

Section 9. Diversity

GOALS

In September 2007, the Board of Regents adopted the University of California Diversity Statement as regental policy (see www.universityofcalifornia.edu/diversity/diversity.html). The statement renews the University's commitment 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. It also 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.

NARRATIVE

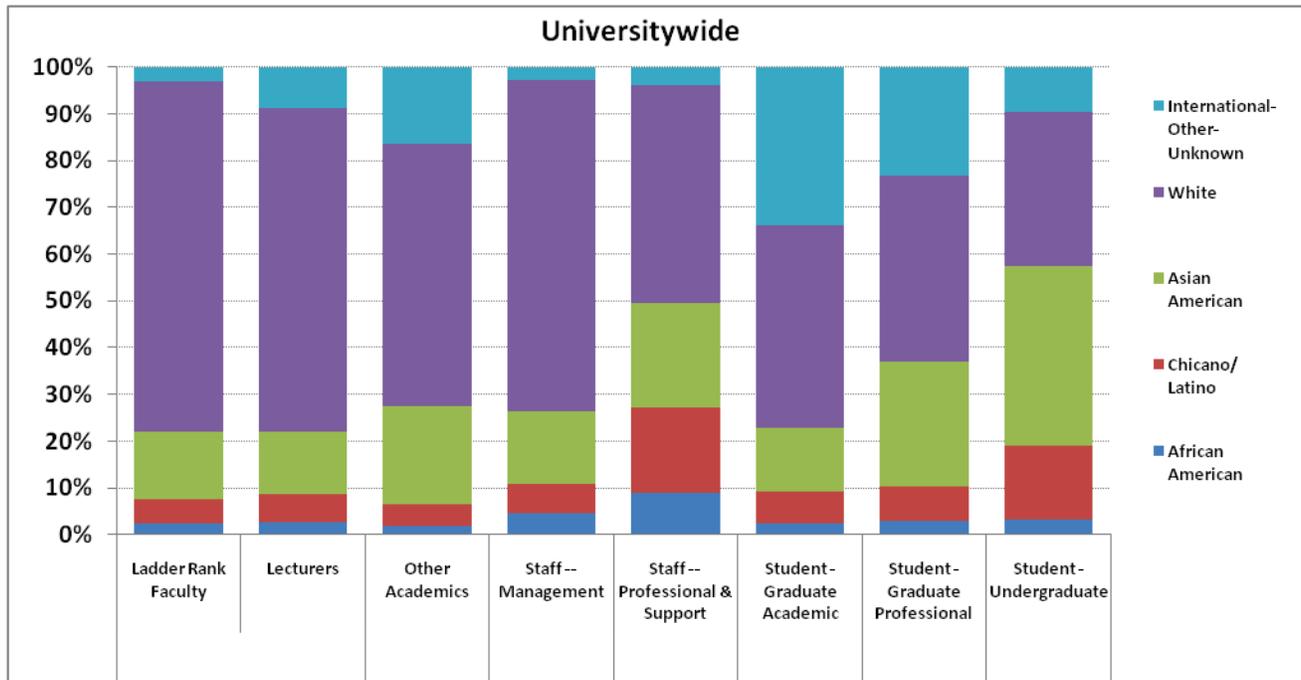
The indicators in this section provide a broad overview of the University community—students, faculty and staff—by race/ethnicity and gender. Detailed information about the diversity of UC students, faculty and staff can be found in the September 2010 Annual University of California Accountability Sub-Report on Diversity (www.universityofcalifornia.edu/accountability) and on the University of California diversity website (www.universityofcalifornia.edu/diversity).

LOOKING FORWARD

The University faces major challenges in enhancing diversity. It is committed to increasing the number of underrepresented minority students, faculty and staff, and it must do so within the legal limitations of Proposition 209, which eliminated considerations of race, ethnicity and gender in admissions and hiring. The University also is committed to proactively promoting a culture of tolerance, inclusiveness and respect on each campus. All this must be done in a context of severe budget cuts that have required the University to curtail enrollments, reduce the number of new faculty hires, eliminate staff positions and increase student fees.

