

****Revised****

UNIVERSITY OF CALIFORNIA



DIVERSITY

ANNUAL ACCOUNTABILITY SUB-REPORT

SEPTEMBER 2010

****Revised****

ACCOUNTABILITY SUB-REPORT ON DIVERSITY | SEPTEMBER 2010

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EXECUTIVE SUMMARY

This report responds to Regents' policy adopted in September 2007 requiring the UC President to report annually on the status of diversity at the University.

Diversity is central to the mission of the University of California. To be successful, "diversity" cannot be seen as an optional initiative; it must be part of the way the University goes about its work—the way it teaches, does research, and engages with California's communities. This has been a challenge that the University has met with varying degrees of success.

There is a need to focus on race and gender in the context of the historical exclusion of these groups from higher education, particularly underrepresented minorities – American Indians, African Americans and Chicano/Latinos. However, UC understands that diversity is defined broadly and recognizes the necessity of creating a healthy campus climate to foster inclusion and provide enhanced educational benefits to all.

The University community is comprised of students, faculty and staff. Undergraduate students are the most diverse group. UC often describes its diversity aspirations in terms of "reflecting the diversity of California." However, UC faces significant challenges in enrolling underrepresented minorities at the undergraduate level because a large number do not meet certain minimum academic requirements to be considered eligible for admissions.

Graduate academic and professional students and faculty diversity varies by discipline, program and department. While underrepresented minority numbers lag in most disciplines, the gender gap is lessening. As with disciplines, some campuses are more diverse than others.

UC continues to take action to mitigate diversity gaps. The excellence of UC depends on the University's ability to recruit and retain a highly qualified, diverse faculty, staff and student body.

In the current economic crisis, UC must develop new and innovative ways to foster diversity on the University's campuses and at the Office of the President. Impacts on diversity must be part of all the University's planning efforts, and thoroughly integrated to leverage scarce resources.

"Diversity—a defining feature of California's past, present, and future—refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more."

(UC Diversity Statement)

INTRODUCTION

UC is dedicated to achieving excellence through diversity in the classroom, research lab and the workplace. It strives to establish a climate that welcomes, celebrates and promotes respect for the contributions of all students and employees.

In September 2007, the Regents of the University of California unanimously adopted the UC Diversity Statement, which was adopted by the UC Assembly of Academic Senates in May 2006 and endorsed by the UC President in June 2006. By doing so, the University renewed 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” (UC Diversity Statement, 2007).

Diversity is essential to the University’s mission. UC defines diversity as the “variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more” (UC Diversity Statement, 2007). The value of diversity in all aspects of the University’s educational programs is fundamental to its mission as a land grant institution.

Diversity enhances the quality of a UC education. The unique environment created by UC’s system of 10 top-tier public research universities contributes to the overall UC educational quality. An important aspect of this environment is the ability to take advantage of the important social, cultural and intellectual contributions made possible by having a diverse population of students, faculty and staff from a variety of underrepresented populations. A diverse University community enhances the quality of education by infusing perspectives and experiences from people of all walks of life in California and beyond, enriching and contributing to the educational environment.

CLIMATE

In September 2007, the Regents requested specific inclusion of campus climate data in requiring the UC President to report annually to the on the status of diversity. Understanding the importance of gauging campus climate to create more inclusive and welcoming environments, UC President Yudof formed in 2010 an Advisory Council on Campus Climate, Culture and Inclusion charged with monitoring campus progress and metrics and examining campus practice and policy. Each of the Chancellors created similar councils on the 10 campuses and, in May 2010, the Regents created the Ad hoc Committee on Campus Climate.

Campus climate is a multifaceted reflection and manifestation of diversity. While numbers are important, campus climate is about moving beyond the numbers. The very presence of individuals from different backgrounds results in diversity. Climate, on the other hand, refers to the experience of individuals and groups on a campus — and the quality and extent of the interaction between those various groups and individuals.

At the present time, there is no Universitywide climate survey. Individual campuses have administered their own surveys, but it has not been done across the system. The University is in the process of identifying potential Universitywide assessment tools.

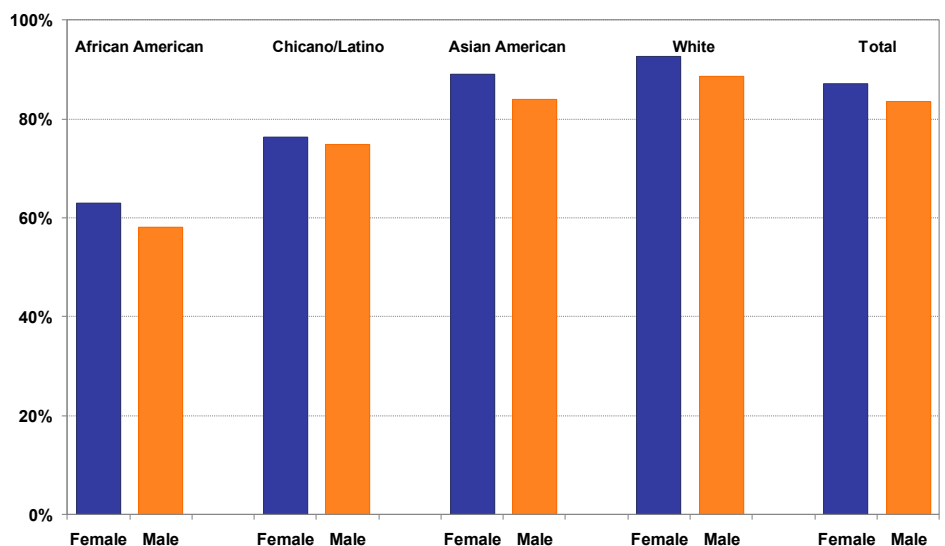
The only Universitywide data available comes from the UC Undergraduate Experience Survey (UCUES), which was not designed to measure climate. Administered biennially to all UC undergraduates since 2002, UCUES is one of the primary tools at UC for assessing and reporting on student outcomes. The response rate for the spring 2008 administration of UCUES was 39 percent overall. This compares favorably to other similar national instruments.

In addition to race, ethnicity and gender, UCUES gathers self-reported information on student political beliefs, religious beliefs, social class, family income and sexual orientation.

Two UCUES questions on respect and tolerance are included in this report (Charts 1 and 3). Data in Charts 1, 2 and 3 also were reported in the 2009 Accountability Sub-report on Diversity. UCUES 2010 findings will be available in fall 2010.

UCUES data show that, on the whole, the climate for undergraduate students across race, ethnicity and gender is respectful and tolerant. Chart 1 shows the proportion of students by race, ethnicity and gender who agree that members of their racial and ethnic group are respected on campus. Of all respondents, 86 percent responded “somewhat agree,” “agree” or “strongly agree” when asked if students of their race/ethnicity are respected on campus.

Chart 1: Students of my race/ethnicity are respected on this campus. Percent responding “Somewhat Agree,” “Agree” or “Strongly Agree” by Race/Ethnicity and Gender, UCUES 2008

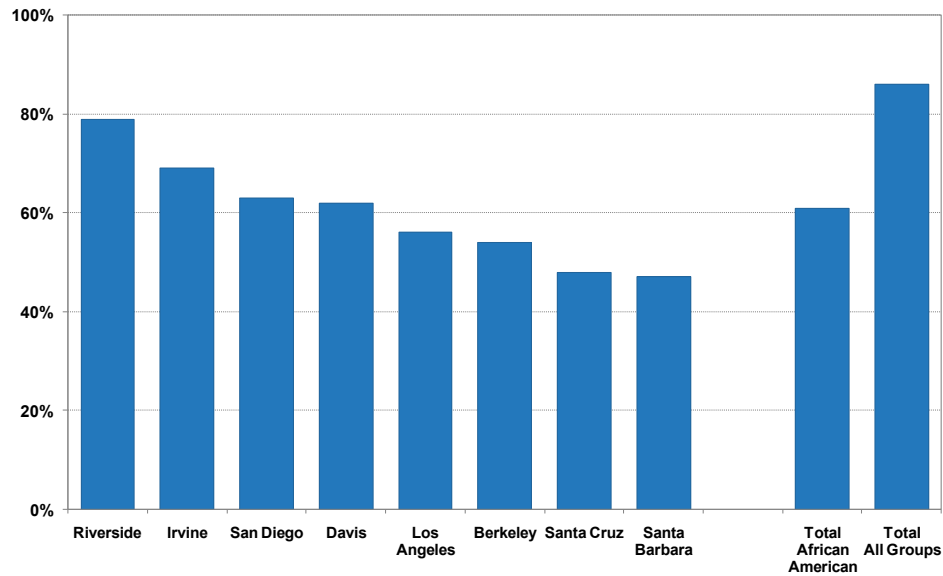


Source: UC Undergraduate Experience Survey (UCUES), 2008

As a group, African Americans feel less respected than other racial and ethnic groups and experience less tolerance of diversity. Compared with 91 percent of white respondents, 61 percent of African American students feel their race or ethnicity is respected on campus. There are differences by gender. African American males feel their race or ethnicity is respected less than any other race or ethnic group disaggregated by gender (58 percent).

Chart 2 shows differences by campus for African American agreement that their race/ethnicity is respected. Smaller proportions of African Americans at Santa Barbara (47 percent) and Santa Cruz (48 percent) report that members of their race/ethnicity are respected on campus compared to Riverside (79 percent) and Universitywide (61 percent).

Chart 2: Students of my race/ethnicity are respected on this campus. Percent of African American responding “Somewhat Agree,” “Agree” or “Strongly Agree” by Campus, UCUES 2008



Source: UC Undergraduate Experience Survey (UCUES), 2008

Notes: San Francisco is not included because it has no undergraduates. Merced is not included because the campus used a shorter version of UCUES with only selected questions.

Table 1 shows the average rating of tolerance/intolerance of diversity on campus by race and ethnicity. Again, on the whole, students rate campuses as being tolerant of diversity. The average rating of tolerance/intolerance of diversity on campus was 2.08 (1.0 is most tolerant and 6.0 is most intolerant).

African American students again reported notable differences. African American undergraduates had the lowest average rating of tolerance/intolerance of diversity on campus. Compared with white students (1.99), African American students rated tolerance/intolerance of diversity at 2.48.

Table 1: Tolerance/Intolerance of Diversity, Average Rating by Race/Ethnicity, UCUES 2008

Campus	Campus Average	African American	Chicano/Latino	Asian American	White
Berkeley	2.00	2.70	2.22	1.97	1.93
Davis	1.94	2.10	2.10	1.97	1.84
Irvine	2.20	2.44	2.37	2.12	2.20
San Diego	2.27	2.79	2.40	2.26	2.18
Santa Barbara	2.18	2.92	2.29	2.44	2.01
Santa Cruz	2.08	2.82	2.23	2.23	1.92
Los Angeles	2.07	2.56	2.27	2.01	2.01
Riverside	1.90	2.00	1.75	1.95	1.91
UC System	2.08	2.48	2.18	2.08	1.99

Source: UC Undergraduate Experience Survey (UCUES), 2008

Notes: San Francisco is not included because it has no undergraduates. Merced is not included because the campus used a shorter version of UCUES with only selected questions.

UNIVERSITY COMMUNITY

The University community is comprised of students, faculty, researchers, other academics and staff. Across these populations, there are variances in race, ethnicity and gender.

