Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

<u>DISCUSSION ITEM</u>

For Meeting of September 29, 2021

ACCOUNTABILITY SUB-REPORT ON DIVERSITY: SYSTEMWIDE SUMMARY OF UC STUDENTS, FACULTY, AND STAFF REPRESENTATION AND OUTCOMES

EXECUTIVE SUMMARY

The *Annual Accountability Sub-Report on Diversity* is presented in accordance with the Schedule of Reports to the Regents and was prepared as part of the ongoing effort to ensure greater accountability across the UC system. This report draws heavily on data contained in a detailed chapter on diversity indicators in the 2021 *Accountability Report* https://accountability.universityofcalifornia.edu/2021/chapters/chapter-7.html and survey data collected from students, faculty, and staff. The report also describes ongoing and new strategies undertaken by UC to increase the representation of minoritized populations, to enhance campus and workplace climates, and to improve outcomes such as graduation and retention rates.

KEY FINDINGS

Using data from the *2021 Accountability Report*, UC Undergraduate Experience Survey (UCUES), the UC Graduate Student Experience Survey (UCGSES), the Collaborative on Academic Careers in Higher Education survey of faculty, and the UC Staff Engagement Survey, this report describes four University populations—undergraduate students, graduate students, faculty, and staff—and presents tables and qualitative survey data on diversity and inclusion indicators in three ways: a) representation, b) outcomes, and c) experience of campus culture and climate.

Where UC is making progress:
- Increases in the percentage of undergraduate students from underrepresented groups (URGs)[1] admitted and enrolled based on their representation in the K–12 pipeline.
- Growth in the percentage of first-generation undergraduate student enrollment and persistence.
- Growth in the percentage of undergraduates from URGs in both STEM and non-STEM fields of study.
- Growth in the percentage of African Americans and Hispanics/Latino(a)s enrolled in, and persisting through, doctoral programs.

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[1] In most of the tables, underrepresented groups (URGs) encompass American Indians, African Americans/Blacks, Hispanics/Latino(a)s, and Pacific Islanders.

- Hiring trends of UC faculty is outpacing the availability pool of U.S. doctoral degree recipients by race/ethnicity and gender, with some notable differences by disciplinary field.
- Growth in the percentage of staff members from URGs across the UC system.

Where UC falls short or has not made substantial progress:
- The share of African American and American Indian students among new freshmen from California public high schools is lower than their share among the high school graduates who completed A–G.
- A graduation gap persists between undergraduates from URGs and White or Asian American undergraduates.
- The gap in the representation of Hispanic/Latino(a) students in doctoral programs relative to the representation of Hispanic/Latino(a) UC bachelor's degree recipients has widened.
- The proportion of women faculty and URG faculty continues to lag behind availability pools in some STEM fields.
- The senior management is the least diverse employee group by race/ethnicity and gender across the UC system.

BACKGROUND

This item responds to the September 2007 recommendation by the then-Committee on Educational Policy that the UC President report annually on the status of population diversity at the University. Because a core mission of the University of California is to serve the interests of the State of California, the University must seek to achieve diversity and equitable outcomes among its various student bodies and employee groups.
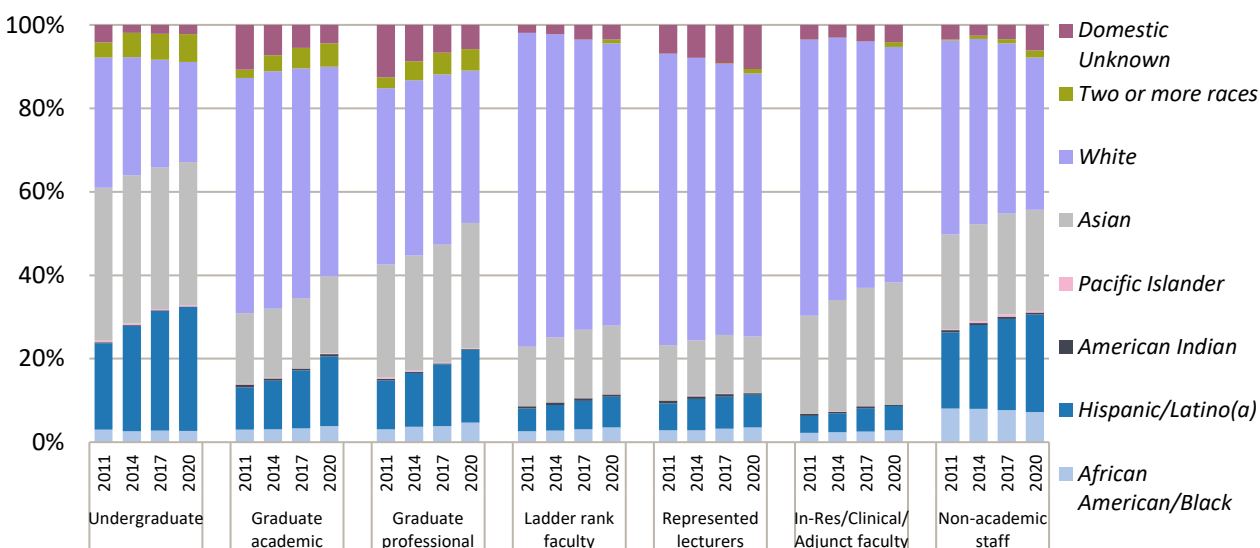
The University's diversity goals are established in *Regents Policy 4440: Policy on University of California Diversity Statement,* which states, in part:
- Because the core mission of the University of California is to serve the interests of the State of California, it must seek *to achieve diversity 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.*[2]

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[2] Recommendation letter on the University of California Diversity Statement by the Academic Senate of the University of California and "Regents' Policy 4400: University of California Diversity Statement," http://policy.ucop.edu/doc/4000375/Diversity

Although State Proposition 209 constrains the ways in which the University can achieve representational diversity in its student body and workforce, system- and campus-level strategies and innovations have been implemented or are being piloted. Figure 1 is a snapshot of the racial and ethnic diversity of UC students, faculty, and non-academic staff from 2011 to 2020.

Figure 1: Racial/ethnic distribution of students, faculty, and staff

UC's 2030 Goals

The University of California established its multi-year framework—UC 2030—with a three-point plan on how the University would strengthen California by:
- Producing over 200,000 additional degrees, on top of the one million undergraduate and graduate degrees currently projected
- Achieving a 90 percent overall graduation rate and eliminating gaps for timely graduation and graduate degree attainment for Pell, first-generation, and underrepresented groups
- Investing in the next generation of faculty and research by adding 1,100 ladder-rank faculty over the next four years[3]

Achieving all three goals could further enhance UC's representation of historically underrepresented racial and ethnic groups at the undergraduate and graduate level by enrolling a greater share of California's diverse school population and increasing the number of students from URGs who graduate and earn degrees. Investing in new faculty positions is also expected to diversify the faculty, as experience has shown that UC's recent hires generally represent greater diversity than the present faculty and that the representation of new hires meets or exceeds national availability pools of recent Ph.D. graduates (Figures 5.4 to 5.5).

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[3]*University of California Annual Accountability Report 2020*, pp. 7-8
https://accountability.universityofcalifornia.edu/2021/documents/pdfs/acct-2020.pdf

UNDERGRADUATE STUDENTS

At the undergraduate level, UC has made progress in expanding access to a greater number of Californians. In fall 1999, 17 percent of undergraduates were members of underrepresented groups, rising to 30 percent in fall 2020. Among new California resident freshmen, students from underrepresented racial/ethnic groups have increased from 16 percent in fall 1999 to 35 percent in fall 2020. This increase reflects, in part, the growing diversity of California's high school graduating class. Additionally, California Community Colleges (CCC) transfer students who are California residents from underrepresented groups (URGs) have increased from 18 percent in fall 1999 to 36 percent in fall 2020.

UC Pipeline

Graduates of California high schools who were eligible for admission to UC in the 2018– 19 cohort year applied to, were admitted to, enrolled in, and persisted through the University of California at uneven rates by race and ethnicity. At almost every point in the UC eligibility and enrollment/persistence pipeline, representation of students from URGs drops. In 2018–19, about six in ten California public high school 12th graders were from URGs. However, less than four in ten of these 12th graders who enrolled in UC and persisted past their first year were from URGs (Figure 2.1). *University of California Student Academic Preparation Strategies* from the September 2020 meeting provides further background and information on the UC undergraduate pipeline and presents strategies to increase undergraduate access to and inclusion at UC.[4]

Figure 2.1: California High School-to-UC Pipeline

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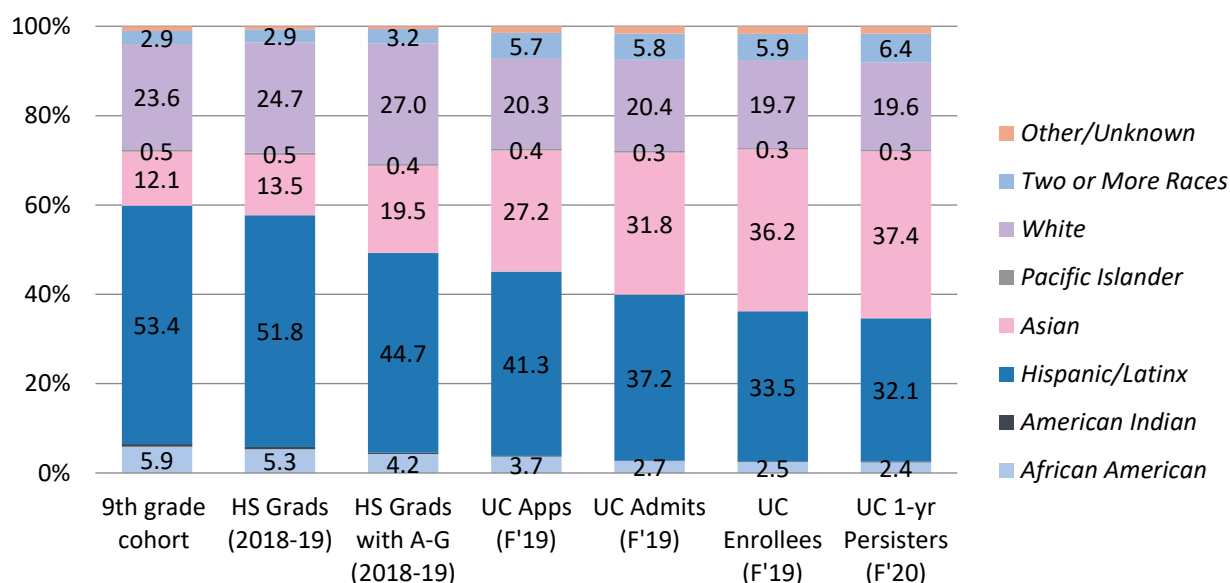
[4] Regents Item A2, September 16, 2020, "University of California Student Academic Preparation Strategies," https://regents.universityofcalifornia.edu/regmeet/sept20/a2.pdf

As reported in previous Regents items and in the annual accountability reports, UC has persistent gaps in four-, five-, and six-year graduation rates by racial/ethnic groups, as shown in Figure 2.2. Among the 2030 goals are to achieve a 90 percent overall graduation rate and eliminate gaps for students who are Pell Grant recipients, first-generation students, and members of underrepresented groups.