To offset potentially disproportionately adverse impacts of budget cuts and fee increases on students from underrepresented groups, UC is developing a number of innovative policies. Its Blue and Gold Opportunity Plan is designed to ensure that students with household incomes below a specified level and who qualify for financial aid receive gift aid covering their systemwide fees. For 2010-11, the level has been set at \$70,000. In 2010, the University launched "Project You Can," an ambitious fundraising initiative that aims over the next four years to raise \$1 billion in private support for student aid. Further, the regents require annual reporting on diversity, and diversity is included as a core competency in the Performance Management Review Process for all senior managers. Finally, the University is developing a Universitywide campus climate survey. Future editions of this accountability report will examine the impact of current and future University initiatives on maintaining and enhancing diversity at UC and report findings from the new campus climate survey.

Indicator 52
University Community by Race/Ethnicity, Fall 2008

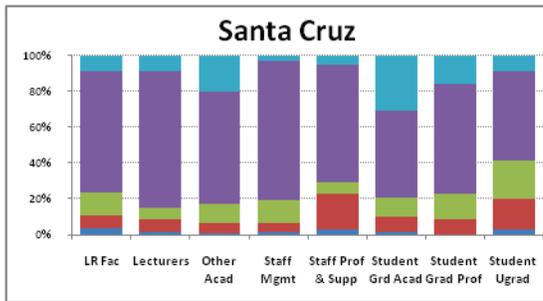
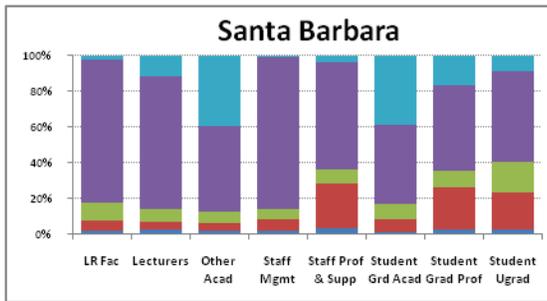
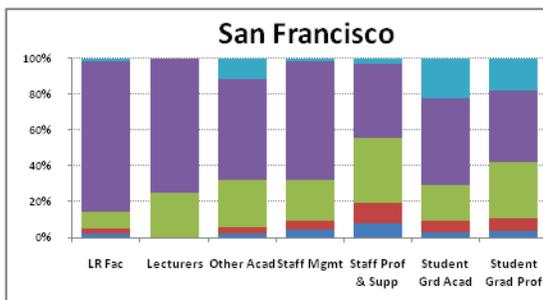
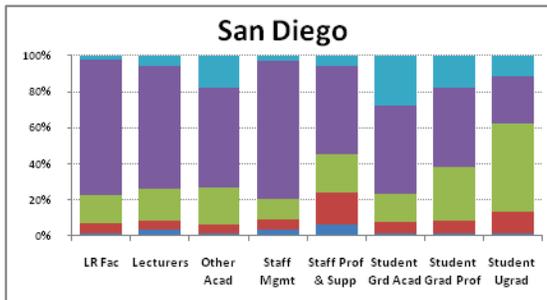
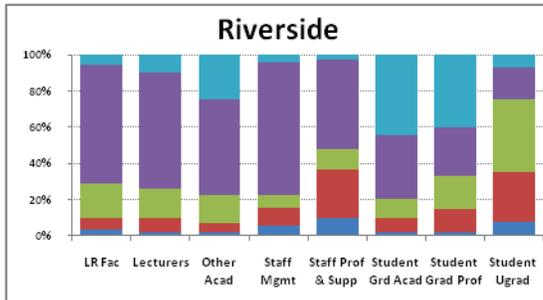
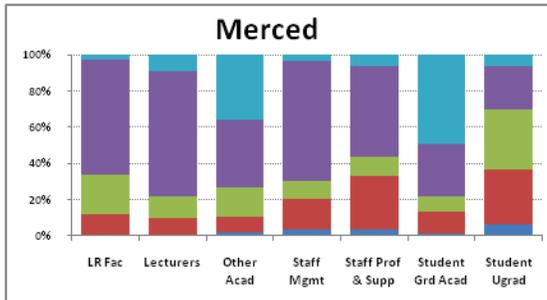
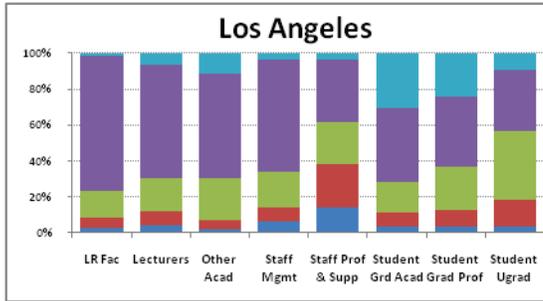
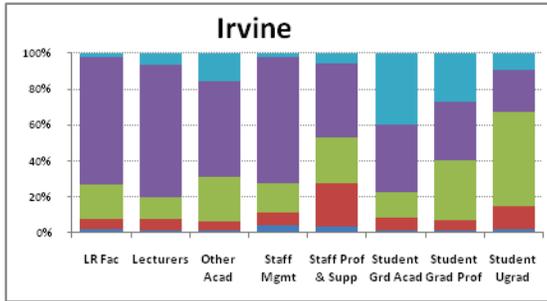
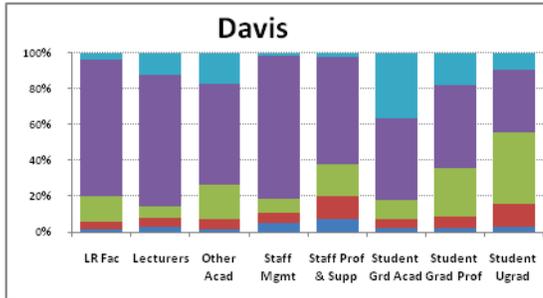
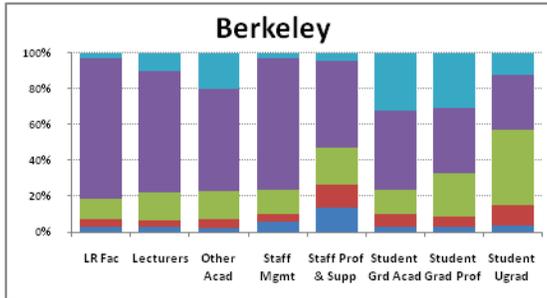


