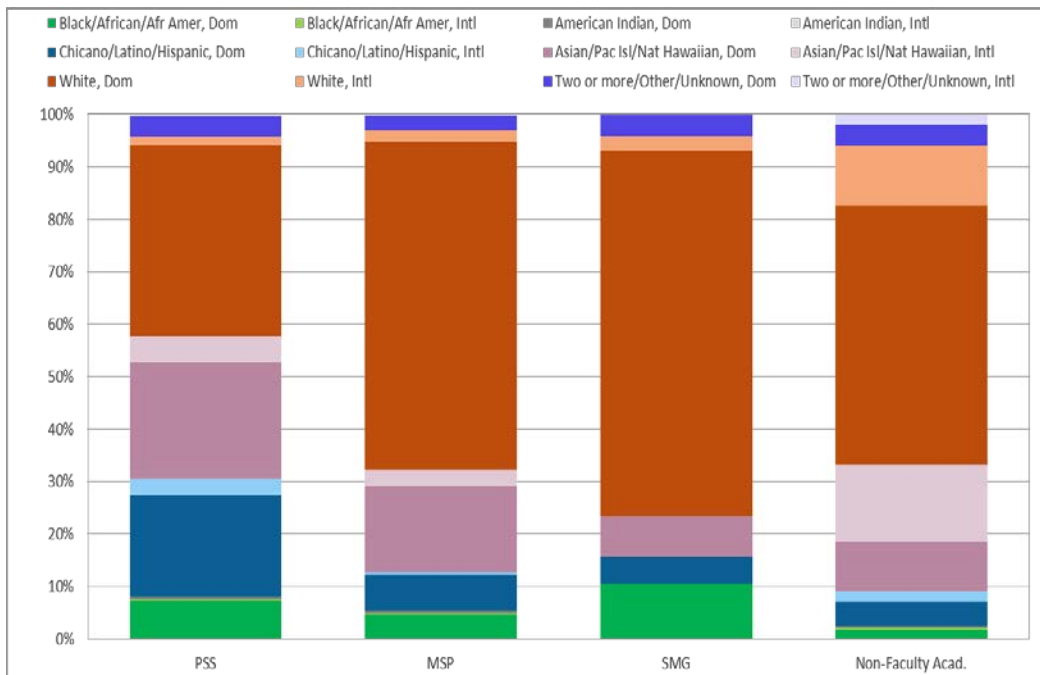


**Figure 12: UC career staff have become more diverse.**  
Racial/ethnic distribution of career staff, 2000 to 2014



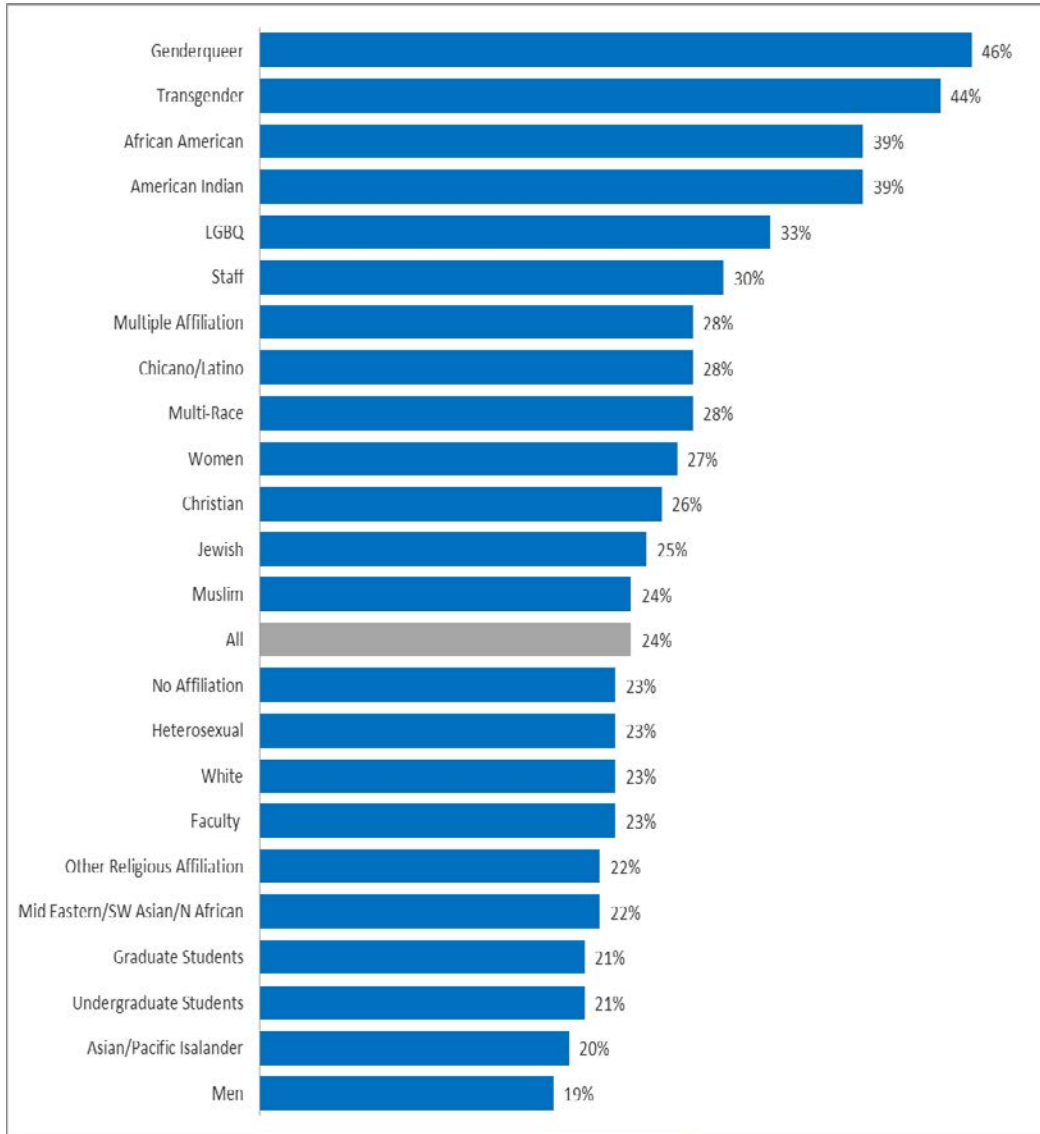
Source: UC Corporate Personnel System

**Figure 13: The proportion of non-white staff is lower among senior positions and non-academic positions.**  
Racial/ethnic distribution of career staff (PSS, MSP, and SMG) and non-faculty academic employees, fall 2014



Source: UC Corporate Personnel System and UC Information Warehouse Data Center

**Figure 14: Marginalized groups are more likely to experience exclusion.**  
Percent of respondents who experienced exclusionary behavior within last year by group, 2013



Source: UC Campus Climate Survey

## **APPENDIX C: SELECTED INSTITUTIONAL PRACTICES TO ENHANCE DIVERSITY AND INCLUSION**

This appendix is intended to provide specific examples of selected best practices among campuses and the UC system to enhance diversity and campus climate. It is not meant to be an exhaustive list of every service or program. The Office of the President is developing a new systemwide website for diversity; additional information will be available there.

### Undergraduate Diversity Practices

UC strives to enroll well-qualified students who reflect the diversity of our state. UC's comprehensive review policy ensures that a broad range of factors beyond GPA and test scores are considered in the evaluation of each applicant. The criteria include achievements outside the classroom, work experience, leadership in school or community activities, and socioeconomic characteristics particular to each applicant, including family background, education, income levels, and life experiences. UC also guarantees admission to the top 9 percent of each individual high school class, which broadens the geographic and socioeconomic diversity of its student body. Two-thirds of the students guaranteed a spot at UC through the Eligibility in the Local Context program are Chicano/Latino, more than six in 10 come from high schools with low Academic Performance Index (API) ranks, and 80 percent are first-generation college-goers.