Figure 2.2: Freshmen graduation rates for cohorts entering in fall 2014, 2015, and 2016
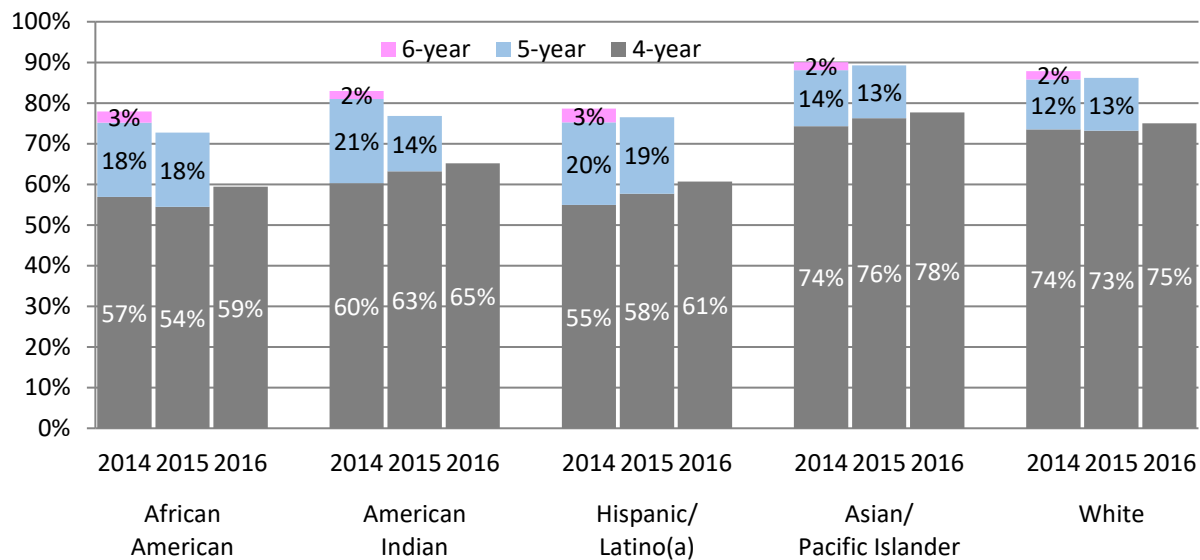
The graduation gap between members of URGs and Asian and white students is smaller for transfer students when compared with entering freshman cohorts, as seen in Figure 2.3.

Figure 2.3: Transfer graduation rates for cohorts entering in Fall 2016, 2017, and 2018
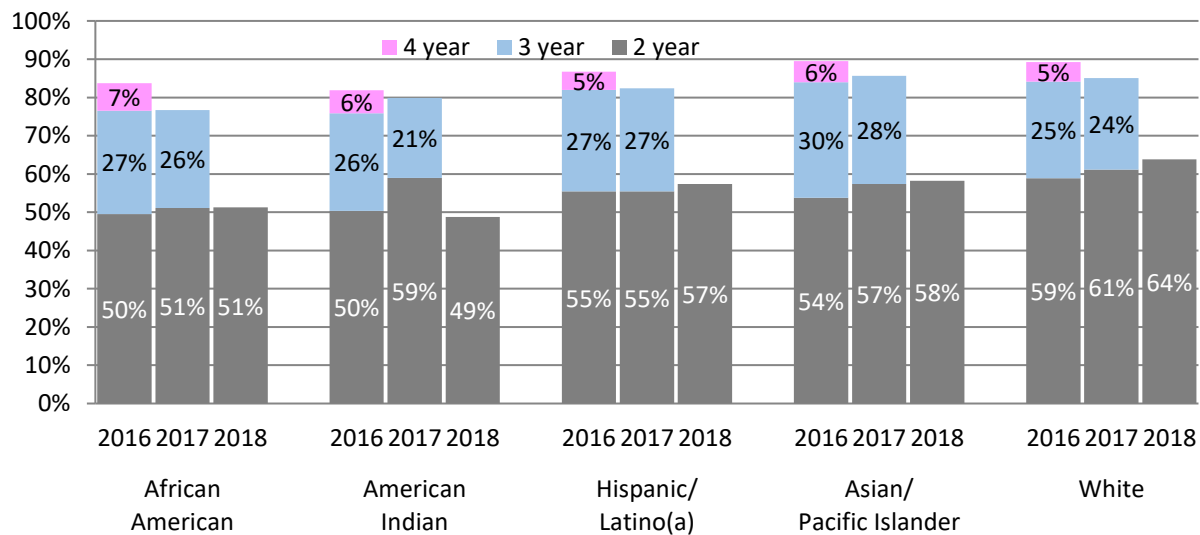
Diversity in STEM fields of study

The percent of UC undergraduates who are from traditionally underrepresented populations continues to grow in both STEM and non-STEM fields of study. As seen in Figure 2.4, both modest and significant gains have been made between 2012 and 2020 in STEM fields, namely among African American and Hispanic/Latino(a) students, and women. However, the increase in the representation of students from URGs and women has largely tracked with overall enrollment growth and has occurred in similar proportions within non-STEM majors.

Figure 2.4: Undergraduate populations in STEM and non-STEM fields of study
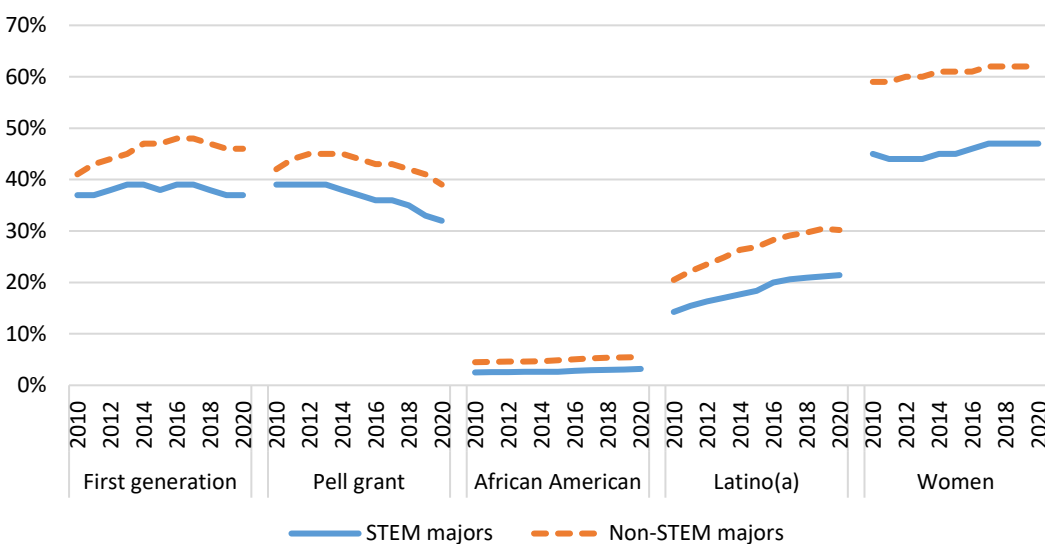
Student Experiences

Systemwide, longitudinal responses from the UC Undergraduate Experience Survey (UCUES) provide valuable qualitative data about a wide range of student experiences involving campus culture and climate. For example, the survey shows how demographic representation may influence whether subpopulations feel respected and as though they fully belong in the campus community. As seen in Figure 3.1, white students are more likely to feel respected at seven of nine undergraduate campuses, where their population is well-represented across the student body, faculty, and staff. African American students, whose representation at UC is relatively low, are less likely than other racial and ethnic populations to feel respected.

Figure 3.1: Response to "Students of my race/ethnicity are respected on this campus," percent who agree or strongly agree, spring 2020

	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz	Grand Total
African American	20%	38%	25%	22%	36%	36%	22%	26%	24%	28%
Hispanic/Latino(a)	38%	58%	55%	43%	77%	70%	46%	50%	48%	55%
Native American	57%	72%	67%	63%	56%	69%	65%	78%	58%	66%
Asian/Pac Isl	64%	66%	66%	63%	68%	69%	57%	50%	54%	63%
White	76%	82%	71%	82%	67%	70%	75%	83%	78%	78%
International	61%	57%	58%	53%	67%	60%	54%	52%	55%	57%

Source: UCUES. Caution should be exercised in interpretation of the Native American group due to small cell sizes. Pacific Islander will be separated from Asian in the reporting of the next UCUES survey.

African American students are less likely to agree or strongly agree that they feel they belong on their campus at seven of the UC undergraduate campuses, compared with other racial and ethnic groups, as seen in Figure 3.2.

Figure 3.2: Response to "I feel I belong at this university," percent who agree or strongly agree, spring 2020

	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz	Grand Total
African American	42%	49%	40%	48%	43%	47%	26%	43%	38%	42%
Hispanic/Latino(a)	45%	55%	52%	50%	63%	58%	41%	55%	47%	52%
Native American	52%	64%	33%	63%	56%	62%	40%	59%	42%	52%
Asian/Pac Isl	51%	55%	50%	56%	50%	46%	40%	52%	43%	49%
White	60%	64%	55%	65%	55%	53%	49%	68%	52%	59%
International	55%	54%	53%	53%	73%	56%	47%	52%	51%	54%

Source: UCUES. Caution should be exercised in interpretation of the Native American group due to small cell sizes. Pacific Islander will be separated from Asian in the reporting of the next UCUES survey.