Note: The “other academics” group includes only non-student employees and is comprised of many titles (e.g., librarians and professional researchers). Because of their small numbers, senior managers (SMG) and managers and senior professionals (MSP) are grouped into a single Staff-Management category.

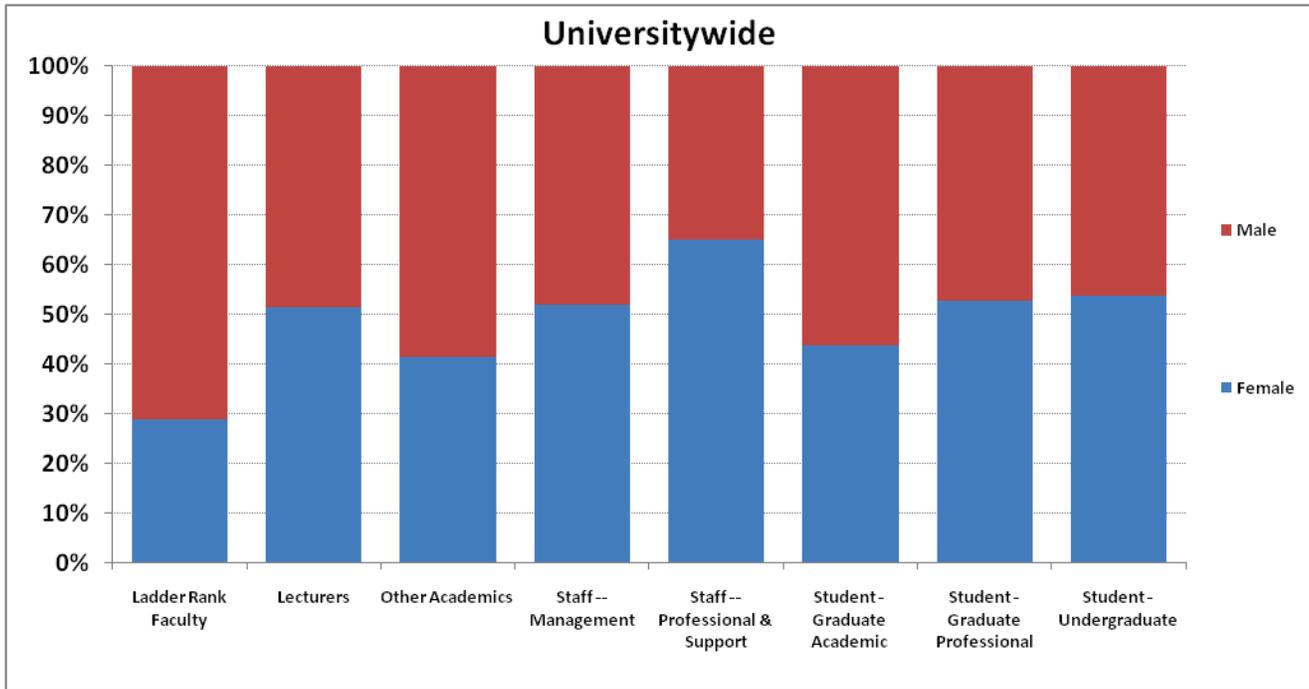
- The University community is composed of students, faculty, academics and staff, and there are multiple subgroups within each category.
- As this graph shows, the greatest amount of racial and ethnic diversity is found among undergraduate students, followed by professional and support staff. The least amount of diversity is found among ladder-rank faculty—that is, tenured faculty with career or permanent professorial appointments and “tenure-track” faculty (individuals who will be considered for tenured or career professorial positions).
- UC often describes its diversity aspirations in terms of “reflecting the diversity of California.” The state of California is more diverse than the nation as a whole.
- The University’s demographics have not kept pace with California’s growing Chicano/Latino population. In 2008-09, the University community was 14 percent Chicano/Latino compared to 34 percent for California as a whole and 14 percent for the nation. African Americans represented 5 percent of the University community compared to 7 percent for California as a whole and 13 percent for the nation.
- All UC campuses are committed to diversity, inclusivity and respect for differences among people. These values are stated in their Principles of Community; see www.universityofcalifornia.edu/diversity/principles_community.html.