UC provides significant ongoing financial support to low-income students and their families. More than half of California resident students (55 percent) do not pay any tuition because of programs such as the Blue and Gold Opportunity Plan, which covers eligible families with incomes of \$80,000 or less.

UC also devotes considerable resources to developmental outreach, which involves extensive academic and college preparation support for more than 100,000 K-12 and community college students. Of the high schools served by UC's systemwide programs, 70 percent are among the lowest-performing schools in the state. Program participants have higher rates of enrollment in the California public college segments and participants who are accepted to UC enroll at higher rates than do their peers, with 61 percent of UC academic preparation participants completing all courses required for UC and/or CSU eligibility in comparison to an average of 30 percent of their peers who did not participate (based on an average eligibility rate for the past five years, 2009 to 2014). In 2013, the enrollee yield of Chicano/Latino program participants – the ratio of students admitted to UC who actually enroll – for all participants in UC academic preparation programs is higher (64.3 percent vs. 59.4 percent) than the enrollee yield for all California high school graduates who are admitted and enroll. African American students who participated in a UC college preparation program were also more likely to enroll at a UC campus than were their peers who did not participate (55 percent compared to 52 percent).

UC has also developed data and analytical tools for schools in order to help aspiring and diverse students reach college readiness and increase enrollment in a school's most rigorous courses. These data tools, known as the UC Transcript Evaluation Service, have helped improve UC eligibility rates in some of California's neediest schools. Overall, after four consecutive years of

using UC's data tools, students at these schools increased "a-g" course taking by 36 percent and UC eligibility rates increased by 22 percent.