First-Generation College Students

Forty percent of undergraduate students at UC are first-generation college students—those whose parents did not complete a four-year degree. The proportion of first-generation students is significantly higher at UC's newer campuses. First-generation college students are 74 percent of the undergraduate population at UC Merced and 55 percent of UC Riverside's. As seen in Figure 3.3, UC's enrollment of first-generation students has largely kept pace with overall enrollment growth.

Figure 3.3: UC undergraduate fall enrollment by college generation status, for fall 2011 to 2020
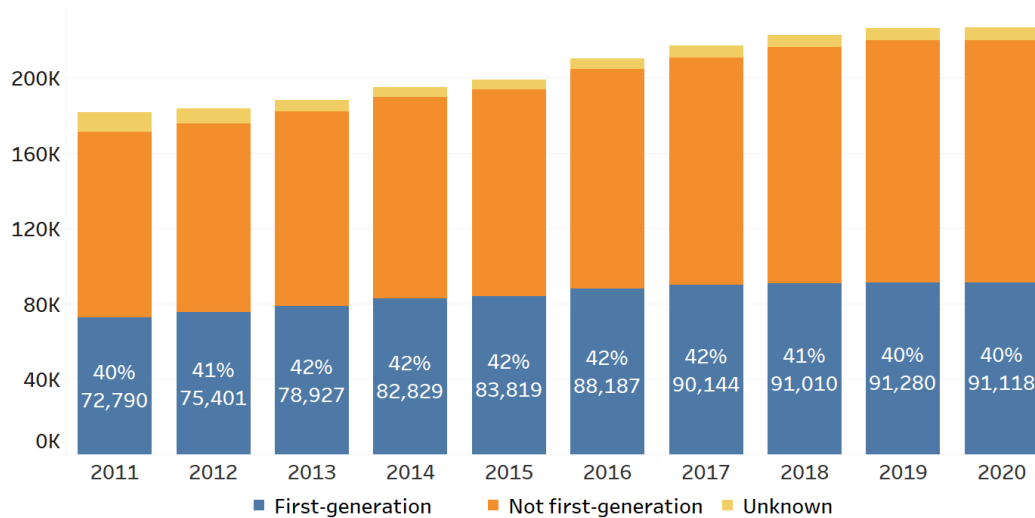
As shown in Figure 3.4, first-year retention rates and four-, five-, and six-year graduation rates for first-generation students have increased over time. However, there are still gaps between the rates for first-generation students as compared with non-first-generation students.

Figure 3.4: UC first-year retention and four-, five-, and six-year graduation rates for freshman entry; undergraduates by college generation status, fall 1999 to 2020
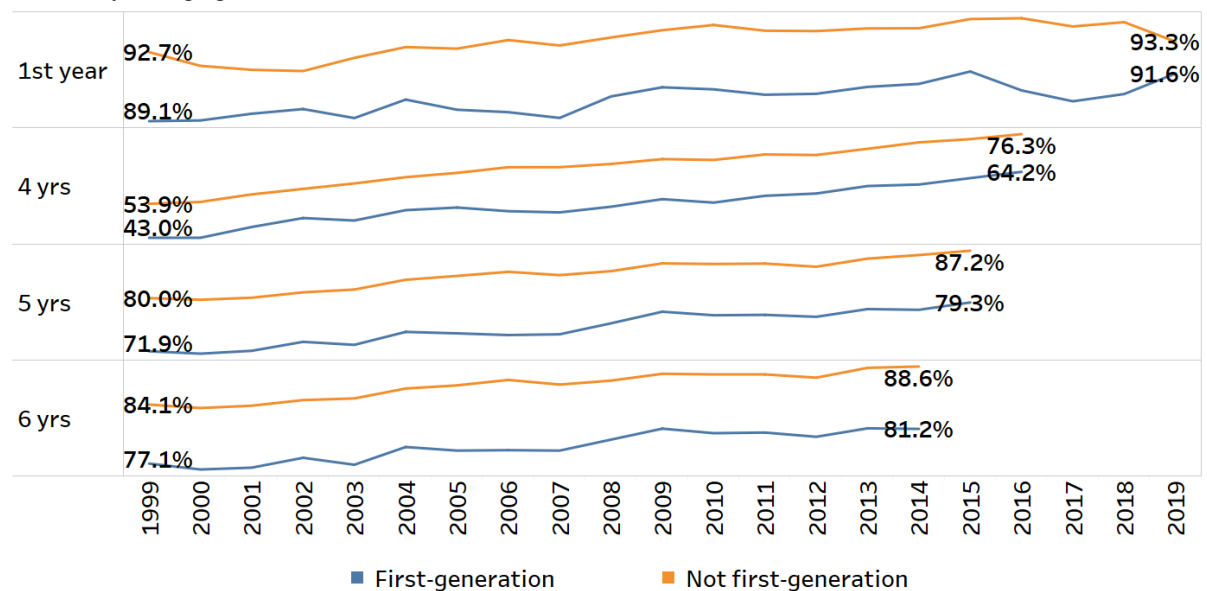
GRADUATE STUDENTS

Graduate programs develop scientists, scholars, teachers, and mentors who produce knowledge and train the future California professoriate. Social and intellectual diversity in these professions is critical for creating solutions to the complex problems facing life on the planet. Thus, diversifying the professoriate requires diversifying pathways to and through graduate programs.

Figure 4.1 illustrates the racial and ethnic distribution of bachelor's degree recipients by disciplinary fields of study; the far left columns show bachelors' recipients nationwide and bachelor's degree recipients from UC, followed by applicants, admits, and enrollees into UC doctoral programs. In all fields, the proportion of enrollees from URGs exceeds the proportion of applicants from URGs. In other words, UC's new graduate enrollees are more diverse than the population of students who apply to UC graduate programs, indicating that UC is a top choice for admits from URGs.

Figure 4.1: Racial/ethnic distribution of B.A./B.S. degree recipients from US and UC institutions compared with UC doctoral applicants, admits, and enrollees, 2018–19
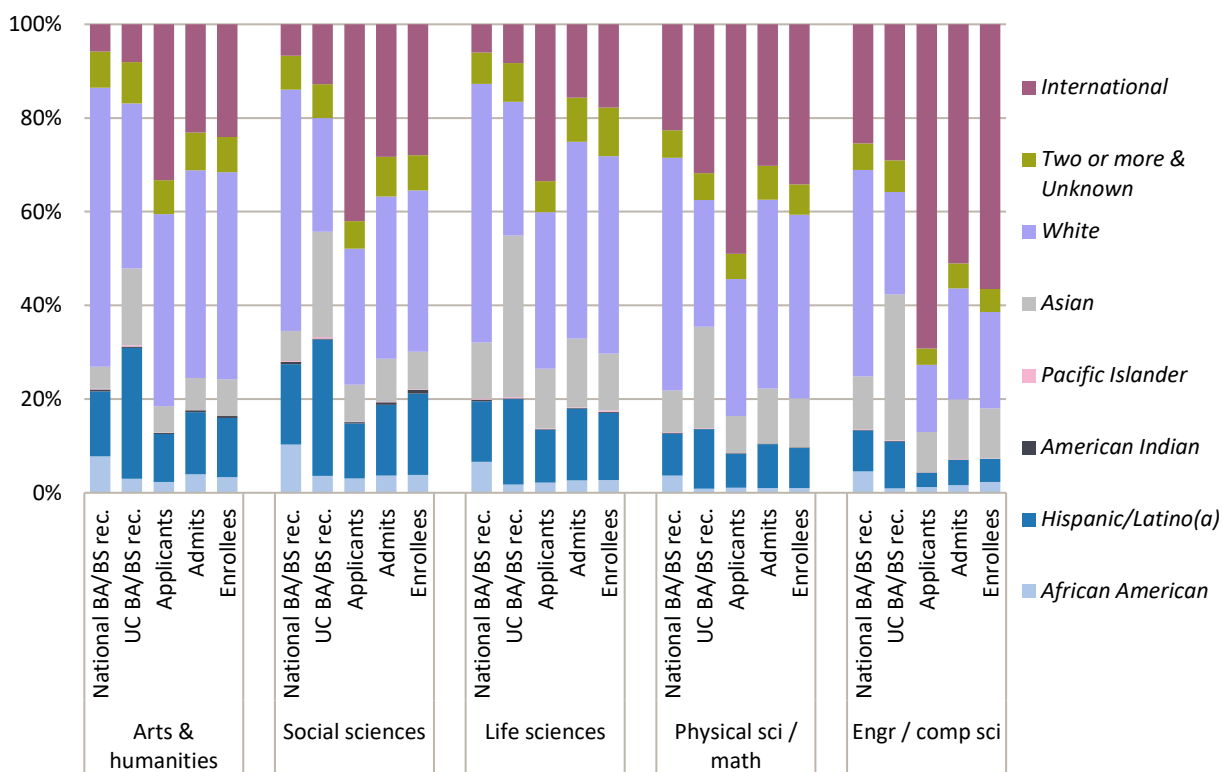
Sources: Integrated Postsecondary Educational Data System; UC Information Center Data Warehouse

Figure 4.2 shows the gender distribution in graduate programs by disciplinary field. In the arts and humanities, social sciences, and life sciences, female representation among applicants closely matches that of new enrollees. In the physical sciences, math and engineering, and computer science, female representation among new enrollees exceeds that of applicants.
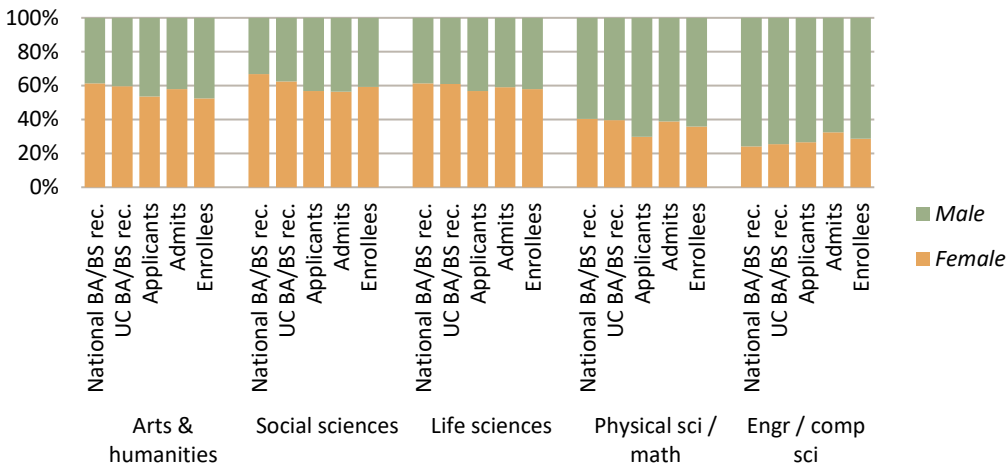
Figure 4.2: Gender distribution of B.A./B.S. degree recipients from U.S. and UC institutions compared with UC doctoral applicants, admits, and enrollees, 2018–19

Sources: Integrated Postsecondary Educational Data System; UC Information Center Data Warehouse

As seen in Figure 4.3, students from African American and Hispanic/Latino(a) backgrounds represent the largest populations of URGs in the pipeline to the doctorate. The enrollment of African American students in UC doctoral programs has steadily risen from two percent to four percent since 2002, and, in recent years, the population has more closely resembled that of Bachelor's degree recipients at UC. The enrollment of Hispanic/Latino(a) students in UC doctoral programs has also steadily increased in the same period, from five percent to ten percent, but this increase has not kept pace with the much more substantial growth in Latino(a) student representation among UC Bachelor's degree recipients.