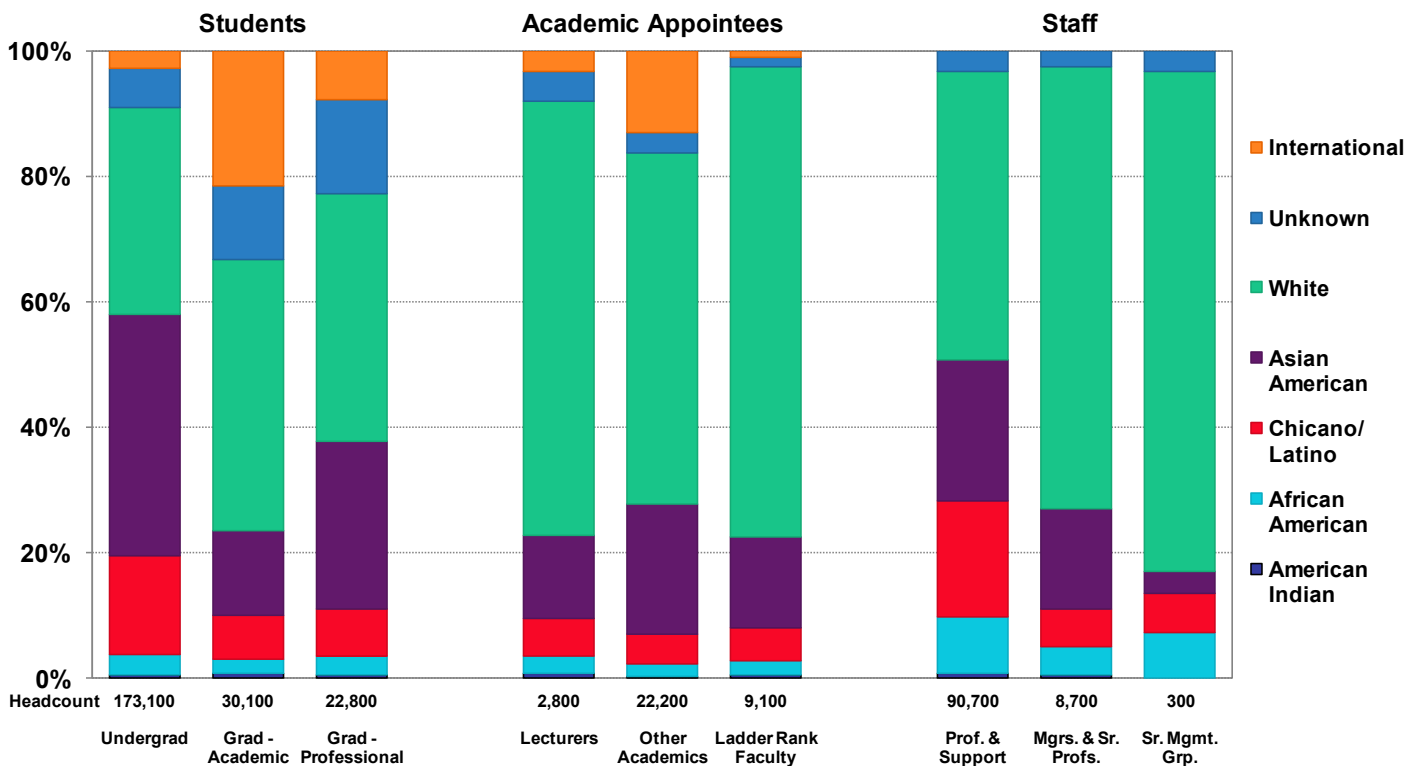
UC often describes its diversity aspirations in terms of “reflecting the diversity of California.” The University’s demographics have not kept pace with California’s growing Chicano/Latino population. In 2008-09, UC’s undergraduate students were 14 percent Chicano/Latino compared with a total Chicano/Latino population statewide of 34 percent and nationwide of 14 percent. The gap for African Americans is less severe. African Americans comprised 5 percent of UC’s undergraduate students compared with a total African American population statewide of 7 percent and nationwide of 13 percent.

Charts 3 and 4 provide a snapshot of the University community by race, ethnicity and gender. These charts offer a picture of UC’s racial, ethnic and gender diversity.

Undergraduate students are the largest and most racially and ethnically diverse group, as illustrated in Chart 3. Almost 20 percent of undergraduate students come from underrepresented minority groups — American Indian, African American or Chicano/Latino. The least racially and ethnically diverse groups are staff in the Senior Management Group (SMG) and ladder rank faculty — tenured faculty with permanent appointments and faculty on the “tenure-track” (individuals in a position to be considered for but have not yet secured tenured positions).

There are some variations between campuses which are identified in subsequent charts.

Chart 3: The University Community by Race/Ethnicity, Universitywide, Fall 2008



Sources: Student Data: Corporate Student System, Fall Enrollments. Staff Data: Corporate Payroll System (CPS); October Affirmative Action Reports, based on Statistical Summary of Students and Staff. Academic Appointee Data from CPS and from UCOP Academic Personnel Office.

Notes:

- Includes the 10 campuses, five medical centers, Agricultural and Natural Resources and the Office of the President. Excludes Lawrence Berkeley National Laboratory.
- "Ladder Rank Faculty" includes only Professorial Series. "Lecturers" includes all Lecturers (Unit 18 and others). "Other Academics" includes other non-ladder rank faculty, professional researchers, academic administrators, postdocs, and others but excludes graduate student titles.
- "Staff" includes both career and non-career staff but excludes those with Casual Restricted appointments, an appointment type restricted to students.
- "Unknown" race/ethnic category for students is based on data from domestic students only; international students are shown separately. Staff categories do not show "International" because the data source used identifies staff by ethnicity, regardless of country of origin or visa status; therefore, for staff, "unknown" may include citizens, permanent residents or visa holders.
- Headcounts are rounded. For academic appointees and staff, headcounts are based on primary appointment.

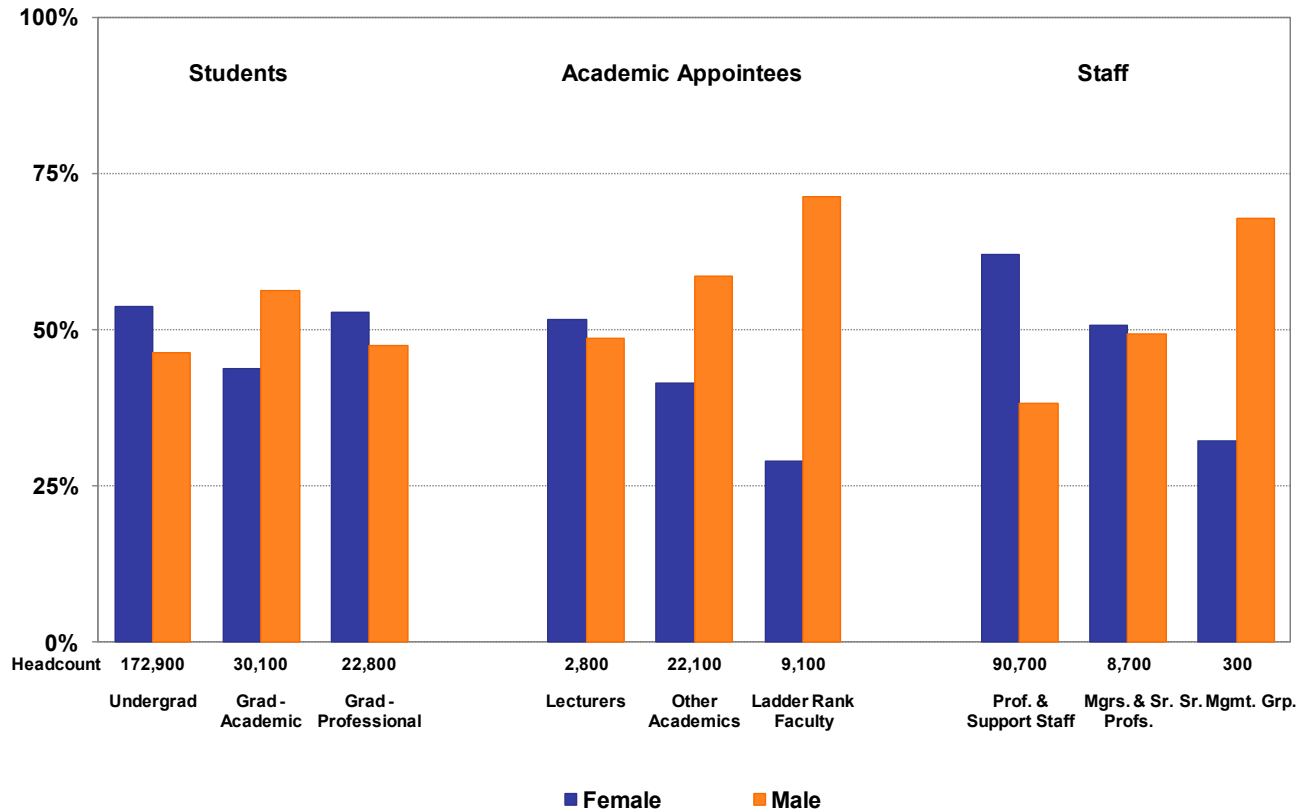
Gender diversity, shown in Chart 5, is greater for students and staff than for faculty.

More than half (54 percent each) of all undergraduate and professional degree students and 44 percent of graduate academic students are women. Almost 29 percent of ladder-rank faculty, 51 percent of lecturers and 41 percent of other academics are women.

More than 65 percent of Professional and Support Staff (PSS) are women, compared with half (50 percent) of Managers and Senior Professionals (MSP) and less than 30 percent of the Senior Management Group (SMG).

In each group, campuses nearly mirror the Universitywide proportions for gender. However, for ladder-rank faculty, the highest proportion of women is found at the Santa Cruz campus, with 36 percent; and the lowest at San Diego, with 20 percent.

Chart 4: The University Community by Gender, Universitywide, Fall 2008



Sources: Student Data: Corporate Student System, Fall Enrollments. Staff Data: Corporate Payroll System (CPS); October Affirmative Action Reports, based on Statistical Summary of Students and Staff. Academic Appointee Data from CPS and from UCOP Academic Personnel Office.

Notes:

- Includes the 10 campuses, five medical centers, Agricultural and Natural Resources and the Office of the President. Excludes Lawrence Berkeley National Laboratory.
- "Ladder-Rank Faculty" includes only Professorial Series. "Lecturers" includes all Lecturers (Unit 18 and others). "Other Academics" includes other non-ladder rank faculty, professional researchers, academic administrators, postdocs, and others but excludes graduate student titles.
- "Staff" includes both career and non-career staff but excludes those with Casual Restricted appointments, an appointment type restricted to students.
- Headcounts are rounded. For academic appointees and staff, headcounts are based on primary appointment.
- Excludes individuals whose gender is recorded as "unknown".

STAFF

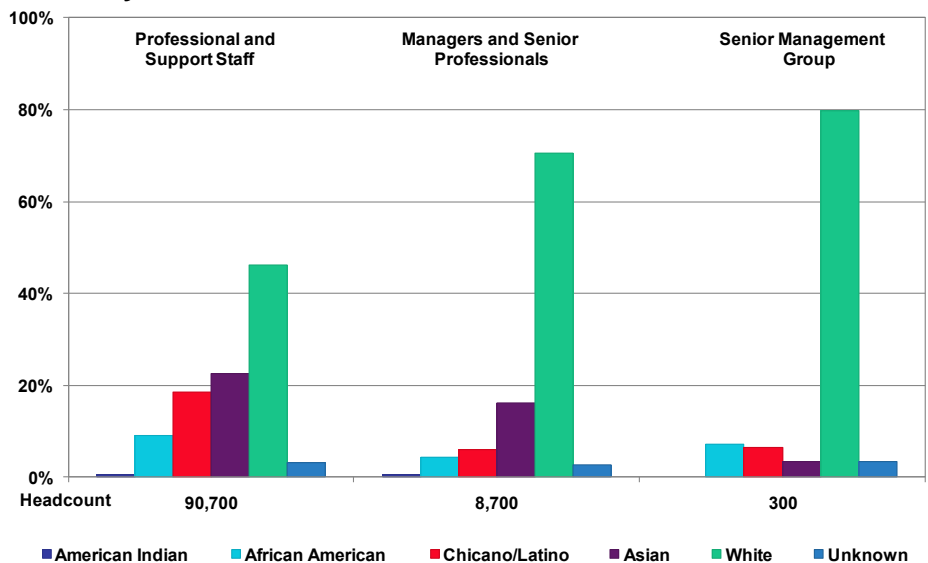
UC is one of the largest public employers in the state of California. In fall 2008, UC employed almost 100,000 Professional and Support Staff (PSS), Managers and Senior Professionals (MSP) and Senior Management Group personnel (SMG), excluding students appointed in Casual Restricted appointments.

Charts 5 and 6 show the variation in diversity by race and ethnicity and gender across personnel programs. The most diversity is seen among the Professional and Support Staff (PSS), and the least among the Senior Management Group (SMG). Despite some progress over the years, in 2008 SMG staff was 80 percent white and 68 percent male. There are only about 300 employees in this group.

Among the Professional and Support Staff (PSS), roughly two-thirds are women across all racial and ethnic groups. Women are more than 50 percent of the workforce on every campus and the Office of the President.

Staff populations, particularly staff in the Professional and Support Staff (PSS) personnel group, are sensitive to the composition of the community surrounding the campuses. (Additional information on UC staff will be available in the November 2010 Biennial Accountability Sub-Report on Staff).