### Graduate Diversity Practices

Accountability for diversity among graduate professional schools is purposefully embedded in the review of Professional Degree Supplemental Tuition proposals submitted by professional schools. 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 impacted by increases in fees for professional degree programs.

In addition to ongoing systemwide efforts to prepare UC's diverse undergraduates for graduate programs, UC has increased its investment in academic and research preparation programs for graduate students, most notably in a \$5 million investment in the Eugene Cota-Robles fellowship and UC-HBCU initiative.

- The Eugene Cota-Robles fellowship facilitates the academic career development of students who show potential to become excellent faculty or researchers in institutions of higher education as well as to foster multi-faceted diversity in graduate education at the University of California.
- The UC-HBCU Initiative improves diversity and strengthens graduate programs by investing in relationships between UC campuses and Historically Black Colleges and Universities (HBCUs). Since its inaugural year (2012), more than 230 HBCU scholars have participated in the program, which offers faculty-led summer research opportunities and year-round mentoring. More than a third of summer research interns have chosen to apply to UC for graduate education, and 20 Ph.D. and four master's degree students have enrolled at UC as a direct result of the program. The current yield rate for UC of UC-HBCU participants who apply to and are admitted to a UC graduate program is 89 percent.

### Medical Education

Efforts to address physician shortages have focused on diversity among California's population, the growing health disparities that exist, and inadequate access to health care. UC's Programs in Medical Education (PRIME), available at all UC medical schools, is an innovative training program focused on meeting the needs of California's underserved populations in both rural communities and urban areas by combining specialized coursework, structured clinical experiences, advanced independent study, and mentoring. In 2014-15, there were 333 PRIME students enrolled across six programs. It is noteworthy that at the time this effort was launched, total enrollment was projected to be approximately 350 students systemwide (equivalent to roughly 70 new M.D. graduates per year) and a total enrollment increase roughly ten percent greater than had existed for nearly 40 years.

## Faculty Diversity Practices

A key challenge for the University has been the ability to monitor the diversity of candidate pools, finalists, or those offered a faculty position. To address this challenge, the University has deployed a web-based recruitment system called UC Recruit. UC Recruit significantly streamlines the faculty recruitment and application process by automating procedures that had been very labor-intensive. For the first time, consistent data on successful outcomes from searches are being collected from this common UC system. Analyses of these data will help identify best practices in recruiting a diverse faculty.

Changes have also been made to the Academic Personnel Manual (APM) on appointments, promotions, and appraisals (APM 210). In judging a candidate's teaching, research, and service, faculty review committees are encouraged to consider contributions to diversity. For example, in the review of teaching, the development of particularly effective strategies for the educational advancement of students in various underrepresented groups is credited. The review considers all faculty research, outreach, or public service that contributes to the advancement of equitable access and diversity in education and society.

The University also has increased its investment in programs that support new scholars in all fields whose teaching, research, and service will contribute to diversity. Since its inception in 1984, more than 180 former President's Postdoctoral Fellows have received UC tenure-track appointments. And of those Fellows appointed to the UC faculty since 1995, 99 percent of those reviewed for tenure have received tenure. In early 2014, President Napolitano committed \$5 million in one-time funds to support its goals. Funds were distributed in three areas: 1) hiring incentive start-up packages; 2) salaries for additional faculty hires; and 3) resources for training, mentoring, and development. With the number of applicants (now over 650 per year) and fellows (15-20 appointed annually) rising in the last three years, the additional funds from President Napolitano's initiative will support even more departments that recruit PFP fellows into faculty positions at UC.

Another challenge is the diversity of faculty in STEM fields. All ten campuses pay special attention to efforts to recruit a more diverse faculty in this area, which represents disciplines in which there is the least diverse population of Ph.D.s in the national availability pool. Individual campuses have awards from the National Science Foundation and the National Institutes of Health to focus resources on interventions that will support a more diverse STEM and health sciences faculty.

Equity in faculty compensation is a critical part of the University's commitment to fairness and inclusion and contributes to a productive academic workplace. At the request of the UC Office of the President, in 2015, all ten campuses submitted faculty salary equity reports assessing whether there was disparity in patterns of salary compensation associated with gender or race/ethnicity for ladder-rank faculty. Effective July 1, 2015, the President established a two-part salary plan for ladder-rank faculty, enabled by the salary equity studies: (1) a 1.5% percent across-the-board increase to on-scale, off-scale, and above-scale salary components for all ladder-rank faculty and (2) creation of a discretionary pool equivalent to 1.5 percent of budgeted ladder-rank faculty

salaries to address equity, compression, inversion, and exceptional merit; the largest amount of salary increments were committed to address salary equity.