Source: UCOP Corporate Student System & Corporate Personnel System

Indicator 52 (continued) University Community by Race/Ethnicity, Fall 2008



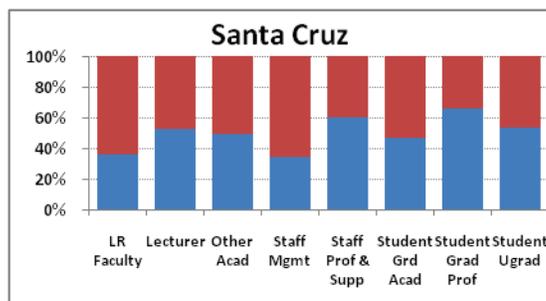
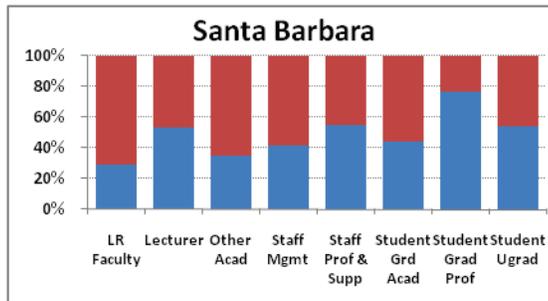
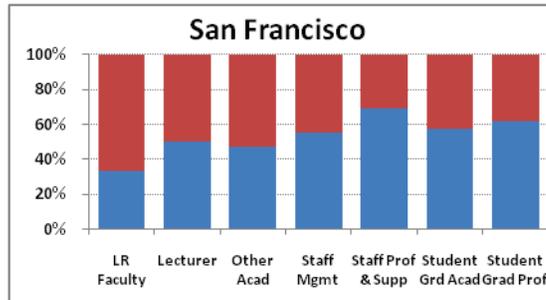
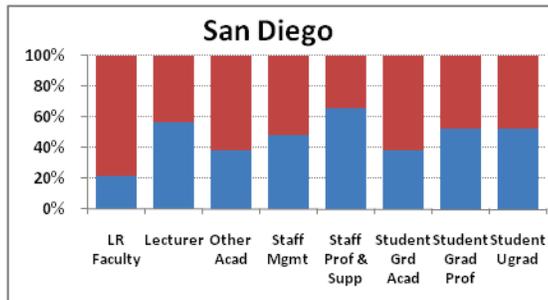
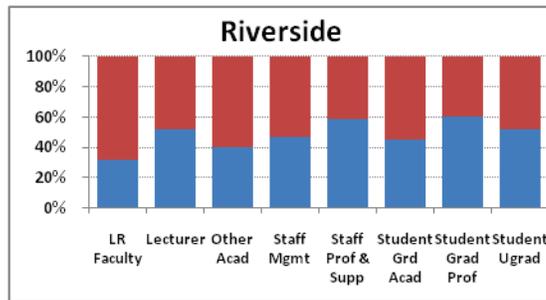
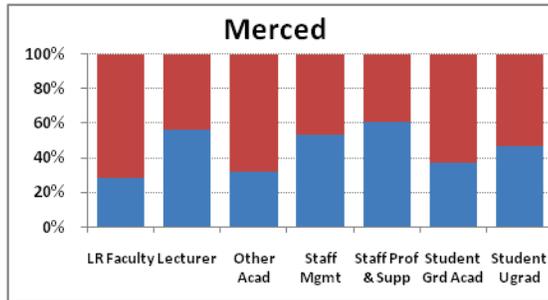
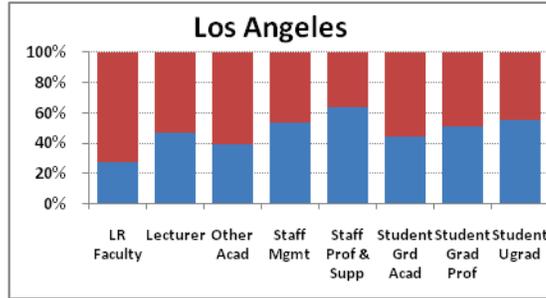
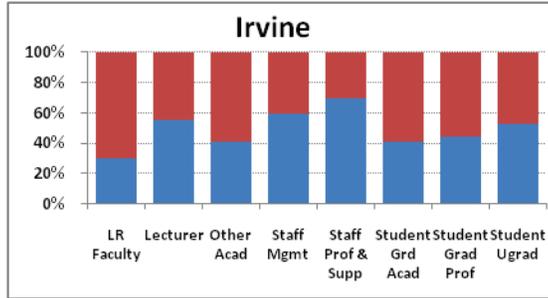
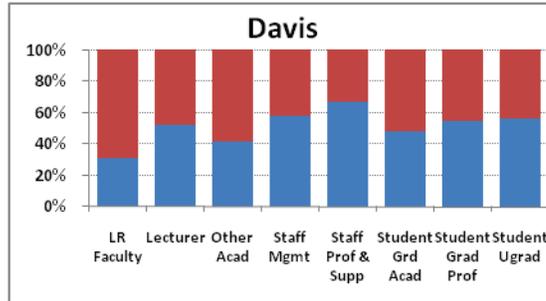
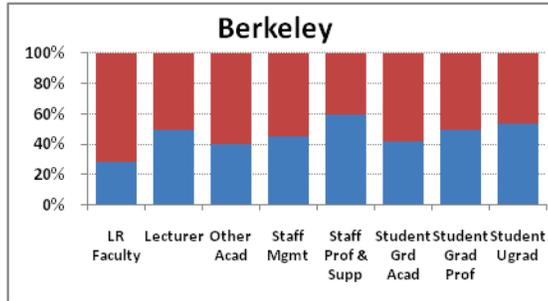
Indicator 53
University Community by Gender, Fall 2008



- As with racial/ethnic diversity, gender diversity varies across different groups in the UC community and is greater for students and staff than for faculty.
- More than half (54 percent each) of all undergraduate and professional degree students are women, compared to 44 percent of graduate academic students.
- About 29 percent of ladder-rank faculty are women, compared to 51 percent of lecturers and 41 percent for other academics.
- About two-thirds of professional and support staff are women, compared to about half of management staff.