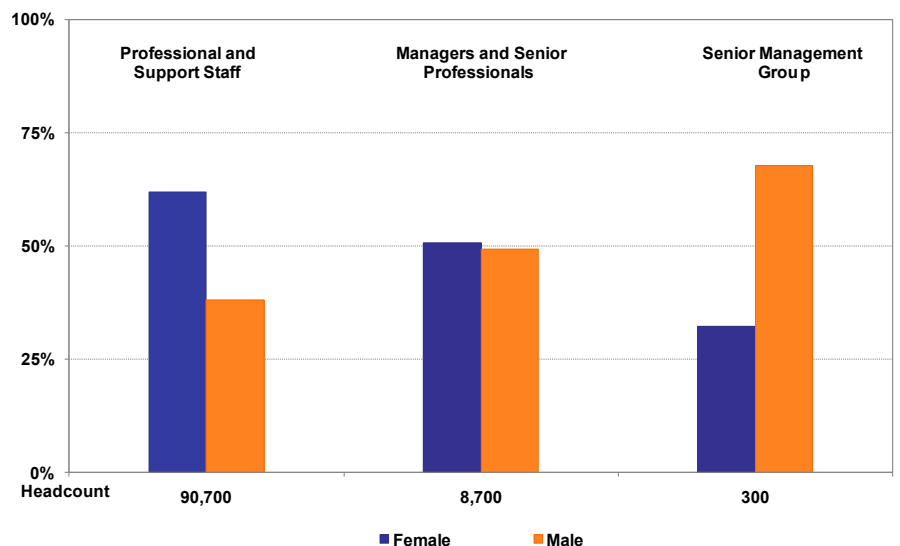
Chart 5: Career and Non-Career Staff by Race/Ethnicity, Universitywide, October 2008



Source: Corporate Payroll System (CPS); October Affirmative Action Reports; Statistical Summary of Students and Staff.

Notes: Includes career and non-career staff. Excludes Casual Restricted, an appointment type restricted to students.

Chart 6: Career and Non-Career Staff by Gender, Universitywide, October 2008



Source: Corporate Payroll System (CPS); October Affirmative Action Reports; Statistical Summary of Students and Staff.

Notes: Includes career and non-career staff. Excludes Casual Restricted, an appointment type restricted to students.

FACULTY

Faculty diversity is one of the most pressing issues facing UC. In 2006, the President's Taskforce on Faculty Diversity stated that "UC will remain competitive as a leading institution of higher education only if it is successful in addressing the underrepresentation of minorities and women among its faculty and academic leaders."

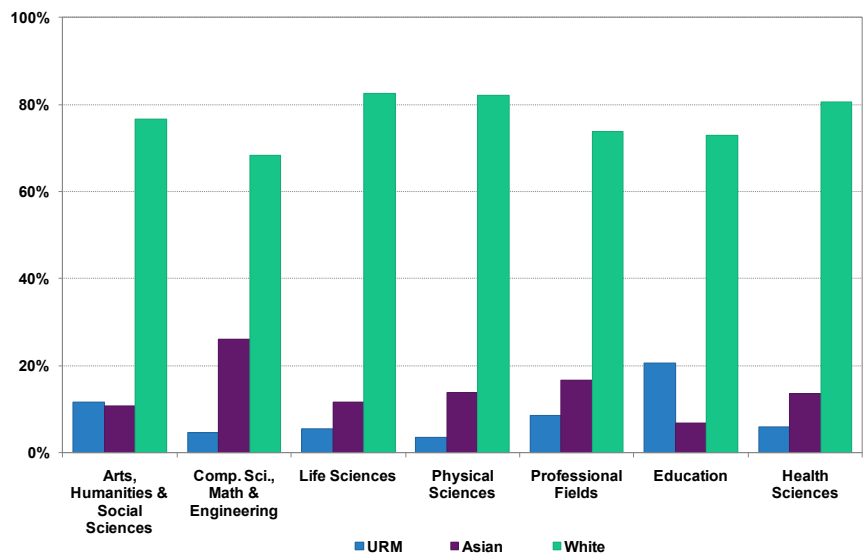
UC employs over 9,000 ladder- and equivalent rank faculty—tenured faculty with career or permanent professorial appointments and "tenure-track" faculty, individuals in a position to be considered for tenured or career professorial positions. Ladder- and equivalent rank faculty includes faculty with appointments in the Professorial (ladder-rank) series, as well as faculty in other series, such as Lecturer with Security of Employment, which offer an equivalent path to permanent status. Because faculty careers can last up to 40 years, the rate of demographic change is necessarily slow.

Taken as a whole, the ladder-rank faculty at UC is more diverse than at comparable AAU public and private institutions. Chart 7 shows the racial and ethnic diversity of ladder rank faculty at UC by discipline. Underrepresented minorities comprise about 8 percent of the ladder-rank faculty, compared with 76 percent white and 15 percent Asian American ladder-rank faculty members.

Racial and ethnic diversity varies by discipline. As with graduate students, the largest proportion of underrepresented minority faculty is in education. However, at 2 percent, education has the smallest proportion of total faculty. Of the 214 ladder-rank faculty in education, 43 were underrepresented minorities. Underrepresented ladder-rank faculty were least represented in the physical sciences (4 percent) and computer science, math and engineering (4 percent), and better represented in the arts, humanities and social sciences (13 percent).

Campus variations are not significant. – across the University, the numbers of underrepresented minority faculty on each campus are low.

Chart 7: Ladder- and Equivalent Rank Faculty by Race/Ethnicity and Discipline, Universitywide, October 2008



Source: UC Corporate Payroll System; Academic Personnel Office

Notes:

- Includes faculty with appointments in the Professorial (Ladder Rank) series, as well as faculty in other series, such as Lecturer with Security of Employment, which offer an equivalent path to permanent status.
- Health Sciences includes Medicine, Dentistry, Optometry, Nursing, Public Health, Pharmacy and Veterinary Medicine.
- Professional Fields includes: Business & Management, Communications, Architecture, Home Economics, Law, Library Science, Public Administration and Social Work.

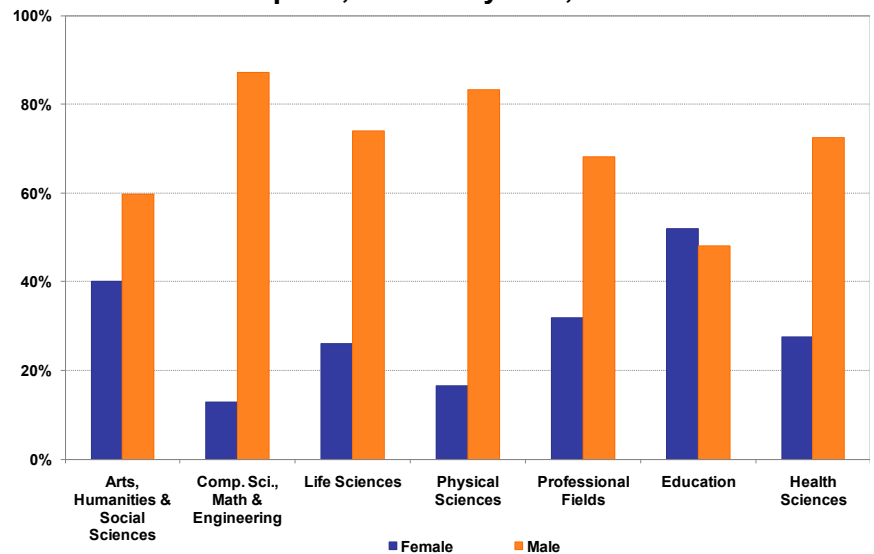
The proportion of women faculty has increased, but remains well below parity. The underrepresentation of women and minorities in faculty careers is a national problem, not unique to UC.

At UC, 30 percent of all ladder-rank faculty are women. As with racial and ethnic minorities, Chart 8 shows women are most underrepresented in the physical sciences, math and engineering/computer science. Women comprise 13 percent of ladder-rank faculty in the physical sciences and 19 percent of ladder-rank faculty in computer science, math and engineering.

As with racial and ethnic diversity, differences in the distribution of women across campuses are not significant. The highest proportion of women is found at Santa Cruz, with 36 percent; the lowest at San Diego, with 20 percent.

To address the importance of faculty diversity, changes have been made to the Academic Personnel Manual (APM) policies on appointments, promotions and appraisals (APM 210). In judging a candidate's teaching, faculty review and appraisal committees may look at the development of particularly effective strategies for the educational advancement of students in various underrepresented groups. The review can also draw attention to faculty research or public service that contributes to the advancement of equitable access and diversity in education.

Chart 8: Ladder- and Equivalent Rank Faculty by Gender and Discipline, Universitywide, October 2008



Source: UC Corporate Payroll System; Academic Personnel Office

Notes:

- Includes faculty with appointments in the Professorial (Ladder Rank) series, as well as faculty in other series, such as Lecturer with Security of Employment, which offer an equivalent path to permanent status.
- Health Sciences includes Medicine, Dentistry, Optometry, Nursing, Public Health, Pharmacy and Veterinary Medicine.
- Professional Fields includes: Business & Management, Communications, Architecture, Home Economics, Law, Library Science, Public Administration and Social Work.

Chart 9 depicts the percentage of underrepresented junior faculty (assistant professors) hired at UC compared with availability pools. Availability pool estimates are based on the proportion of Ph.D.s awarded nationally to students from different racial and ethnic groups between 2003 and 2007.

The number and proportion of underrepresented minority and women doctoral degree recipients has grown dramatically over the past 25 years, but the demographic profile of UC faculty does not fully reflect these changes.

Over the last five years, underrepresented minorities have been hired below their availability in professional fields, computer science, math and engineering and the physical sciences, while

hired at the same or greater than expected proportions in the life sciences; arts, humanities and social sciences; and education.

Women junior faculty (assistant professors) were hired below their availability in all disciplines except computer science, math and engineering over the last five years (Chart 10). Between 2003 and 2007, women accounted for about 23 percent of Ph.D.s awarded in the physical sciences, and were about 25 percent of UC junior faculty hires.

To encourage outstanding women and minority Ph.D. recipients to pursue academic careers at

UC, the UC President's Postdoctoral Fellowship Program was established in 1984. The program offers postdoctoral research fellowships and faculty mentoring to scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC. Since 2003, 75 former fellows have received appointments as UC faculty.

(Additional information will be available in the January 2011 Biennial Accountability Sub-Report on Faculty Competitiveness.)

Chart 9: Ladder-Rank Hiring vs. Availabilities by Race/Ethnicity and Discipline, New Assistant Professors, Universitywide, 2004-05 to 2008-09

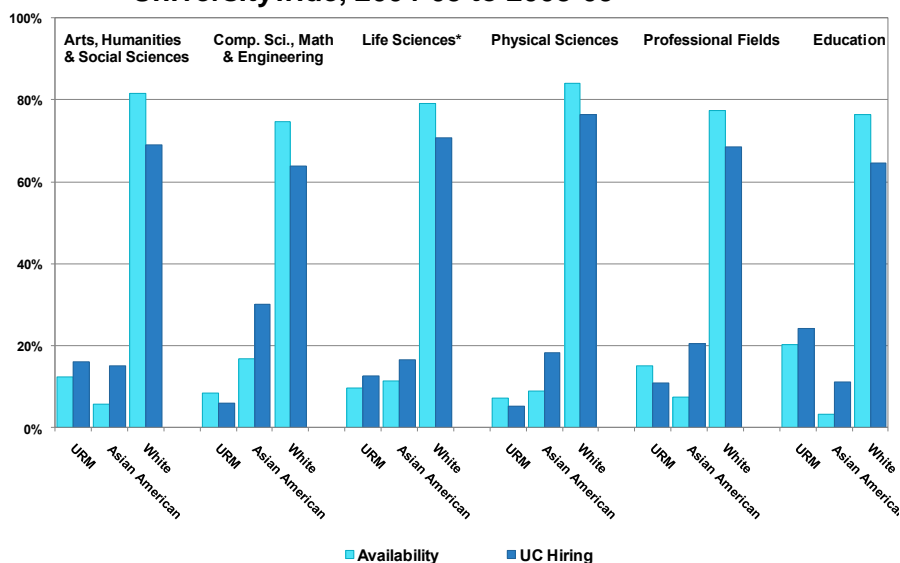
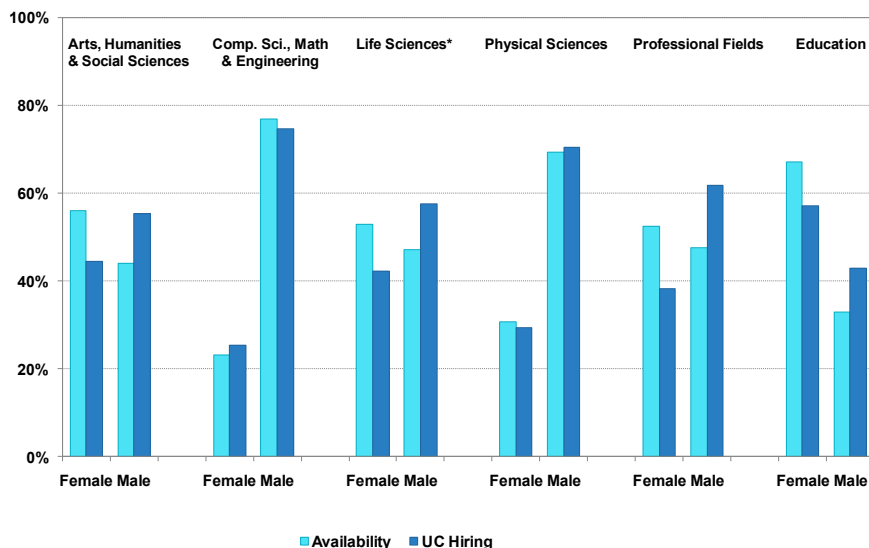


Chart 10: Ladder-Rank Hiring vs. Availabilities by Gender and Discipline, New Assistant Professors, Universitywide, 2004-05 to 2008-09



Sources: UC Corporate Payroll System; Academic Personnel Office. Availabilities: NSF, NIH, U.S. Department of Education, NEH, USDA, NASA, Survey of Earned Doctorates. New appointments: Academic Personnel's new appointments database.