Figure 4.3: Gap between African American and Latino(a) recipients with UC Bachelor's degree recipients and UC graduate doctoral enrollment.
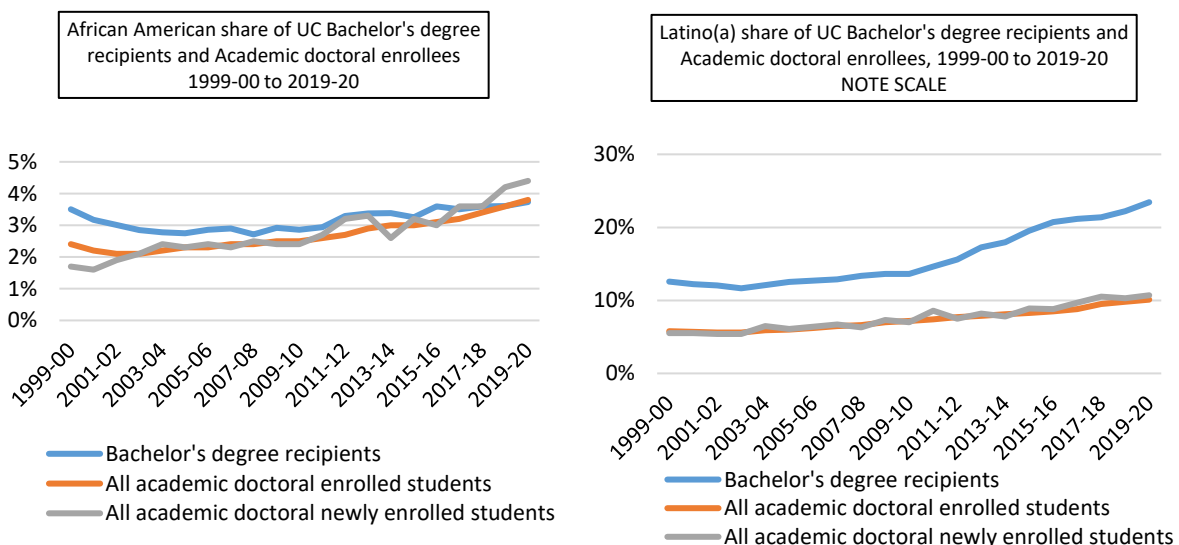
Graduate Student Experience

Launched in spring 2021, the UC Graduate Student Experience Survey (UCGSES) is a systemwide survey that solicits graduate and professional students' opinions on a broad range of academic and co-curricular experiences, including instruction and training, advising, climate, basic needs, and student supportive services. Institutional Research and Academic Planning (IRAP) administers the survey in collaboration with Graduate, Undergraduate and Equity Affairs (GUEA) at the Office of the President and with Graduate Deans and Institutional Research representatives from the campuses. The 2021 survey elicited a 27 percent response rate. As a security measure, cell sizes with fewer than ten responses are not visible.
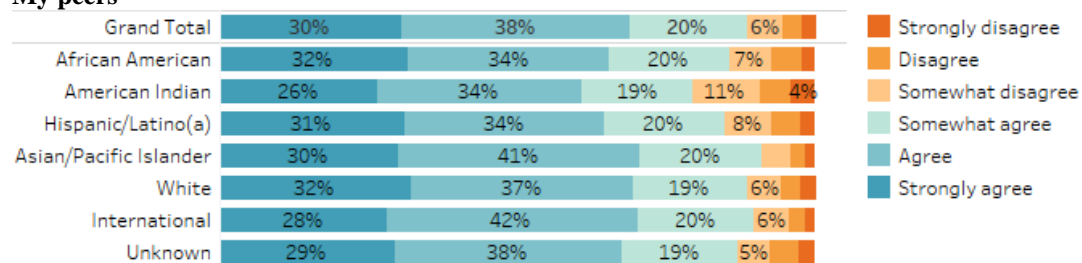
Figure 4.4 provides a snapshot of how racial and ethnic populations of graduate students responded to questions about feeling included in their graduate program by their peers and by the faculty. The majority of all populations reported that they strongly agreed or agreed that they felt included by their peers (65 percent and higher) and by the faculty (54 percent and higher).

Figure 4.4: Response to, "In my graduate program, I feel included by ... " by race/ethnicity, 2021

My peers

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
Grand Total	30%	38%	20%	6%		
African American	32%	34%	20%	7%		
American Indian	26%	34%	19%	11%	4%	
Hispanic/Latino(a)	31%	34%	20%	8%		
Asian/Pacific Islander	30%	41%	20%			
White	32%	37%	19%	6%		
International	28%	42%	20%	6%		
Unknown	29%	38%	19%	5%		

The faculty

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
Grand Total	23%	38%	24%	8%		
African American	21%	33%	26%	9%	5%	
American Indian	25%	26%	30%	10%	7%	
Hispanic/Latino(a)	21%	35%	25%	10%	6%	
Asian/Pacific Islander	22%	38%	26%	8%		
White	22%	38%	25%	8%		
International	27%	42%	21%	6%		
Unknown	22%	34%	25%	9%		

When asked whether they felt their culture was respected by their peers and by the faculty, the
majority of all populations reported that they strongly agreed or agreed that they felt respected by
their peers (71 percent and higher) and the faculty (62 percent and higher) according to Figure
4.5.

Figure 4.5: Response to, "In my graduate program, my culture is respected by ... " by race/ethnicity, 2021

My peers

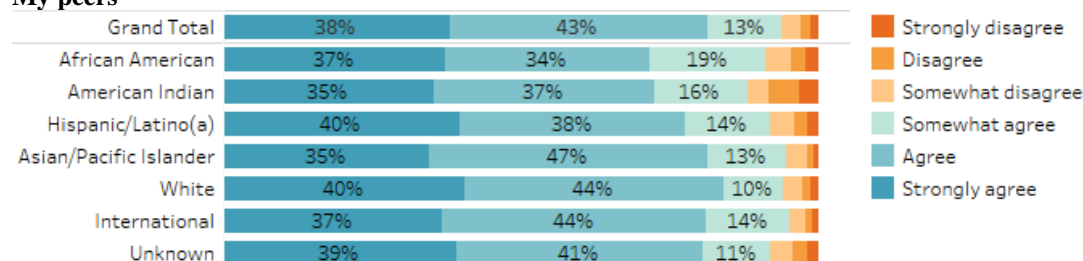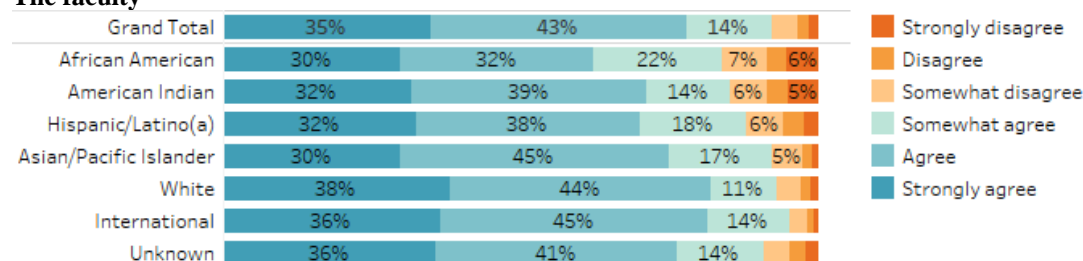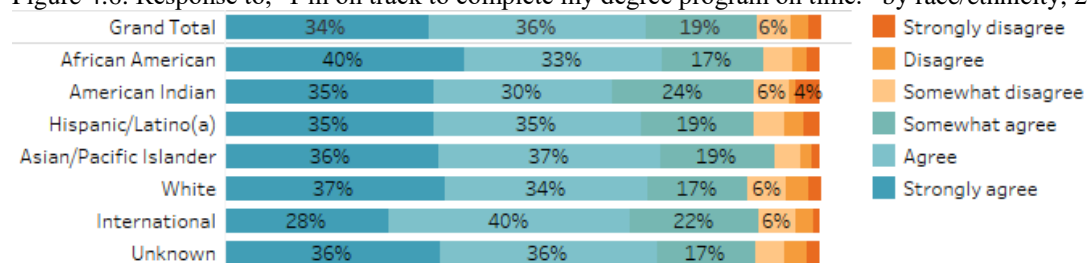|	Strongly agree	Agree	Somewhat agree			
Grand Total	38%	43%	13%			
African American	37%	34%	19%			
American Indian	35%	37%	16%			
Hispanic/Latino(a)	40%	38%	14%			
Asian/Pacific Islander	35%	47%	13%			
White	40%	44%	10%			
International	37%	44%	14%			
Unknown	39%	41%	11%			

Legend: ■ Strongly disagree ■ Disagree ■ Somewhat disagree ■ Somewhat agree ■ Agree ■ Strongly agree

The faculty

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Strongly disagree
Grand Total	35%	43%	14%		
African American	30%	32%	22%	7%	6%
American Indian	32%	39%	14%	6%	5%
Hispanic/Latino(a)	32%	38%	18%	6%	
Asian/Pacific Islander	30%	45%	17%	5%	
White	38%	44%	11%		
International	36%	45%	14%		
Unknown	36%	41%	14%		

Legend: ■ Strongly disagree ■ Disagree ■ Somewhat disagree ■ Somewhat agree ■ Agree ■ Strongly agree

The UCGSES also collects responses to questions about students' progress towards degree
completion and their opinions about the quality of education they are receiving in their graduate
program. As seen in Figure 4.6, the majority of all populations reported that they strongly agreed
or agreed that they were on track to complete their degree program on time (68 percent and
higher).