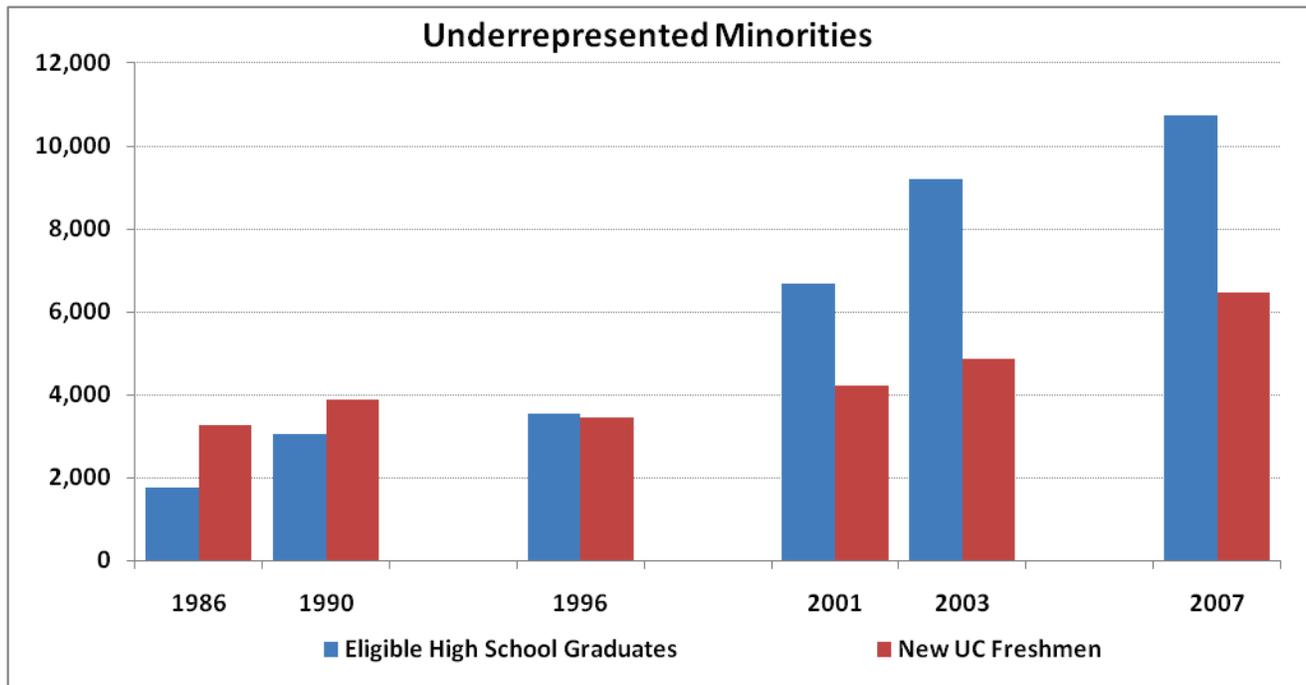
Source: UCOP Corporate Student System and Corporate Personnel System