Notes:

- URM: Underrepresented minority; includes American Indian, African American and Chicano/Latino.
- Availability estimated based on the proportion of PhDs awarded from 2003 to 2007 nationwide.
- Data does not include Medicine, Dentistry and Optometry.
- Professional Fields includes: Business & Management, Communications, Architecture, Home Economics, Law, Library Science, Public Administration and Social Work.
- *Nursing, Public Health, Pharmacy and Veterinary Medicine are included in Life Sciences.

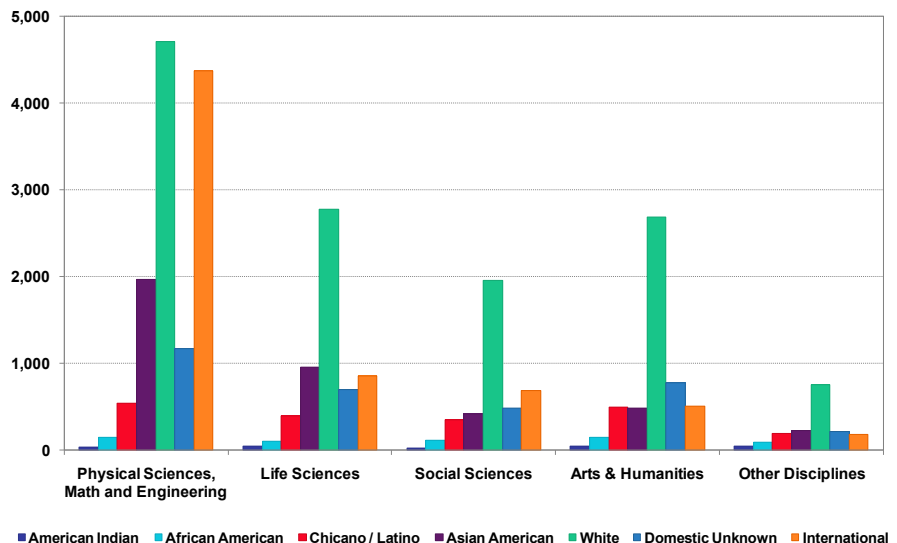
GRADUATE ACADEMIC STUDENTS

California's Master Plan recognizes UC as a doctoral-granting institution and the state's primary research institution. Graduate education is critical to the University's research mission and, therefore, central to the vibrancy of the state's knowledge-based economy and ability to meet its academic, technical, and professional work force needs and fuel innovation that can have worldwide impact. These contributions are made possible when UC graduate programs serve as a magnet for the most highly qualified, talented and diverse students.

UC's graduate programs draw students from across the nation and around the world, including its own undergraduate students. UC distinguishes between two types of graduate students — academic and professional.

Graduate academic students include those working toward academic master's and academic doctoral (Ph.D.) degrees. In the physical sciences, this includes engineering and computer science. UC enrolled about 30,000 graduate academic students in fall 2008. Chart 11 depicts the racial and ethnic composition of graduate academic students by discipline for fall 2008.

Chart 11: Graduate Academic Students by Race/Ethnicity and Discipline, Universitywide, Fall 2008



Source: UC Corporate Student System

Notes: Graduate Academic includes: Academic Master's and Academic Doctoral students. Physical Sciences includes Engineering/Computer Science. "Other Disciplines" includes interdisciplinary areas, miscellaneous fields such as criminology, and academic degrees in professional fields such as a PhD in business or law.

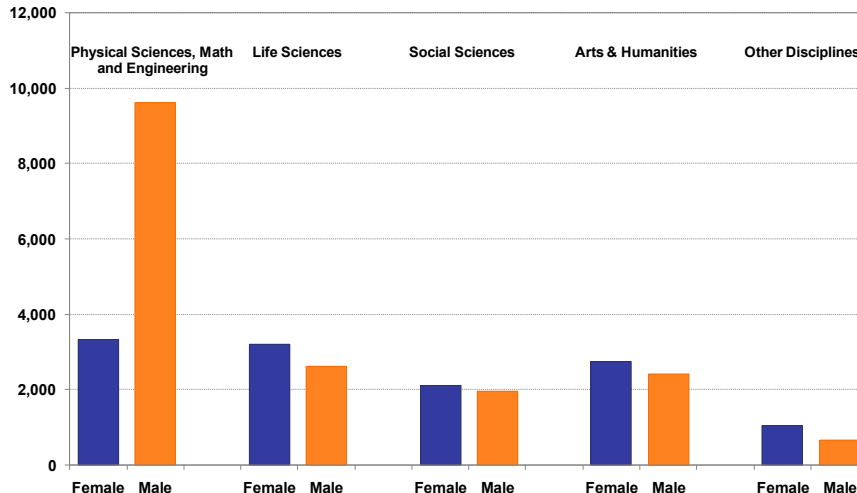
Graduate enrollment of underrepresented minorities at UC is low and racial and ethnic diversity has improved only minimally over time. In fall 2002, 7 percent of all graduate academic students were underrepresented minorities, compared to 9 percent in fall 2008. In contrast, 43 percent of graduate academic students were white in fall 2008.

At the graduate academic student level, citizenship/national origin can be an important contributor to diversity and the educational experience. At the graduate level, international students provide global connections and ensure that UC attracts the very best and brightest in the world. In fall 2008, international students represented more than 22 percent of all graduate academic students. International student enrollment in graduate academic programs varies by discipline.

Diversity among graduate academic students fluctuates by discipline. More than 45 percent of all graduate academic students are in the physical sciences. Within the physical sciences, 6 percent are underrepresented minorities, in contrast with 36 percent white students and 34 percent international students. Underrepresented minorities are more likely to be in the social sciences, humanities or earn academic degrees in professional fields such as a Ph.D. in business or law than in STEM fields (science, technology, engineering and math).

Universitywide, 42 percent of all graduate academic students were women in fall 2008. However, as Chart 12 shows, the proportion of graduate academic students who are women also varies by discipline. More than half of the graduate academic students in the life sciences, social sciences, humanities and other disciplines are women. However, only 26 percent of all graduate academic students in the physical sciences are women.

Chart 12: Graduate Academic Students by Gender and Discipline, Universitywide, Fall 2008



Source: UC Corporate Student System

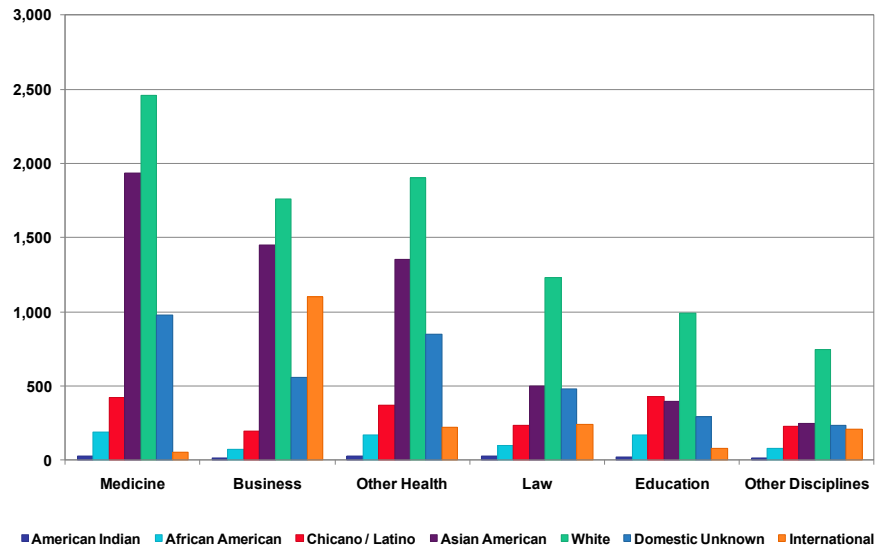
Notes: Graduate Academic includes: Academic Master's and Academic Doctoral students. Physical Sciences includes Engineering/Computer Science. "Other Disciplines" includes interdisciplinary areas, miscellaneous fields such as criminology, and academic degrees in professional fields such as a PhD in business or law.

GRADUATE PROFESSIONAL STUDENTS

UC enrolled more than 23,000 graduate professional students in fall 2008; underrepresented students comprised 12 percent. American Indians are the least represented in all programs. African American students comprise less than 4 percent and Chicano/Latino students only 8 percent of all graduate professional students. In contrast, graduate professional students are more than 40 percent white and more than a quarter Asian American.

Chart 13 shows that the proportion of underrepresented minority students varies by professional degree program. The highest proportion of underrepresented students is in education (26 percent); the lowest, in business.

Chart 13: Graduate Professional Students by Race/Ethnicity and Discipline, Universitywide, Fall 2008



Source: UC Corporate Student System

Notes: Graduate Professional includes: Professional Master's, Professional Practice, and Professional Doctoral. "Other Disciplines" include: Architecture, Arts & Humanities, Engineering/Computer Science, Life Science, Other Professional, and Public Administration.

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. Total enrollment of underrepresented students in graduate professional degree business programs is about 5 percent. In contrast, the Association to Advance the Collegiate Schools of Business (AACSB) reports 13 percent enrollment among its members by American Indian, African American and Chicano/Latino students. UC business schools are addressing this issue through developing partnerships with professional associations, alumni and career-based outreach programs.

The representation of underrepresented groups among students enrolled at UC law schools ranges from 11 percent to 16 percent. Total enrollment of underrepresented students in graduate professional degree law programs is about 13 percent. This contrasts favorably with comparison public law schools at 11 percent and comparison private law schools at 16 percent enrollment of underrepresented students. In fall 2008, 15 percent of law students at Los Angeles and Berkeley were underrepresented minorities. In its first year (fall 2008), Irvine enrolled more than 12 percent underrepresented law students. UC law schools have adopted strategies to increase their percentage of underrepresented students by focusing on long-term outreach programs, seasonal recruitment events and need-based financial aid.

Total underrepresented student enrollment in medicine in fall 2008 was 10 percent. In 2008, almost 20 percent of UC's first-year medical students were underrepresented students compared with a national average of 14.5 percent. At San Francisco, 31 percent of the first-year class was underrepresented minorities, leading all public and private medical schools in California.