Figure 4.6: Response to, "I'm on track to complete my degree program on time." by race/ethnicity, 2021

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Strongly disagree
Grand Total	34%	36%	19%	6%	
African American	40%	33%	17%		
American Indian	35%	30%	24%	6%	4%
Hispanic/Latino(a)	35%	35%	19%		
Asian/Pacific Islander	36%	37%	19%		
White	37%	34%	17%	6%	
International	28%	40%	22%	6%	
Unknown	36%	36%	17%		

Legend: ■ Strongly disagree ■ Disagree ■ Somewhat disagree ■ Somewhat agree ■ Agree ■ Strongly agree

As seen in Figure 4.7, the majority of all subpopulations reported that their academic work was meaningful and inspiring (64 percent and higher).

Figure 4.7: Response to, "My academic work is meaningful and inspires me." by race/ethnicity, 2021
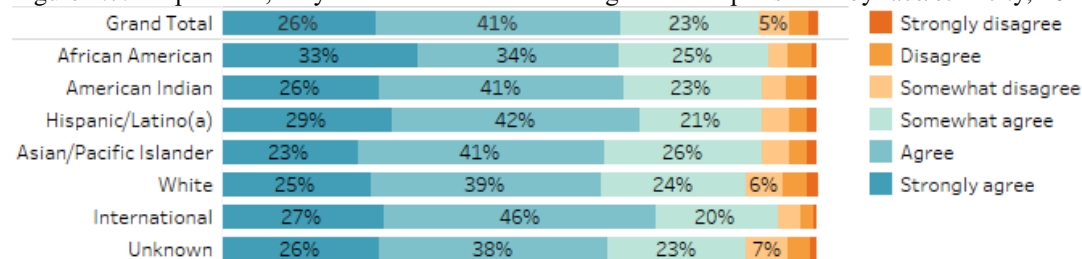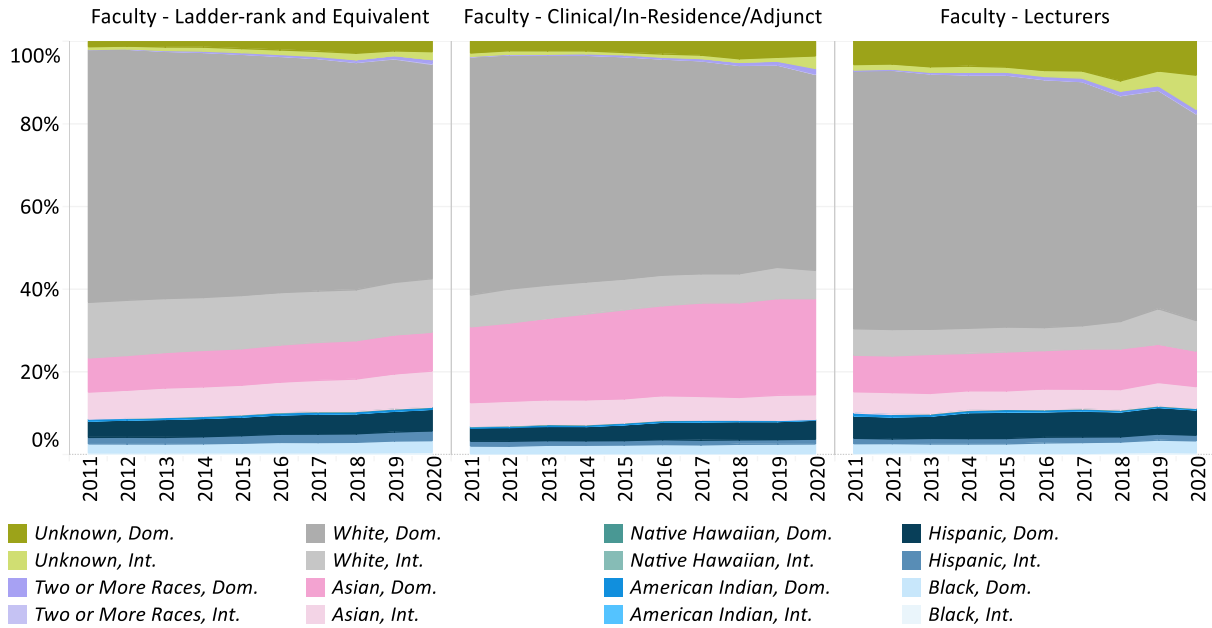

FACULTY

The proportion of women, African American, and Hispanic/Latino(a) faculty has grown at a modest pace, and more recent faculty cohorts are generally more diverse than past ones, as shown in the table below. Figure 5.1 shows the trend over time by race/ethnicity.

	African American (domestic)		Hispanic/Latino(a) (domestic)	
	Fall 2011	Fall 2020	Fall 2011	Fall 2020
Ladder-rank faculty and equivalent (including retired faculty recalled to active service)	2.2%	2.8%	3.9%	5.2%
Clinical/in-residence and adjunct faculty (series most commonly employed in health sciences fields at UC)	1.9%	2.3%	3.2%	4.6%
Represented (Unit 18) lecturers	2.4%	2.9%	5.4%	6.1%

Domestic and international faculty are included in the denominator

Figure 5.1: Faculty workforce race/ethnicity by type, October 2011 to 2020

As seen in Figure 5.2, women make up half of represented (Unit 18) lecturers. The ratio of women among clinical/in-residence/adjunct faculty and ladder-rank faculty has risen steadily since 2011.

Figure 5.2: Faculty workforce gender by type, October 2011 to 2020
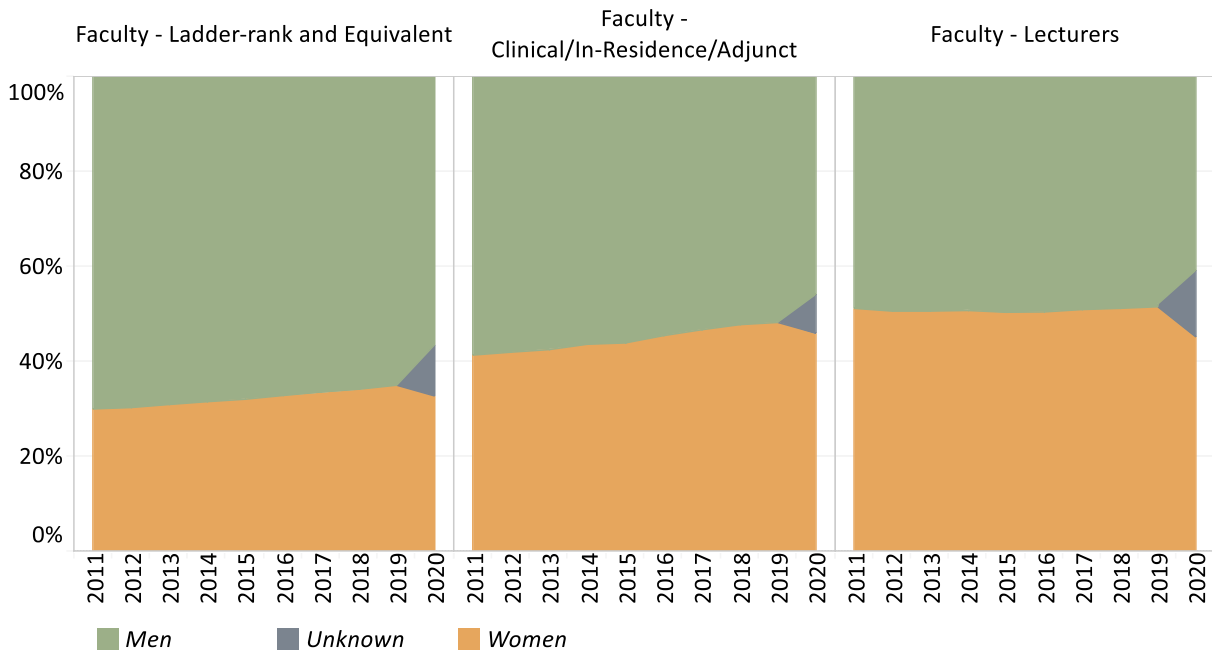
UC Comparison Groups

Overall hiring of UC faculty generally outpaces availability of U.S. doctoral degree recipients by race, ethnicity, and gender, with some notable differences by field. As seen in Figure 5.3, UC has greater diversity in terms of women and Hispanic/Latino(a) faculty than its peers. STEM fields have a more limited ability to diversify, based on Ph.D. availabilities.

Among tenured and tenure-track faculty, UC compares favorably in terms of the proportions of women and Hispanic/Latino(a) faculty relative to a comparison with eight peer research institutions. UC historically has used eight universities with comparable enrollment and annual budgets to benchmark faculty salaries. These "Comparison 8" institutions—four public and four private—are University of Illinois, University of Michigan, University at Buffalo, and University of Virginia (all public); and Harvard University, Massachusetts Institute of Technology, Stanford University, and Yale University (all private).