### Staff Diversity Practices

The University is focused on a broad range of staff diversity issues, including recruitment, retention and promotion, leadership commitment to staff diversity at each location, and systems for ensuring that best practices in support of staff diversity are woven throughout the fabric of the University.

In 2008, the UC Report of the Staff Diversity Council issued the following recommendations:

1. Develop a comprehensive, systemwide talent management and leadership development plan aligned with employee affirmative action plans;
2. Clarify the UC job structure, including career paths and related skills/competencies so that employees can more easily navigate the system and institutional progress can be measured;
3. Ensure systemwide management accountability and commitment to employee development and career growth;
4. Address risks raised by claims of discrimination and lack of attention to diversity issues;
5. Recognize leaders who establish effective programs that model our ethical values and support the growth and placement of a diverse leadership pipeline;
6. To create and sustain an inviting, supportive and nondiscriminatory work environment at each location, publicize the Principles of Community and administer a climate survey at least every four years; and
7. Standardize systemwide data and reporting requirements to support each location's ability to track talent across organizational boundaries.

These recommendations have served as directional areas for improvement. In particular, recommendations pertaining to UC Career Paths (#2) and standardized systemwide data (#7) have been directly addressed. A new UC job classification system has been created: Career Tracks for policy-covered employees and Series Concepts for represented employees. These systems enable UC to define job titles consistently within each location and across the University. Levels for individual contributor, supervisory, and management roles within each distinct functional area are defined consistently across occupations and with the labor market for comparable jobs. Several locations (Berkeley, Merced, and Office of the President) have already implemented the new systems and other campuses are scheduled to follow. Additionally, a process for collecting standardized systemwide staffing data has been created and all locations have the same compliance/reporting requirements for demographic data. Finally, the UC

Information Center provides a central location for access to all demographic data from across the system.

Career and professional development continue to be top priorities at UC; developing employees and preparing them for future roles is key to sustaining the University's place as a leader in higher education. To that end, Systemwide Talent Management is continuing to develop courses as part of the People Management Series. Based on the UC People Management Competencies and built in partnership with UC locations, the People Management Series was launched in 2014, with the Performance Management Series.

Each of these courses furthers the Human Resources strategic plan of designing an approach along with strategies and programs to hire, deploy, develop, and retain the best people in their respected fields. The courses are designed to ensure each UC supervisor/manager is accountable for excellent employee experiences from the hiring process through performance management, with a focus on development and career growth. The trainings have been geared towards setting an environment aligned with UC's diversity principles at all levels of the organization and enabling a culture that fosters trust, respect, and inclusion of diversity. The courses outline best practices for supervisors/managers to ensure an equitable and diverse workforce culture, development of diverse talent pools, and fostering of diversity at all levels of the organization.

Other notable institutional practices exist at various campuses. In particular at UC Santa Cruz, a Diversity and Inclusion Certificate Program was established in 2010 by the Office for Diversity, Equity, and Inclusion, which focuses on building an inclusive environment that promotes diversity and inclusion on campus ([http://diversity.ucsc.edu/training/certificate\\_program](http://diversity.ucsc.edu/training/certificate_program)). The Certificate Program consists of nine courses to earn a certificate, and provides a valuable professional development opportunity at no cost to staff and faculty. The Certificate Program is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how and why to work together to build a stronger and more inclusive campus community. The program recruits both internal and external instructors throughout the state to participate in the program. To date, there have been 219 graduates. Approximately 90 percent of participants in the program are staff.

### Campus Climate Practices

The results of the systemwide Campus Climate Survey conducted in 2012-13 revealed areas for improvement. Each UC location has analyzed its survey results and, based on those data and other knowledge, created a plan to address the challenges it found to be of particular concern. In most cases, the data from the climate survey confirmed issues that the locations were already aware of and were taking steps to address.

A Systemwide Campus Climate Work Group comprised of representatives from each of the 13 locations surveyed was formed in the spring of 2014. Under the leadership of Provost Dorr, the work group met during the fall of that year to share their strategies, describe the work being done at their location, and learn from the successes and challenges at the various locations. Work group members collaborated with teams at their individual locations to develop an action plan with goals appropriate for their particular context.

The action plans were completed in January 2015. Locations were asked to provide one or more goals and metrics toward measuring their progress in achieving their goal(s). The goals were to reflect specific, measurable and attainable results, and at least one metric was to be an item from the location's climate survey. Location action plans are available at:

[http://campusclimate.ucop.edu/\\_common/files/pdf-climate/location-climate-plans-2015.pdf](http://campusclimate.ucop.edu/_common/files/pdf-climate/location-climate-plans-2015.pdf)