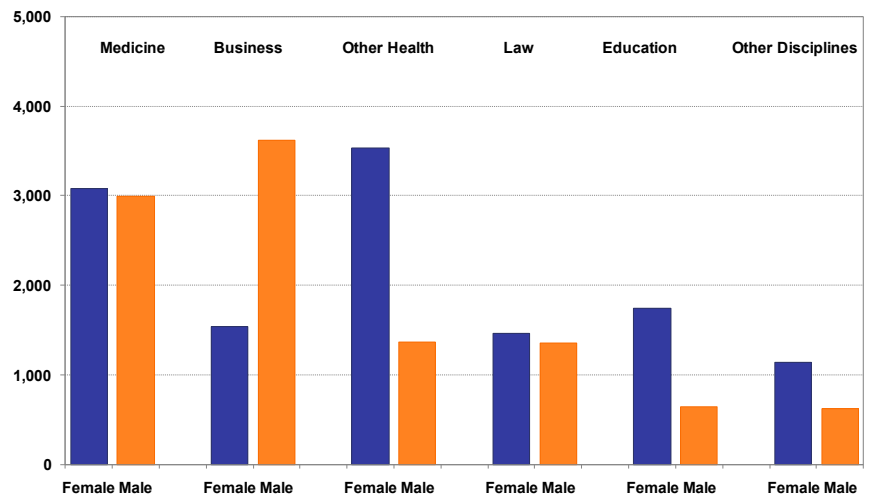
The University continues to make concerted efforts to increase the diversity of its health professions programs. Educational and community outreach programs are established elements of all UC

medical schools. Collectively, these programs are intended to strengthen the educational pipeline, to encourage students from diverse backgrounds to consider medicine as a career choice, to mentor and support them as they pursue science and health related educational goals and to provide a variety of resources to ensure their academic and personal success. Although there are several programs currently offered by UC medical schools, one example of a model program that continues to achieve success in increasing diversity in UC medical education programs is UC Program in Medical Education (PRIME). PRIME programs are five-year (M.D. and Master's degree) programs offering specialized education, training and support for students who wish to acquire added skill and expertise as they pursue careers caring for underserved populations.

Universitywide, about 53 percent of all professional degree students were women in 2008-09. However, the proportion of professional degree students who were women varies by discipline. As with racial and ethnic diversity, the lowest proportions of women were in business and highest in education. Particularly high proportions of women were found in some of UC's health science programs (i.e., nursing, veterinary medicine and pharmacy).

Additional information on professional degree programs will be presented to the Regents in November when Regents must approve the Three-Year Professional Degree Fee Plan.

Chart 14: Graduate Professional Students by Gender and Discipline, Universitywide, Fall 2008



Source: UC Corporate Student System

Notes: Graduate Professional includes: Professional Master's, Professional Practice, and Professional Doctoral. "Other Disciplines" include: Architecture, Arts & Humanities, Engineering/Computer Science, Life Science, Other Professional, and Public Administration.

UNDERGRADUATE STUDENTS

Under the terms of the California Master Plan for Higher Education, the “top one-eighth” of California public high school graduates is eligible for admission to UC. However, underrepresented minorities come from demographic groups whose group eligibility rate is less than 12.5 percent. Currently, African Americans, American Indians and Chicanos/Latinos are considered underrepresented.

UC faces many challenges enhancing diversity among its undergraduate students.

Beginning with the entering class of 1998, the University has been prohibited from considering race and ethnicity, among other characteristics, in admissions. This prohibition came from Regents’ action in 1996, which was reinforced by the voters when Proposition 209 was passed the same year. In 2001, the Board of Regents rescinded its action; however, Proposition 209 is still the law and as a public university, UC must operate within its restrictions.

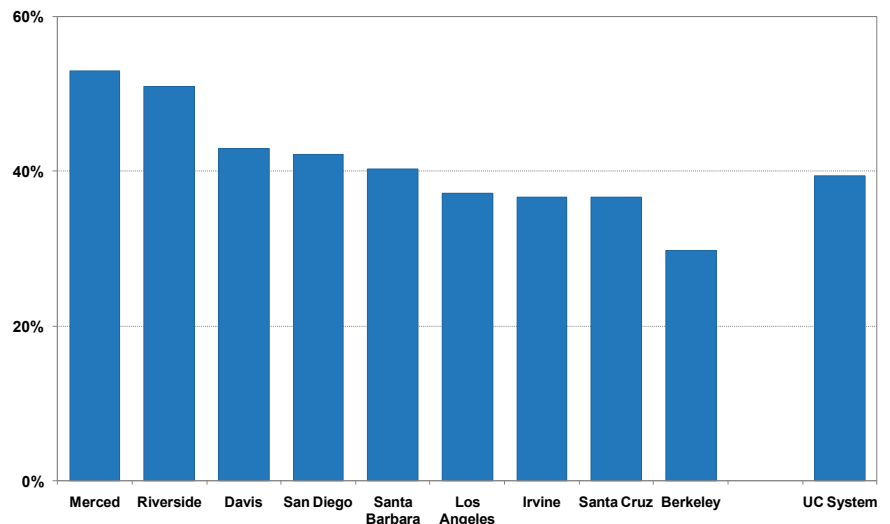
UC faces additional challenges in recruiting talented students from underrepresented minority groups because these students often accept offers from private universities that do not face the same restrictions on affirmative action that UC does and can offer more generous and targeted financial aid.

Despite these challenges, the proportion of UC’s enrolled freshmen who are from underrepresented minority groups has increased steadily since a low point in 1998 although the proportion of underrepresented students in California high schools has also increased.

Socio-economic diversity among UC’s undergraduates is higher than at comparison institutions. Parents’ educational attainment (Chart 15) and income (Chart 16) are two contributors to socio-economic diversity.

Chart 15 shows first generation status of new undergraduate students. First generation refers to a student neither of whose parents received a baccalaureate degree. In fall 2009, UC enrolled almost 40 percent first-generation new undergraduate students. Campus variations for first-generation undergraduate

Chart 15: New Undergraduate Enrollment by First-Generation Status, Universitywide and Campuses, Fall 2009



Source: UC Corporate Student System

Notes: Includes Freshman and Transfer Enrollees. Includes fall applicants at Berkeley and San Diego whose admission and enrollment were deferred until winter quarter/spring semester.

students range from 53 percent at Merced and 51 percent at Riverside to 30 percent at Berkeley and 37 percent at Santa Cruz and Irvine. New undergraduate enrollment includes freshmen and transfers.

The demographic profile of first-generation students is quite different from that of traditional college student populations—first-generation students are more likely to be from underrepresented minority and low-income groups. In fall 2008, three-quarters of new undergraduate Chicano/Latino and half of new undergraduate African American students were first generation.

The University strives to provide access to low-income students. UC enrolls more low-income students than any other public or private university in the Association of American Universities (AAU) — a nonprofit association of 61 U.S. and two Canadian preeminent public and private research universities that include six UC campuses.

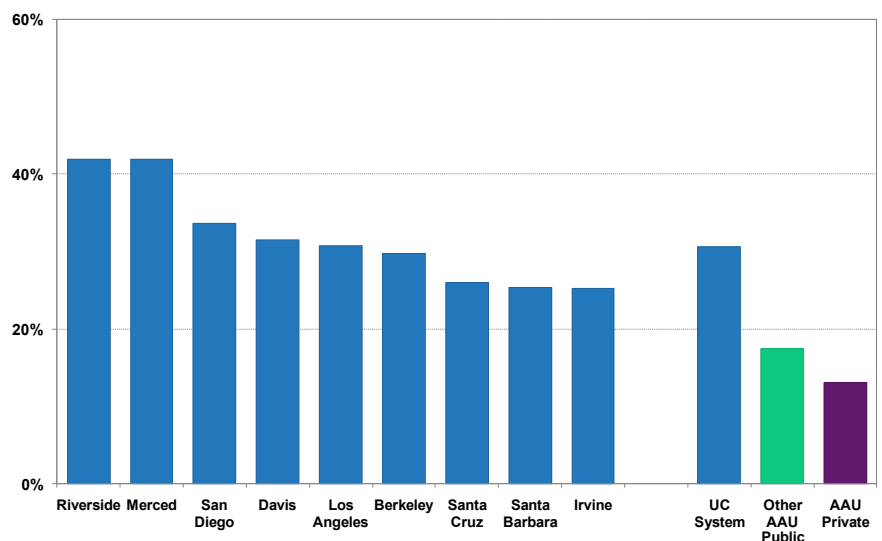
The percentage of undergraduate students with Pell Grants provides a way to approximate enrollment levels of low-income students. Pell Grants are awarded by the federal government to low-income students — generally those whose parental income is below \$45,000 or who are considered to be financially independent from their parents.

Chart 16 shows the percentage of UC's Pell Grant recipients awarded to undergraduate students in 2008-09. More than 30 percent of UC undergraduate students received Pell Grants in 2008-09. The percentage varies among campuses, from 42 percent each at Riverside and Merced to 25 percent each at Santa Barbara and Irvine.

Underrepresented minorities at UC are more likely to be low-income than other students. Among UC undergraduates enrolled in fall 2008, 53 percent of Chicano/Latinos and half of the African Americans were Pell Grant recipients. In contrast, 34 percent of Asian American students and 17 percent of white students were Pell Grant recipients.

Although socio-economic diversity is significant at UC, academic preparation in high school poses a major challenge to admitting a more diverse undergraduate student body.

Chart 16: Pell Grant Recipients, Campuses, UC, Other AAU* Institutions, 2008-09



Source: IPEDS Institutional Characteristics and Student Financial Aid Surveys

Notes: Pell percentage represents the percent of all fall enrolled undergraduates who received a Pell Grant at any point during the academic year. "Other AAU Public" excludes UC data.

*Association of American Universities

Charts 17 and 18 depict the difference between the percentage of underrepresented minorities graduating from California high schools and the percentage enrolling as freshmen at the University — the “enrollment pipeline” or “education pipeline.”

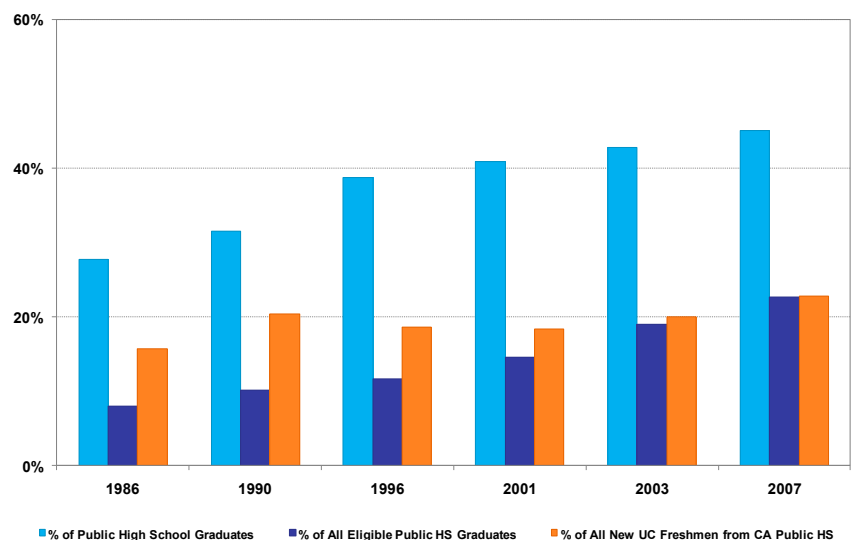
Education pipeline success captures student transition in four key areas: high school graduation, entry into higher education, persistence in higher education and completion of higher education.

Since 1986, there has been steady progress in high school graduation rates, UC eligibility and UC enrollment for underrepresented minorities. While change in UC eligibility policies and increases in underrepresented populations in the state of California influence these numbers, UC also is dedicated to academic preparation programs and K-14 partnerships designed to support student success in transitioning from high school to college. In 1986, 28 percent of California public high school graduates were underrepresented minorities, 8 percent of UC-eligible graduates were underrepresented minorities and more than 15 percent of enrolled UC freshman were underrepresented students.

In 2007 (the most recent available pipeline data), 45 percent of California public high school graduates were underrepresented minorities and 23 percent of UC-eligible graduates were underrepresented minorities—the same percentage as enrolled UC freshmen that year.

Despite this progress, underrepresented minorities continue to experience significant gaps in UC eligibility and enrollment. In 2007, more than 160,000 underrepresented minorities graduated from California public high schools. Only 7 percent of all underrepresented minority California public high school graduates were UC eligible, compared with 45 percent of total California public high school graduates. UC enrolled almost the same proportion of all eligible California public high school graduates who were underrepresented minorities (4 percent).