Figure 5.3: Percent of tenure and tenure-track faculty populations at UC and comparison institutions, fall 2019

	Women	African American	African American Women	Hispanic/Latino(a)	Hispanic/Latino(a) Women
Berkeley	34%	4.1%	1.7%	5.4%	1.8%
Davis	38%	2.4%	1.5%	6.6%	3.1%
Irvine	38%	3.3%	1.4%	5.6%	2.5%
Los Angeles	35%	4.5%	2.1%	7.7%	2.6%
Merced	41%	1.8%	1.1%	15.0%	6.8%
Riverside	34%	2.9%	1.4%	5.3%	1.9%
San Diego	30%	2.6%	1.7%	6.8%	2.5%
San Francisco	35%	4.0%	1.5%	3.7%	1.2%
Santa Barbara	38%	2.5%	1.1%	7.6%	3.7%
Santa Cruz	41%	2.6%	1.2%	10.2%	5.0%
Total	**36%**	**3.2%**	**1.6%**	**6.9%**	**2.8%**
Buffalo	33%	2.1%	1.0%	2.4%	1.0%
Illinois	35%	4.4%	2.3%	6.4%	2.5%
Michigan	35%	4.4%	2.0%	3.9%	1.5%
Virginia	31%	4.9%	2.1%	2.8%	1.0%
Harvard	30%	4.2%	1.6%	3.4%	1.4%
MIT	24%	3.0%	0.9%	4.4%	0.8%
Stanford	28%	2.1%	0.8%	4.1%	1.5%
Yale	37%	3.4%	1.7%	4.1%	1.8%
Total	**33%**	**3.7%**	**1.7%**	**4.0%**	**1.5%**

Source: IPEDS

In recent years, faculty hires have stabilized after several years of increases as UC has been recovering from severe budget cuts a decade ago and as enrollment growth has demanded greater teaching capacity. Faculty separations have grown modestly, primarily due to increasing retirements. As UC campuses have drastically scaled back their faculty recruiting due to the economic uncertainty caused by the COVID-19 pandemic, it remains to be seen how soon faculty recruiting can return to a growth trend. However, as seen in Figures 5.4 and 5.5, UC's hiring of African American and Hispanic/Latino(a) ladder-rank faculty generally meets or exceeds the national availability of doctorates, with variation among disciplines. It is difficult to analyze these data for Native American and Native Hawaiian/Pacific Islander populations

because of extremely small counts, but UCOP continues to explore ways to assess these populations.

Figure 5.4: African American new assistant professors compared with national availability by discipline group
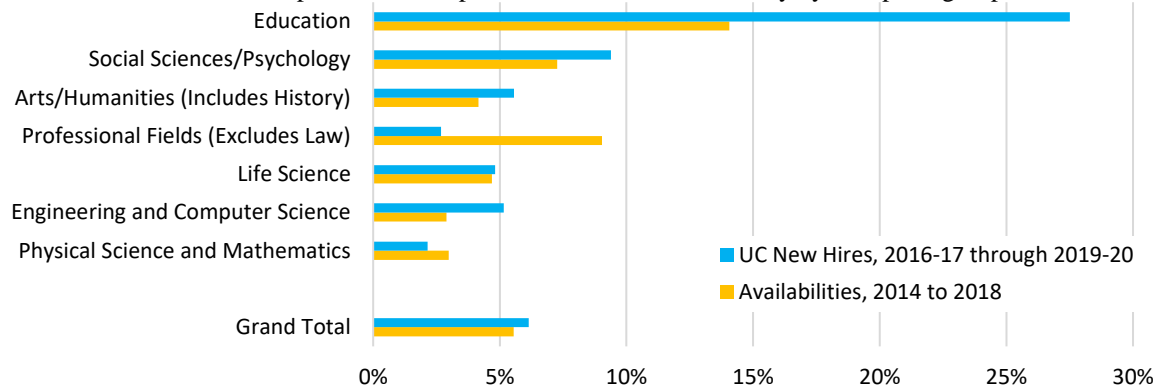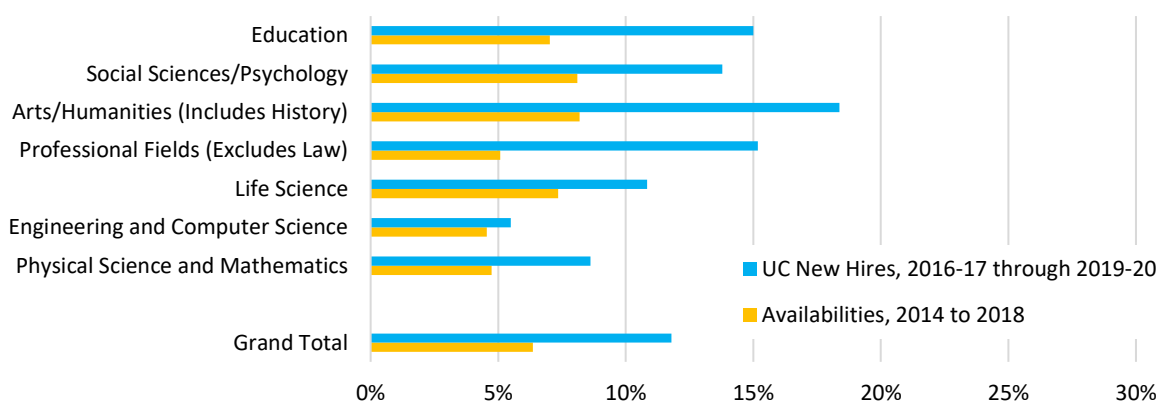

Figure 5.5: Hispanic/Latino(a) new assistant professors compared with national availability by discipline group

The proportion of newly hired women faculty is comparable to the national availability pools in their respective disciplinary fields. And as seen in Figure 5.6, UC's hiring of women exceeded the availability pool in education, arts/humanities and engineering and computer science.

Figure 5.6: Women new assistant professors compared with national availability by discipline group
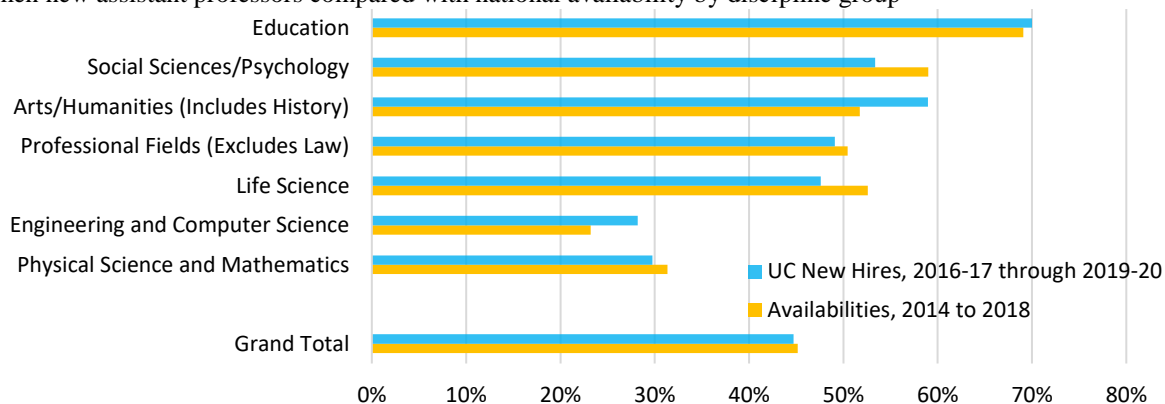
Source: UC Academic Personnel and Program Administration and Survey of Earned Doctorates

Pipeline to the Professoriate

Investing in the next generation of a diverse professoriate is one of the three goals of the UC 2030 multi-year framework. UC continues to deploy the strategy of growing the graduate and future professoriate pathway, including additional ladder-rank faculty to increase UC's capacity to grow graduate student numbers. While UC is consistently hiring new faculty from historically underrepresented groups, it is also cultivating the internal talent pool by creating more research opportunities for undergraduate students and generating more diverse doctoral student pools. Figure 5.7 illustrates diversity in selected groups that act as pipelines to the professoriate.

Figure 5.7: UC pathways to professoriate

		Black/African American	Hispanic/ Latinx	Asian/Pac Isl	Women
Engineering/ Computer Science	UC Bachelors 2019-20	1.7%	13.6%	44.4%	24.6%
	UC Doctorates 2019-20	2.6%	8.1%	23.6%	23.8%
	US Doctorates 2018-19	1.9%	2.6%	6.5%	24.1%
	Non-UC AAU Doctorates 2018-19	1.3%	2.8%	7.2%	23.5%
	SED Availabilities, 2014 to 2018	2.9%	4.5%	44.9%	23.2%
	UC New Hires, 2016-17 through 2019-20	5.2%	5.5%	38.5%	28.2%
	UC LRE faculty, fall 2020	1.7%	5.4%	29.9%	18.2%
Life Sciences	UC Bachelors 2019-20	3.3%	21.4%	39.1%	62.7%
	UC Doctorates 2019-20	7.8%	15.5%	35.4%	53.8%
	US Doctorates 2018-19	3.0%	6.4%	8.4%	51.6%
	Non-UC AAU Doctorates 2018-19	2.8%	6.4%	8.9%	51.7%
	SED Availabilities, 2014 to 2018	4.7%	7.4%	28.9%	52.6%
	UC New Hires, 2016-17 through 2019-20	4.8%	10.8%	19.9%	47.6%
	UC LRE faculty, fall 2020	1.3%	6.1%	13.9%	32.6%
Physical Sciences	UC Bachelors 2019-20	1.8%	16.2%	27.6%	41.3%
	UC Doctorates 2019-20	1.8%	11.4%	23.5%	30.2%
	US Doctorates 2018-19	1.6%	3.8%	5.4%	32.8%
	Non-UC AAU Doctorates 2018-19	1.1%	3.2%	4.9%	31.8%
	SED Availabilities, 2014 to 2018	3.0%	4.7%	35.0%	31.3%
	UC New Hires, 2016-17 through 2019-20	2.2%	8.6%	26.3%	29.7%
	UC LRE faculty, fall 2020	1.0%	5.1%	19.8%	20.3%
Social Sciences	UC Bachelors 2019-20	5.0%	30.7%	26.5%	63.7%
	UC Doctorates 2019-20	9.0%	16.0%	24.6%	50.6%
	US Doctorates 2018-19	6.9%	8.8%	5.3%	61.4%
	Non-UC AAU Doctorates 2018-19	4.1%	5.9%	5.4%	54.8%
	SED Availabilities, 2014 to 2018	7.3%	8.1%	16.7%	59.0%
	UC New Hires, 2016-17 through 2019-20	9.4%	13.8%	20.2%	54.0%
	UC LRE faculty, fall 2020	5.1%	9.7%	13.3%	39.6%
Arts & Humanities	UC Bachelors 2019-20	5.4%	30.5%	22.3%	61.1%
	UC Doctorates 2019-20	5.8%	22.8%	22.3%	44.3%
	US Doctorates 2018-19	3.1%	6.2%	4.0%	52.5%
	Non-UC AAU Doctorates 2018-19	2.4%	4.9%	4.3%	52.5%
	SED Availabilities, 2014 to 2018	4.2%	8.2%	9.2%	51.7%
	UC New Hires, 2016-17 through 2019-20	5.6%	18.4%	18.4%	59.8%
	UC LRE faculty, fall 2020	5.8%	11.9%	14.2%	44.0%

Source: UC Academic Personnel and Program Administration, UC Corporate Personnel System, Survey of Earned Doctorates (SED); SED availabilities include non-US citizens who got doctorates at U.S. universities.