Chart 17: Undergraduate Enrollment Pipeline, Underrepresented Minorities, 1986-2007, Selected Years



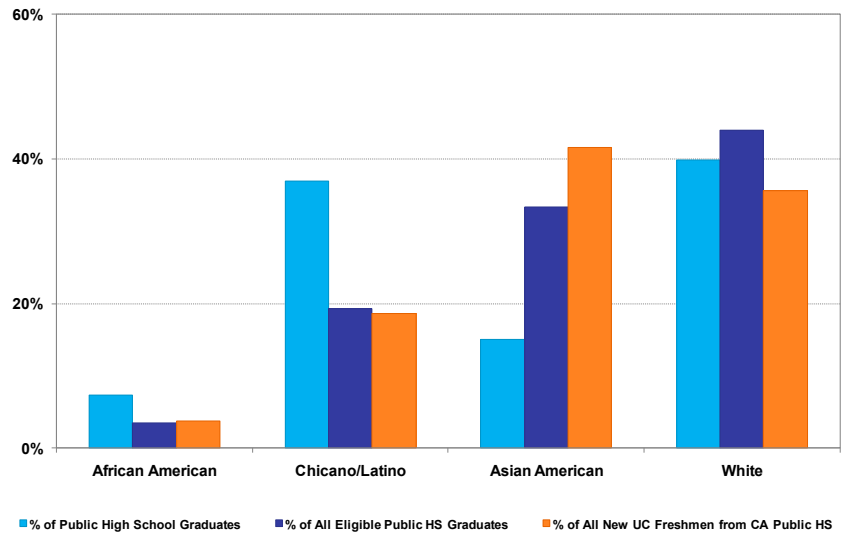
Sources: Eligibility Rates: California Postsecondary Education Commission (CPEC). UC Admissions and Enrollment: Corporate Student System.

Notes: URM: Underrepresented minority; includes American Indian, African American and Chicano/Latino. Eligibility is as defined by the California Postsecondary Education Commission (CPEC), which periodically conducts surveys to determine eligibility for UC on a statewide basis.

Pipeline success rates vary by racial and ethnic groups. Chart 18 disaggregates racial and ethnic groups for the enrollment pipeline.

For African-American students, the percentage of total California public high school graduates has been low but stable, between 7 and 8 percent over the past 20 years, and the gap between California public high school graduates and UC freshmen has narrowed in recent years. In 2007, the proportion of UC eligible African-American students in California public high schools and UC new African-American freshmen were nearly equal at 3.5 percent.

Chart 18: Undergraduate Enrollment Pipeline by Race/Ethnicity, Universitywide, 2007



Source: Eligibility Rates: California Postsecondary Education Commission (CPEC). UC Admissions and Enrollment: Corporate Student System.

Notes: URM: Underrepresented minority/; includes American Indian, African American and Chicano/Latino. Eligibility is as defined by the California Post-Education Commission (CPEC), which periodically conducts surveys to determine eligibility for UC on a statewide basis.

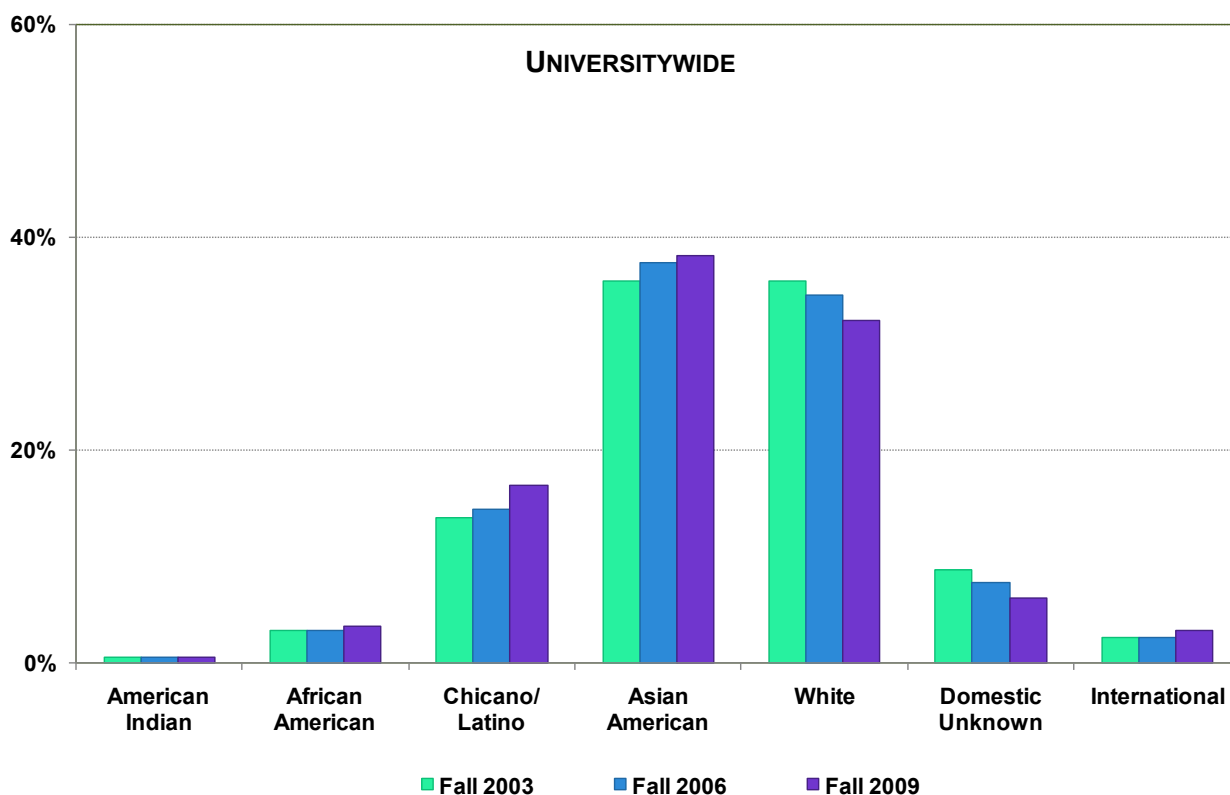
For Chicano/Latino students, however, it is a very different picture. In 1986 Chicano/Latino students made up about 19 percent of public high school graduates in California, compared with nearly 40 percent today. UC consistently has enrolled more Chicano/Latino students each year, but has not kept pace with the rapidly growing population. Chicano/Latino students represent the largest gap between California public high school graduates and new UC freshman enrollment by racial and ethnic group. This gap is largely due to challenges in academic preparation indicated by the large number of Chicano/Latino public high school graduates who are not UC eligible. In 2007, 37 percent of high school graduates were Chicano/Latino and 19 percent were UC eligible. However, about the same percentage of UC-eligible Chicano/Latino California public high school graduates (18.5 percent) made up new UC freshman enrollment in 2007.

While minimal, the largest gains in enrollment actually are among Chicano/Latino students, which have increased to more than 3 percent of total enrollment since 2003. In 2009, Chicano/Latino enrollment Universitywide was about 17 percent with the largest percentages at Merced (32 percent), Riverside (30 percent) and Santa Barbara (22 percent). Chart 19 shows Universitywide enrollment percentages for undergraduates in fall 2003, 2006 and 2009. Campus data is presented in Chart 20, showing some variations.

There were no increases in the proportion of African-American undergraduate students between 2003 and 2006; however, UC has experienced slight increases in the percentage of African-American enrollment since 2006. In 2009, Merced and Riverside had the largest percentage of African-American undergraduate students in the system — between 7 and 8 percent. Irvine, San Diego and Santa Cruz enrolled fewer than 3 percent African-American undergraduate students in fall 2009.

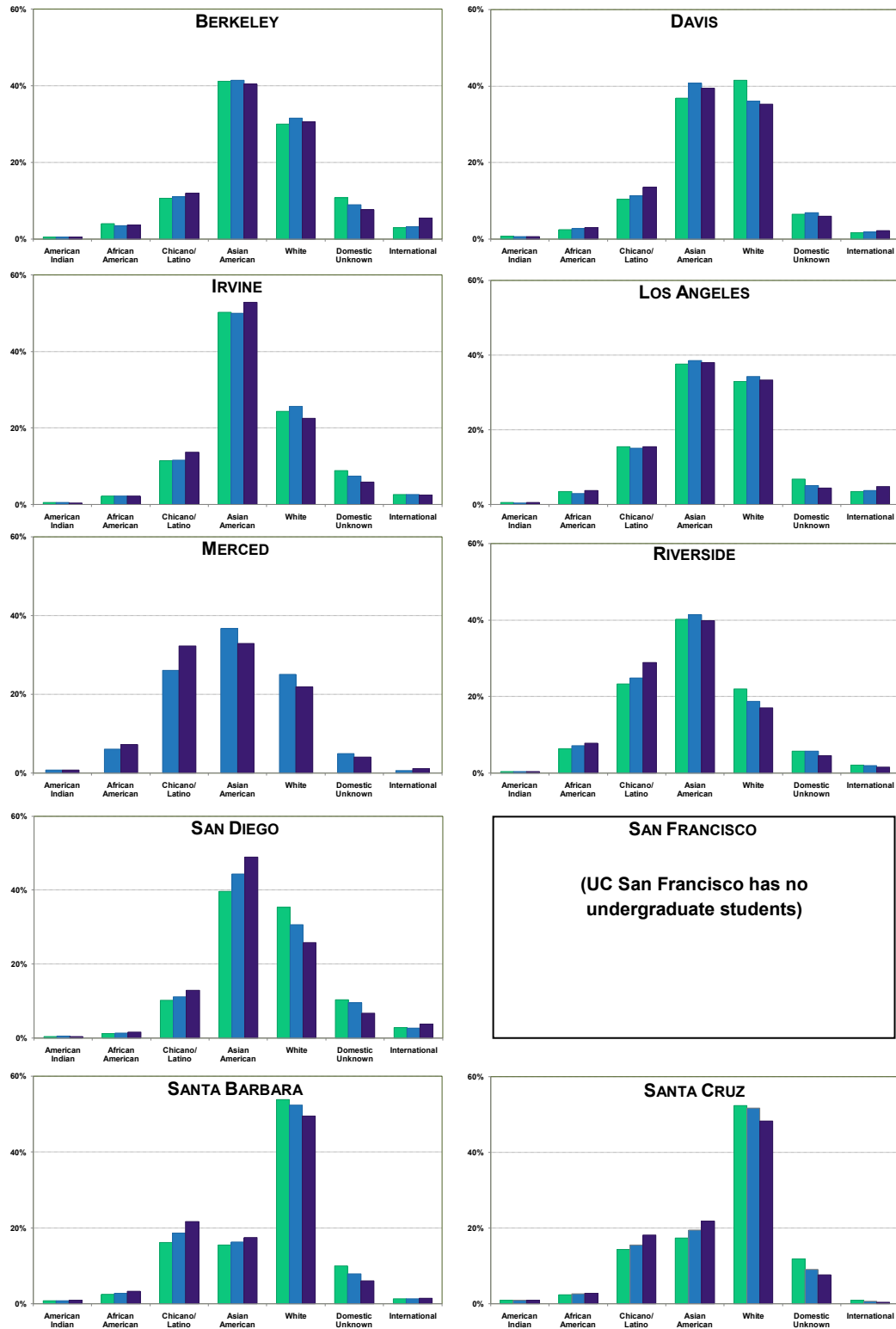
Asian Americans make up the largest percentage of undergraduate students Universitywide. At seven campuses they comprise about 38 percent of all undergraduates, with the largest percentages at Irvine (53 percent) and San Diego (49 percent).