Faculty Experiences

Campuses collect data on the faculty experiences of University and department climate and culture, and they vary in design, scope, and intervals of administration. Some examples of campus-level faculty surveys are:

- UC Berkeley Faculty Climate Survey:
  https://ofew.berkeley.edu/sites/default/files/faculty_climate_survey_report_final_.pdf

- UC Davis Faculty Satisfaction Survey: https://academicaffairs.ucdavis.edu/faculty-satisfaction-survey-reports-coache
- UC Irvine Campus Climate Survey: https://inclusion.uci.edu/climatesurvey/

UC last administered a systemwide faculty experience and climate survey in 2012, but since 2016, UC has engaged the Collaborative on Academic Careers in Higher Education (COACHE), a research-practice partnership within the Harvard Graduate School of Education, to design and administer a Faculty Retention and Exit Survey. The most recent findings cover three years of departures and retention efforts, from 2016–17 through 2018–19 at seven UC campuses. Comparisons are made with survey results from a cohort of over 30 research universities participating in this study. This survey is intended to provide campuses with information about why faculty members might consider leaving UC employment and what kinds of approaches might be successful in retaining them. Because the survey was only administered to individuals who either left UC employment or were considering leaving, it should not be construed as a measure of overall faculty sentiment. Also, the strength of any conclusions drawn from the data is limited by the small number of faculty members surveyed. However, the data do provide some insights into what considerations motivate faculty in their decisions whether to remain at a UC campus. In the COACHE survey, race/ethnicity data is grouped into two broad categories: *white, non-Hispanic,* and *faculty of color*. Among 231 respondents, 67 were faculty of color and 104 were women.[5]

Compared with the cohort institutions, UC reported lower percentages of faculty who could not have been convinced to stay (especially amongst women faculty and faculty of color—which in the COACHE survey includes Hispanic, African American, Native American, Native Hawaiian, and Asian/Asian American faculty). The top reported considerations that could have convinced people to stay were a higher base/supplemental salary and additional leadership opportunities. (Note that average faculty salaries at UC have improved somewhat in recent years; however, they still trail those at the Comparison 8 institutions; the most recent data from fall 2019 indicates that systemwide average non-health sciences faculty salaries lag the Comparison 8 benchmark by 4.7 percent.)

- Overall, 17 percent of UC respondents reported that they could not have been convinced to stay, compared with 25 percent in the cohort institutions. At UC, six percent of women faculty (compared with 28 percent of men) and nine percent of faculty of color (compared with 22 percent of white faculty) reported this sentiment.
- For women, gaining additional leadership opportunities was the top consideration that might convince them to stay, while for faculty of color, gaining additional leadership opportunities was tied with a higher base/supplemental salary.

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[5] COACHE groups respondents into two broad categories: "White, non- Hispanic" and "Faculty of Color" (sometimes labeled "Faculty of Color or Other"), a group including all respondents identified by the partner institution or self-identifying in the survey with a race or ethnicity other than White, non-Hispanic.

Women faculty members and faculty members of color at UC also reported higher dissatisfaction with retention efforts and were less likely to recommend their department as a place to work.

- Overall, 32 percent of UC respondents were dissatisfied or very dissatisfied with their retention efforts. This sentiment was more common among women (38 percent) compared with men (27 percent) and among faculty of color (49 percent) compared with white faculty (27 percent).
- Overall, 49 percent of UC respondents strongly recommend their department as a place to work. This sentiment was less common among women faculty (43 percent) than men (55 percent) and among faculty of color (39 percent) than white faculty (51 percent).
- Overall, 17 percent of UC respondents would not recommend their department as a place to work. The percentage is higher among women faculty (21 percent) than men (12 percent) and among faculty of color (24 percent) than white faculty (17 percent).

STAFF

UC is the fourth largest employer in California, and UC staff members comprise the second-largest constituency group at UC (compared with students and faculty). Over 125,400 employees classified as non-student and non-academic staff (hereafter "staff") work at UC locations, including general campus locations, UC Health locations, Agricultural and Natural Resources, and the Office of the President. In 2020, 36.7 percent of the UC workforce was white, 25.4 percent was Asian, 24.2 percent was Hispanic/Latino(a), 7.5 percent was African American, 1.7 percent identified with two or more races, 0.4 percent was American Indian, and 0.4 percent was Native Hawaiian/Pacific Islander. A little over one-third of the staff from underrepresented groups (URGs) (35.3 percent) were a part of the professional and support staff (PSS)/non-student employee group. Staff from URGs made up 13.7 percent of management and senior professionals (MSP)—Senior Professionals, 18.3 percent of MSP—Managers, and 18.6 percent of the Senior Management Group (SMG).

Of the underrepresented racial and ethnic populations, Hispanic/Latino(a) staff make up the largest proportion, accounting for 24.2 percent of the UC workforce. Hispanic/Latino(a) staff are concentrated in the PSS/non-student group at 26.5 percent, nine percent of the MSP—Senior Professionals, 11.1 percent of the MSP—Managers, and 8.3 percent of the SMG. In 2020, UC Merced (40.8 percent), UC Riverside (36.2 percent), and UCLA (33.3 percent) had the largest proportion of Hispanic/Latino(a) staff in their workforce. The URG with the largest representation in the Senior Management Group is African American, with 10.3 percent representation; UC Riverside has the largest share of African American SMG staff at 16.7 percent. The number of Native American staff has decreased slightly over the last decade and remains less than one percent; no campus has more than one percent Native American staff.

As seen in Figure 6.1, the proportion of staff from underrepresented groups has grown modestly at all levels in the last decade. Representation of women has grown at the senior professional levels and has remained high at the manager and support staff levels, as seen in Figure 6.2.

Figure 6.1: UC Staff by race/ethnicity and employee category, fall 2011 to 2020
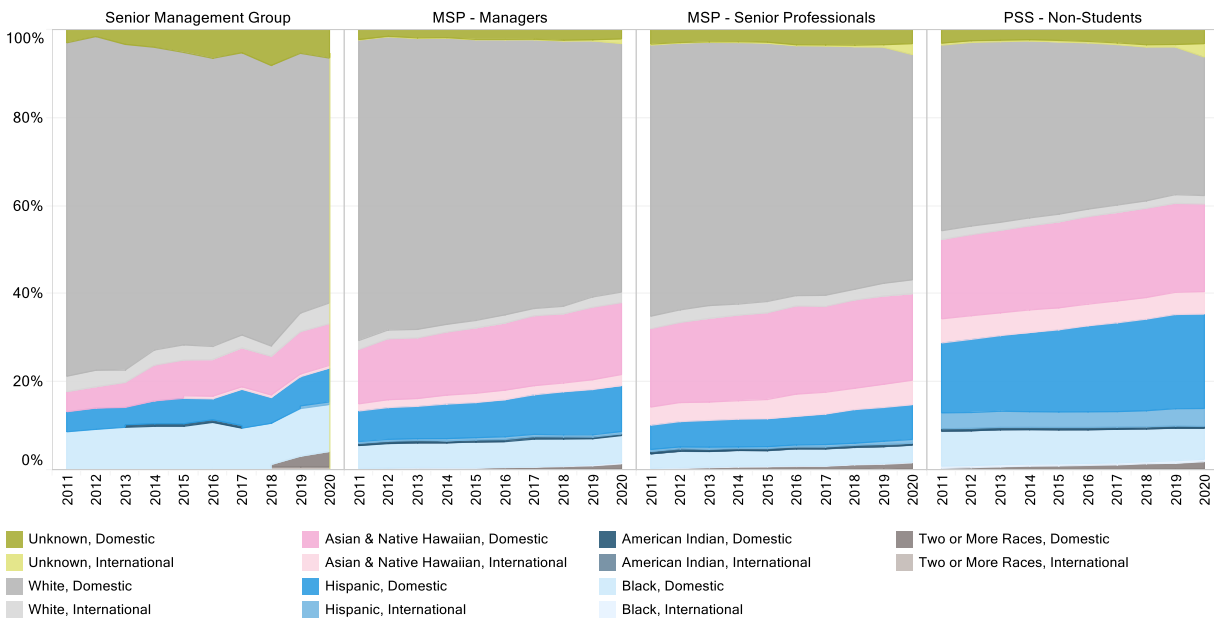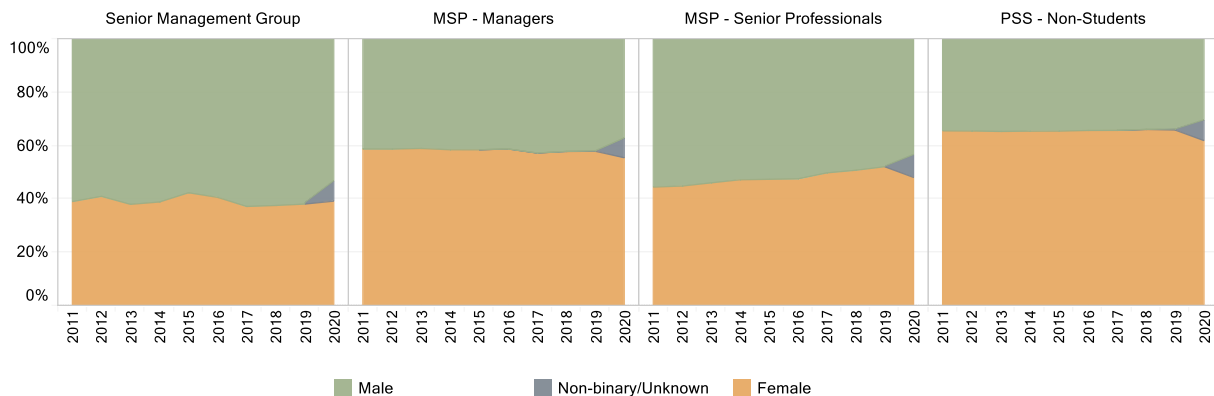

Figure 6.2: Gender diversity of non-student staff by personnel program, October 2011 to 2020

Staff Engagement Survey

Since 2012, the Office of Systemwide Human Resources (HR) and the Council of University of California Staff Assemblies (CUCSA) have jointly sponsored an employee workforce engagement pulse survey of policy-covered staff. The survey provides valuable insight into employee perceptions about working at each location and for the University of California. In 2017, two new evaluation categories were added: Wellness and Diversity & Inclusion. In 2019, another category was added: Empowered Culture. This latter category provided information about how safe staff feel about speaking up and reporting concerns about, and to, the organization. Additionally, beginning in 2019, demographic data specific to gender identification and sexual orientation were collected from survey respondents. The administration of the 2021 staff engagement survey is currently in progress.