Chart 19: Undergraduate Enrollment by Race/Ethnicity, Universitywide, Fall 2003, 2006, 2009



Source: UC Corporate Student System

Chart 20: Undergraduate Enrollment by Race/Ethnicity by Campuses, Fall 2003, 2006, 2009



Source: UC Corporate Student System

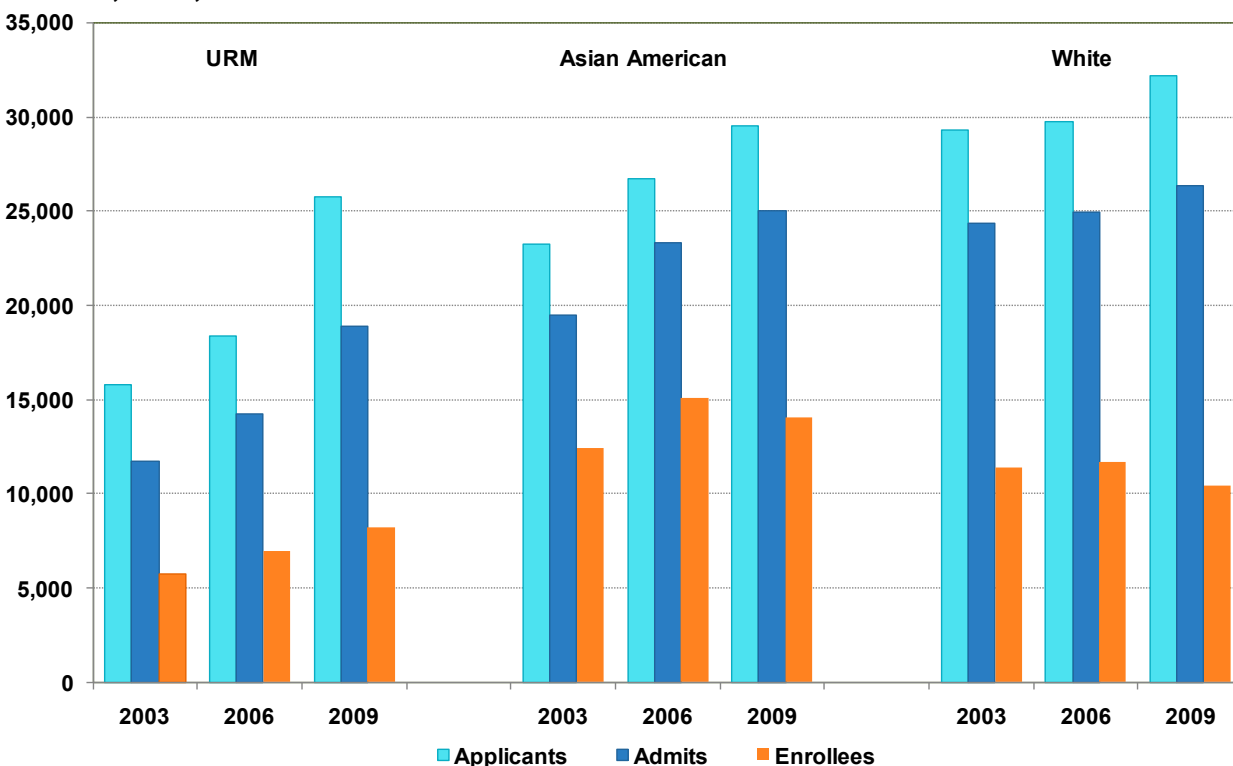
Over the last several years, the UC freshman admissions cycle has taken place in a challenging context that included the largest number of applicants in the University's history (98,119 for fall 2009) and budgetary constraints. Charts 21 and 22 show freshman applicants, admits and enrollees by race and ethnicity.

Applicants from all racial and ethnic groups have increased Universitywide and on all UC campuses since 2003 except San Diego where white freshman applicants decreased. African-American freshman applicants have increased 45 percent and Chicano/Latino freshman applicants have increased almost 69 percent Universitywide since 2003.

Admits to UC have increased for all groups since 2003.

Universitywide, enrollment has increased steadily for underrepresented minorities. African-American freshman enrollment increased 37 percent and Chicano/Latino freshman enrollment increased 65 percent since 2003. Asian-American and white enrollees experienced a decline between 2006 and 2009. However, Asian-American freshmen continue to represent the largest racial and ethnic group Universitywide, followed by white freshmen. More Asian-American freshmen are enrolled at UC than all underrepresented minorities combined.

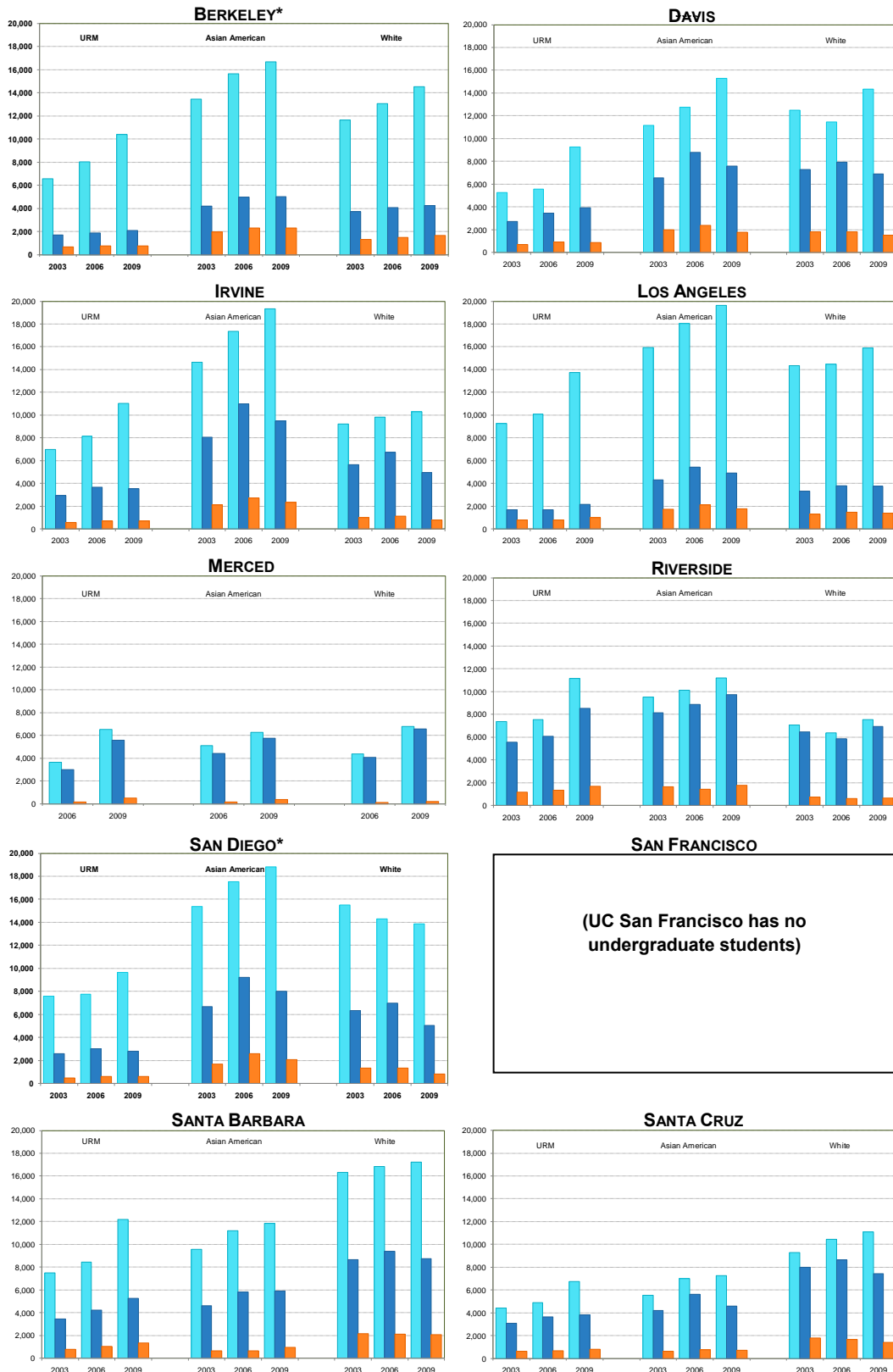
Chart 21: Freshman Applicants, Admits and Enrollees by Race/Ethnicity, Universitywide, Fall 2003, 2006, 2009



Source for Charts 21 and 22: Files prepared for UC StatFinder and UCOP Undergraduate Admissions File (UADM)

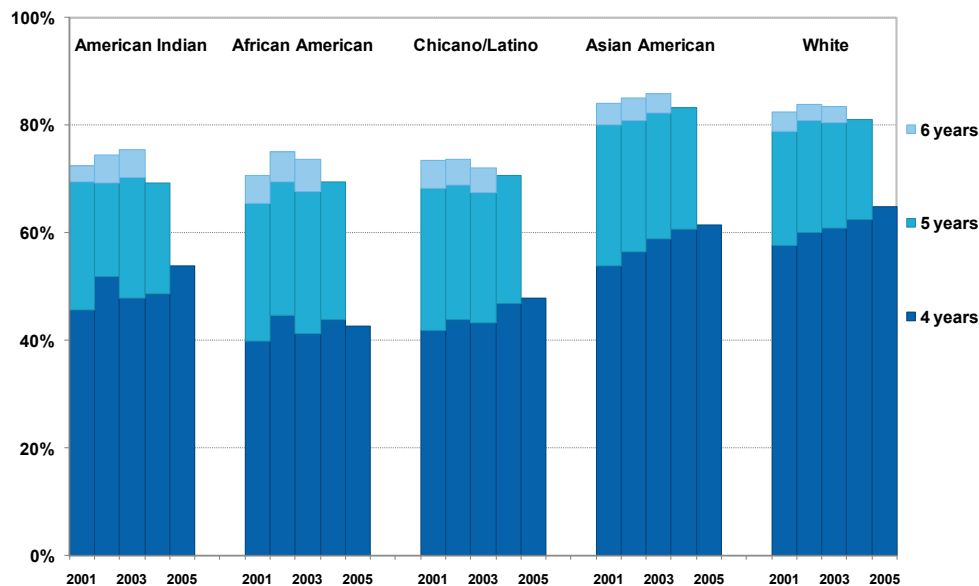
Notes for Charts 21 and 22: Includes fall applicants whose admission and enrollment were deferred to winter/spring at Berkeley and San Diego.

Chart 22: Freshman Applicants, Admits and Enrollees by Race/Ethnicity and Campus, Fall 2003, 2006, 2009



*Includes fall applications whose admission and enrollment were deferred to winter/spring.

**Chart 23: Freshman Graduation Rates by Race/Ethnicity,
Universitywide, Entering Cohorts Fall 2001-2005**



Source: IPEDS Graduation Rate Surveys, 2007-2009

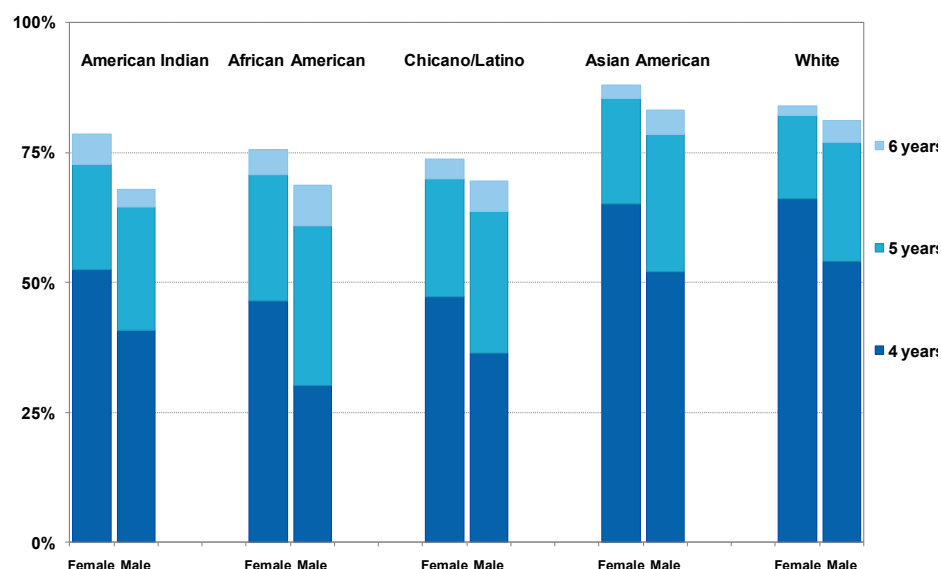
Access to higher education is only one step in the education pipeline – persistence in and completion of higher education is pivotal to education pipeline success. Graduation rates are the most commonly recognized metric of student success. Chart 23 shows 2001-05 trend data for freshman graduation rates by race and ethnicity for entering cohorts.

Six-year graduation rates for entering freshmen is commonly accepted as the national standard. About 78 percent of all UC freshman graduate within six years. However, there is a notable graduation rate gap for underrepresented minorities. In 2003, 75 percent of American Indian, 74 percent of African-American and 72 percent of Chicano/Latino students in the fall 2003 entering freshman cohort graduated in six years, compared with 86 percent of Asian-American and about 83 percent of white students. The fall 2003 cohort (graduation by fall 2009) is the most recently available freshman six-year graduation rate data.

Freshman four-year graduation rates have improved for all racial and ethnic groups since 2001, demonstrating that UC is graduating students faster. As with six-year rates, underrepresented minorities graduate at lower four-year rates than Asian-American and White freshmen. Fewer than 43 percent of African-American, 48 percent of Chicano/Latino and 54 percent of American Indian students in the fall 2005 entering freshman cohort graduated in four years, compared with 62 percent of Asian American and 65 percent of white students.