The following are selected findings from the 2019 survey administration, which were presented to the Regents in July 2020.[6]

As seen in Figure 6.3, staff of color have a different experience of the University culture and climate than staff identifying as white. While 74 percent of all respondents feel that management supports equal opportunity for all staff, only 58 percent of African American staff feel this way. Seventy-six percent of responding staff feel that they are able to be themselves and be accepted in the workplace. However, only 53 percent of Native American staff are having the same experience. Sixty-eight percent of all respondents said all employees are treated with dignity and respect regardless of position or background. A significantly lower number, 54 percent and 55 percent of Native American and Black/African American staff respectively, agreed with this statement.

Figure 6.3: Diversity & Inclusion questions—responses by self-identified racial and ethnic group

		Overall (9,020)	American Indian (43)	Asian (1,587)	Black (507)	Hispanic (1,278)	White (4,267)	Other (1,338)
Diversity & Inclusion		73	-14*	1	-12*	-3*	2*	0
8	I feel that management at my campus/location supports equal opportunity for all employees, of all differences, including, but not limited to, age, gender identity, ethnicity and disability status.	74	-6	-1	-16*	-4*	4*	0
25	I can be myself at this organization without worrying about how I will be accepted.	76	-23*	3*	-6*	-4*	1	-1
33	Employees at my campus/location are treated with dignity and respect, regardless of their position or background.	68	-14*	1	-13*	-3	2*	-1

Employees who identify as heterosexual or straight, and gay or lesbian, are generally having a better workplace experience than those who identify as bisexual, other sexual orientation, and those who decline to state (Figure 6.4).

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[6] Regents Item A2 July, 2020, "Accountability Sub-Report on Staff Diversity," https://regents.universityofcalifornia.edu/regmeet/july20/a2.pdf

Figure 6.4: Diversity & Inclusion questions—responses by self-identified gender identity

	Overall (9,020)	Female (5,830)	Male (2,889)	Non-binary (27)	Decline to state (251)
Diversity & Inclusion	73	0	3*	-22*	-20*
8 I feel that management at my campus/location supports equal opportunity for all employees, of all differences, including, but not limited to, age, gender identity, ethnicity and disability status.	74	-1	4*	-33*	-18*
25 I can be myself at this organization without worrying about how I will be accepted.	76	1	0	-13	-22*
33 Employees at my campus/location are treated with dignity and respect, regardless of their position or background.	68	-1	4*	-19*	-21*

ONGOING AND NEW STRATEGIES IN DIVERSITY, EQUITY, AND INCLUSION

In 2020 and 2021, UC made considerable investments in diversifying its faculty, staff, and student body. It has sustained support for programs that promote the recruitment and retention of underrepresented faculty populations; expanded implicit bias training opportunities for student leaders, faculty, staff, and senior administrators; enhanced University information systems and operational processes to more fully recognize historically underserved populations; and rolled out initiatives designed to transform specific campuses and locations to be anti-racist and Black-thriving places to work and learn.

Advancing Faculty Diversity (AFD): The State of California awarded UC a total of $8.5 million in one-time funds for four fiscal years, from 2016–17 to 2019–20. The objective: to develop an innovative and focused program to increase faculty diversity at UC. The Advancing Faculty Diversity program awards these funds on a competitive basis to campus units implementing new, measurable interventions in the faculty recruitment process. Some of the successful interventions for hiring diverse faculty include the use of applicants' contributions to diversity statements early in the evaluation process; targeting of potential faculty members earlier in their careers through support for postdoctoral work; outreach by faculty to actively recruit candidates; revision of evaluation practices, including the use of rubrics to guide decision-making; strong leadership by and sustained and strategic involvement from unit leaders; introduction of new voices, including students, into the recruitment and evaluation process; the building of new faculty, equity, and inclusion data dashboards; active research on and support for pathways to faculty leadership positions; and examinations of whether service loads differ by gender or race/ethnicity. Since 2019–20, UCOP has committed an additional $3 million per year in ongoing funds to support additional projects in faculty recruitment; improve climate and retention to pilot innovative recruitment practices; create academic climates to support UC's diverse student body and meaningfully engage faculty throughout their UC careers. Since its inception, a total of forty recruitment and improved climate and retention projects have been funded through the AFD program's competitive process, with all ten campuses receiving at least one award.

Student Academic Preparation and Educational Partnerships (SAPEP): SAPEP programs seek to raise student achievement levels and close opportunity gaps among groups of students

throughout the K–20 (kindergarten through university) pipeline, tasks that are critical to maintaining California's robust economy. In fall 2020, students from a large majority of traditional California public high schools matriculated to UC: freshman enrollees came from 1,246 (77 percent) of the 1,623 schools open in 2019–20. However, over half of these students came from just 223 (13.7 percent) of all 1,623 high schools. With a focus on serving students who attend historically under-resourced schools in California, UC's 13 SAPEP programs reached students at more than 1,400 K–12 public schools and all 114 community colleges in 2018–19 (the most recent year of available data), raising college eligibility rates, increasing transfer from community college to four-year institutions, and preparing undergraduates for graduate or professional education. The impact of those academic preparation programs on students from underrepresented groups is significant. While enrollment at UC is not the specific goal of UC's academic preparation programs, the ability of students to compete successfully for UC admission is a strong indicator of increased access to postsecondary opportunities. At the same time, these programs increase the diversity of the University. For example, in fall 2019, 14 percent of African Americans and 18 percent of Chicano(a)/Latino(a) new UC freshmen from California public high schools had been 12th-grade participants in UC's student academic preparation programs in 2018–19.

President's Postdoctoral Fellowship Program (PPFP): Established in 1984, the program recruits top scholars who are committed to underserved and minoritized communities to pursue faculty careers at UC. Between 2016–17 and 2020–21, 112 fellows were hired as UC ladder-rank faculty at all ten UC campuses. In addition, more than 20 fellows have been successfully recruited for UC faculty positions to begin in 2021–22, with 19 others still under consideration. Through presidential support, UC has increased the number of incentives available to departments that hire fellows and has expanded eligibility for hiring incentives to include the health sciences and professional schools. The program is nationally recognized and leads a partnership of top universities that participate in recruiting outstanding postdoc talent.

Implicit bias trainings: The 2018 California Budget Act included a one-time appropriation of $1.2 million to contract out and implement a pilot anti-bias program for training administrators, faculty, staff, and student leaders from UC and California State University (CSU) campuses . The pilot, branded *Moving Beyond Bias*, included content on racial, gender, and religious bias. Regional trainings took place in Oakland, Sacramento, and Northridge. Due to the COVID-19 pandemic, the remaining trainings and sessions were conducted virtually. In addition, the training module was customized and delivered to UC admissions officers and readers, the CSU Chancellor's Office, and the CSU Academic Senate. Two *Moving Beyond Bias* e-courses are currently in production, one version for a general UC staff audience and a second version for UC admissions officers and readers.

UC Gender Recognition and Lived Name Policy: Following the 2019 passage of the Gender Recognition Act (California Senate Bill 179), the University drafted and passed the Gender Recognition and Lived Name Policy on November 17, 2020, which states that the University "must provide the minimum three equally recognized gender options on University-issued documents and IT Resource systems—woman, man, and nonbinary—and an efficient process for current students and employees and UC alumni and affiliates to retroactively amend their gender

designations and lived names on University-issued documents, including eligible academic documents, and in IT resource systems." The new change enables the University to collect and report demographic data and visualizations that compare outcomes for individuals whose genders are woman, man, and nonbinary.

Tribal citizenship and affiliation: Enhancements have been made to the UC undergraduate application to improve recognition of the tribal citizenship, affiliation, and diversity of Native American and Alaska Native applicants. Starting with the 2022 undergraduate application cycle, questions about tribal citizenship will be added to the citizenship and residency section of applyUC, and additional disaggregated tribal affiliation options will be added to the racial and ethnic section for federal reporting. The new changes, reflecting guidance provided by the President's Native American Advisory Council, enable the University to collect, report, and compare demographic data on and for Native American and Alaska Native populations with greater nuance and attention to tribal affiliation and sovereignty.

Anti-racism initiatives and resources: In the wake of the George Floyd murder, demand for anti-racism resources and actions increased dramatically across the UC system. Chief diversity officers and other diversity, equity, and inclusion professionals continue to be frontline responders, innovators, and leaders in this climate. A systemwide web page of anti-racism trainings, webinars, healing sessions, and resources has been created and continues to be refreshed and curated (diversity.universityofcalifornia.edu). The site also includes resources on anti-Asian racism and highlights long-term initiatives to address gaps in African American representation, such as UC Irvine's Black Thriving Initiative, UC Merced's Valuing Black Lives Initiative, and UC San Diego's Black Academic Excellence Initiative.

Systemwide Anti-discrimination Policy Working Group: The working group, formed by President Drake, meets monthly with the goal of deploying the new non-discrimination policy in 2023. The group is charged with exploring strategies and options for UC leaders by:
   a) Developing a policy on discriminatory conduct that applies to every member of the UC community
   b) Shaping a formal response to allegations of discrimination and harassment
   c) Revising extant UC policies so they explicitly state expectations for conduct at UC
   d) Defining expectations for leadership in response to allegations of discrimination and harassment
   e) Recommending ways to enhance education and training
   f) Developing guidance to identify and respond to warning signs, making it easier for individuals to report their concerns
   g) Exploring interim measures to align existing policies that potentially overlap and/or are in conflict

KEY TO ACRONYMS

COACHE	Collaborative on Academic Careers in Higher Education
LRE	Ladder-rank faculty and equivalent
STEM	Science, Technology, Engineering and Math
UCGSES	UC Graduate Student Experience Survey
UCUES	UC Undergraduate Experience Survey
URG	Underrepresented Group