Overall, women entering UC as freshmen graduate at higher rates than men — 80 percent compared with 74 percent within six years. However, there are differences in gender disaggregated by race and ethnicity, as shown in Chart 24. American Indian and African-American males have the lowest graduation rate—68 percent each graduate within six years. Asian-American females have the highest graduation rate — 87 percent graduate within six years.

Chart 24: Freshman Graduation Rates by Race/Ethnicity and Gender, Universitywide, Entering Cohorts Fall 2003



Source: IPEDS Graduation Rate Surveys, 2007-2009

The California Master Plan calls for UC to create a well-defined transfer route for students who choose to attend a California community college (CCC) after high school and specifies that the University maintain a 3:2 ratio of upper-division to lower-division students in order to ensure spaces for California community college transfers (lower-division students are freshmen and sophomores; upper-division students are junior- and senior-level students).

Approximately 90 percent of transfer students to UC come from the California community colleges. These transfer applicants are given priority in admission over transfer applicants from other institutions.

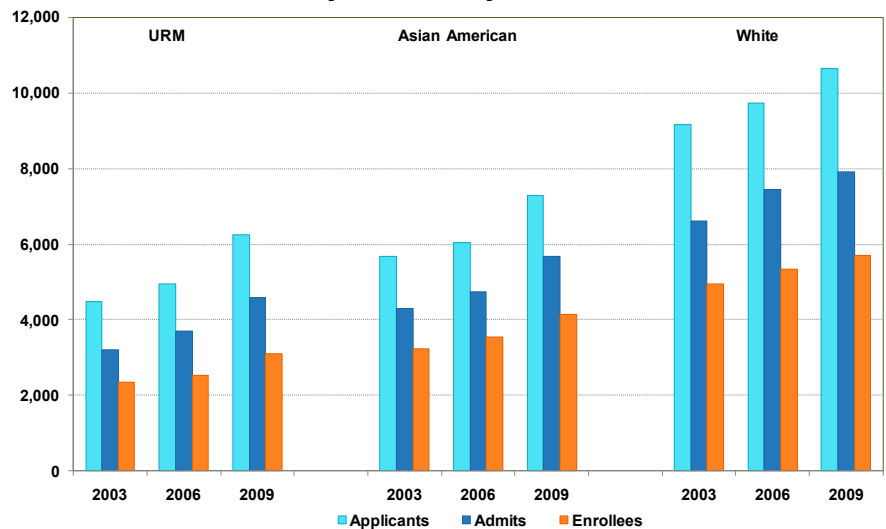
In recent years, UC has increased the enrollment target for California community college transfer students and all campuses are committed to increasing transfer enrollments for the fall 2010 term. Since 1995, new California community college upper-division transfer fall enrollment has grown 62 percent.

Transfer admission has the potential to enhance diversity. In California community colleges there is a large concentration of diverse students — geographically, socioeconomically and racially/ethnically — which rivals the distribution of underrepresented minority students found in California public high schools. In 2008, over 55 percent of all community college students were underrepresented minorities. After white students, Chicano/Latinos are the second largest group attending California community colleges at 28 percent of total enrollment.

Between 2003 and 2009, the number of transfer student applicants has increased by almost 40 percent for underrepresented transfer students, compared with a 28 percent increase for Asian Americans and 16 percent for white students. About a quarter of all incoming UC transfer students are underrepresented minorities (Chart 25).

Although community colleges provide a more diverse pool of students, transfer rates among underrepresented minorities transfer students reflect similar patterns of racial, socioeconomic and geographic disparity in educational opportunity that challenge California's primary and secondary schools.

Chart 25: Transfer Applicants, Admits and Enrollees by Race/Ethnicity, Universitywide, Fall 2003, 2006, 2009



Source: Files prepared for UC StatFinder and UCOP Undergraduate Admissions File (UADM)

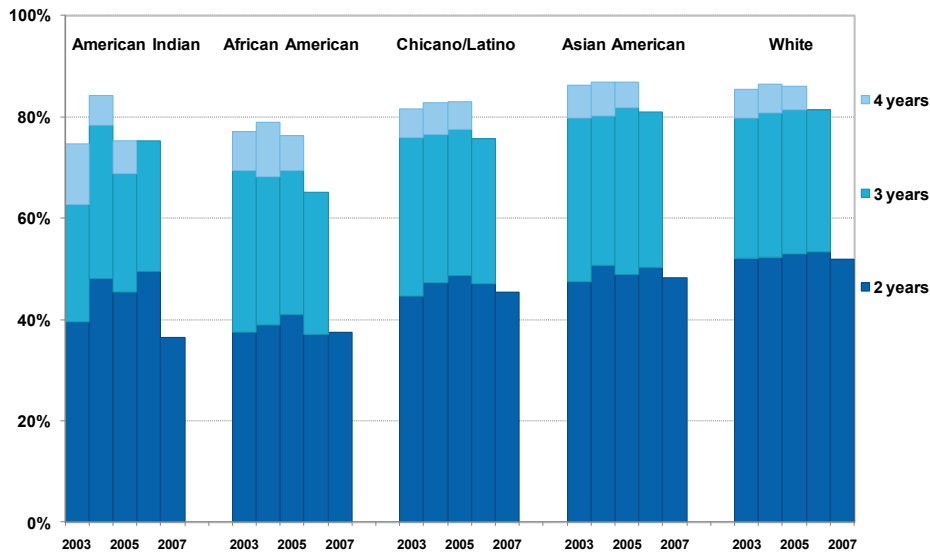
Notes: Data includes all transfers (including some lower-division), including fall applicants whose admission and enrollment were deferred to winter/spring at Berkeley and San Diego.

UC is dedicated to enhancing the transfer student pathway. The UC Commission on the Future, convened by UC President Mark G. Yudof and UC Board of Regents Chairman Russell Gould in 2009, is engaged in conversations about streamlining and enhancing the community college transfer path to UC. Commission recommendations include improving the student transfer function by requesting that UC campuses publish the lower-division pre-major requirements they expect from students for admissions to each major to help minimize the number of students transferring into a program without the lower-division courses needed to be admitted to their major of choice. The Commission also discussed enhancing the UC Transfer website, ASSIST, as well as the exploration of online instruction. See <http://ucfuture.universityofcalifornia.edu/> for more details on the work of the Commission.

Campuses have offered fall 2010 admissions to a record 22,851 transfer students attending California community colleges, a 16.5 percent increase compared with fall 2009. This outcome follows a 21 percent increase in applications from California community college transfer students that the University announced in January and reflects UC's commitment to transfer from California's community colleges.

Transfer students make up approximately 30 percent of incoming UC students annually. Charts 26 and 27 illustrate graduation rates for transfer students. Chart 26 disaggregates the data by race and ethnicity. Almost 85 percent of UC transfer students graduate in four years after entering the University.

Chart 26: Transfer Graduation Rates by Race/Ethnicity, Universitywide, Entering Cohorts Fall 2003-2007



Source: IPEDS Graduation Rate Surveys, 2007-2009

Notes: Includes all fall transfers (including some lower-division).

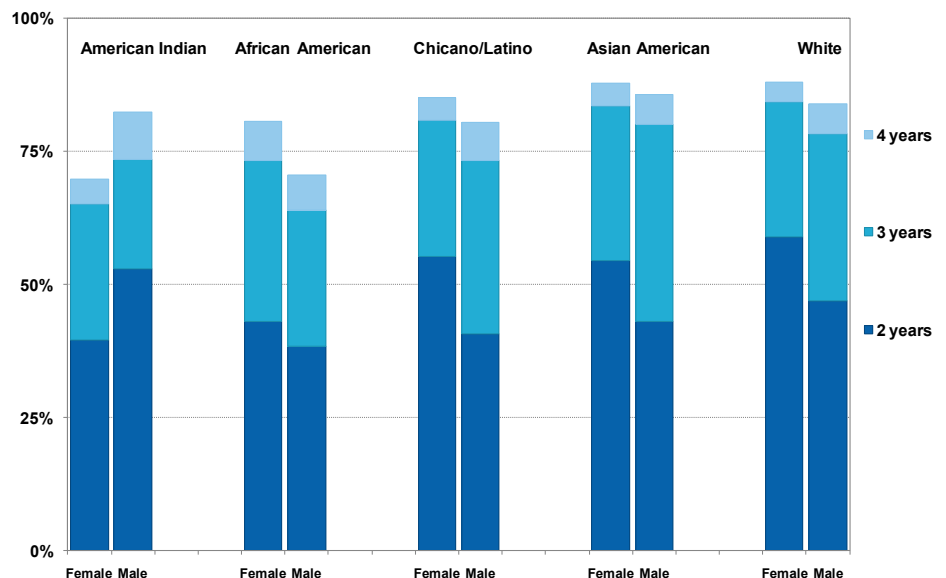
More than 75 percent of African-American and 83 percent of Chicano/Latino students in the fall 2005 entering transfer cohort graduated in four years, contrasted with 87 percent of Asian-American and about 86 percent of white transfer students.

Half of transfer students entering in fall 2007 graduated in two years—37 percent of African-American and 45 percent of Chicano/Latino students compared with 52 percent of white students.

Similar to their freshman peers, transfer student females graduate at higher rates than males—87 percent compared with 84 percent within four years of entering UC.

Chart 26 shows differences in graduation rates for males and females within each racial and ethnic group. The same pattern is seen as with freshman in Chart 23. American Indian male (71 percent) and African-American male (70 percent) transfer students have the lowest four-year graduation rates. In contrast, 88 percent of Asian-American and white female transfer students graduate within four years of entering UC.

Chart 27: Transfer Graduation Rates by Race/Ethnicity and Gender, Universitywide, Entering Cohorts Fall 2005



Source: IPEDS Graduation Rate Surveys, 2007-2009

Notes: Includes all fall transfers (including some lower-division).

CONCLUSION

In July 2006, the Regents formed the Study Group on University Diversity to advise on the status of diversity and to explore opportunities to improve diversity and support a climate of inclusion on each of the campuses. The Staff Diversity Council and Study Group issued five categories of recommendations to enhance, support and sustain diversity at UC: leadership, accountability, recruitment and retention, campus climate assessment and financial support. The following provides a brief sample of recent responses to these recommendations.

LEADERSHIP: The study groups recognized that leadership is critical to creating a campus climate that fosters equal opportunity and inclusion. In 2007, UC President Dynes endorsed the UC Diversity Statement and in 2010 UC President Yudof endorsed an amendment to the Diversity Statement to include “gender identity.” Efforts to promote diversity are included in personnel performance reviews for Chancellors and others in the Senior Management Group (SMG). In 2010, following campus incidents of discrimination and intolerance, UC leadership publicly condemned acts of racism, intolerance and incivility on UC campuses.

ACCOUNTABILITY: This report responds to Regents’ policy requiring the UC President to report annually on the status of diversity at the University.

RECRUITMENT AND RETENTION: The Study Group recognized the need to recruit and retain diverse staff, students and faculty. The Regents in February 2009 adopted a proposal to change freshman admission to give more high-achieving students the chance to apply to UC and receive a full review of their applications (beginning in fall 2012). To mitigate diversity gaps at the graduate professional level, business schools are developing partnerships with professional associations, alumni, and career-based outreach programs; law schools are focusing on long-term outreach programs, seasonal recruitment events, and need-based financial aid; and there are several programs currently offered by UC medical schools to support underrepresented students such as the UC Program in Medical Education (PRIME). For faculty, diversity efforts have been given greater attention in the appointment, review and appraisal process and UC continues to operate the successful President’s Postdoctoral Fellowship Program supporting scholars who contribute to diversity and equal opportunity.

CAMPUS CLIMATE ASSESSMENT: In September 2007, the Regents requested specific inclusion of campus climate data in requiring the UC President to report annually to the on the status of diversity. Understanding the importance of gauging campus climate to create more inclusive and welcoming environments, UC President Yudof formed in 2010 an Advisory Council on Campus Climate, Culture and Inclusion charged with monitoring campus progress and metrics and examining campus practice and policy. Each of the Chancellors created similar councils on the 10 campuses and, in May 2010, the Regents created the Ad hoc Committee on Campus Climate. The September 2010 presentation to the Regents on University Diversity focused on campus climate and campus climate assessment. UC is currently exploring opportunities to develop a comprehensive systemwide climate assessment tool to produce clear and consistent data.