Indicator 53 (continued) University Community by Gender, Fall 2008



Indicator 54

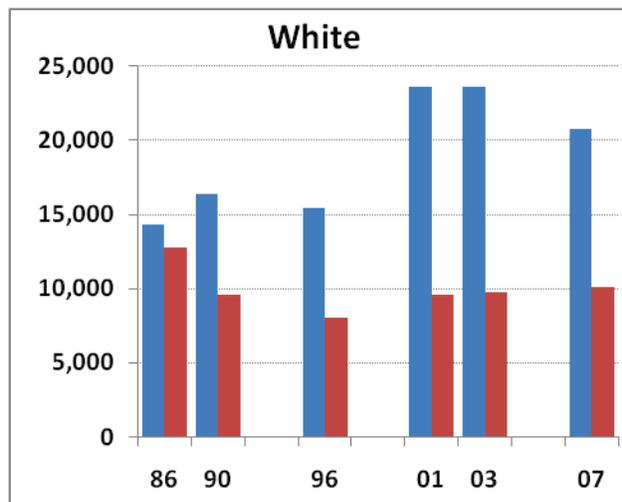
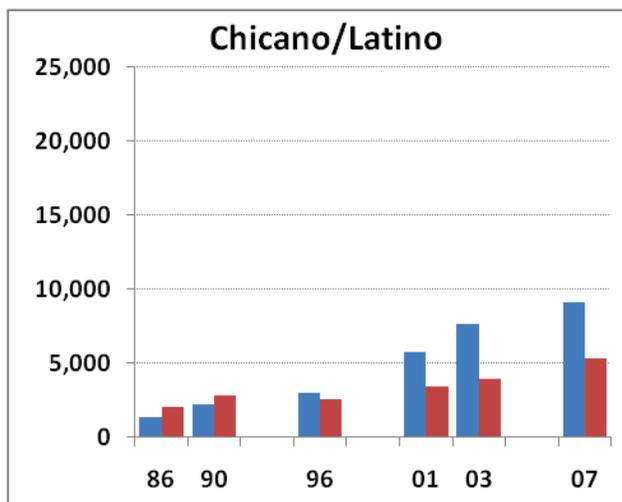
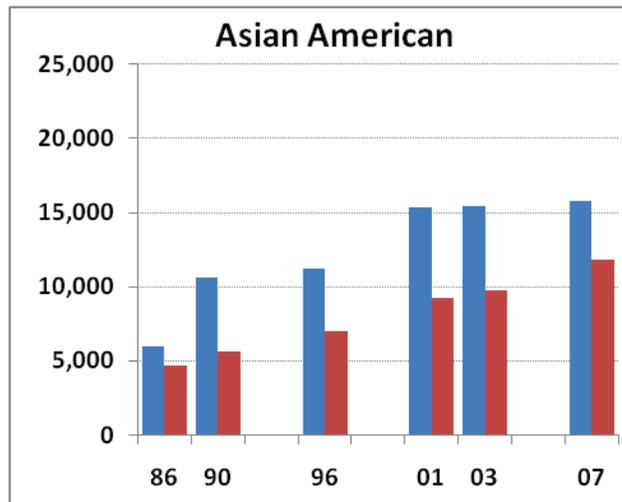
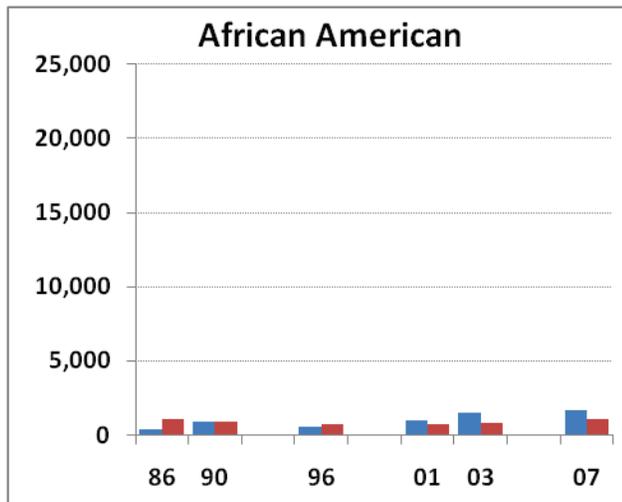
Undergraduate Race/Ethnicity Pipeline, Universitywide, Selected Years from 1986 to 2007



- This graph compares the estimated number of high school graduates from underrepresented minority groups who are eligible to attend UC to the number who enroll.
- Under the terms of the California Master Plan for Higher Education, the top 12.5 percent of California high school graduates are eligible for admission. “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.”
- 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 regental action in 1996, which was reinforced by the voters when they passed Proposition 209 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.
- The proportion of UC’s enrolled freshmen who are from underrepresented minority groups has increased steadily since the low point in 1998. Most of this increase reflects growth in the proportion of underrepresented students among high school graduates.
- UC faces additional challenges in recruiting talented students from underrepresented minority groups because they 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.

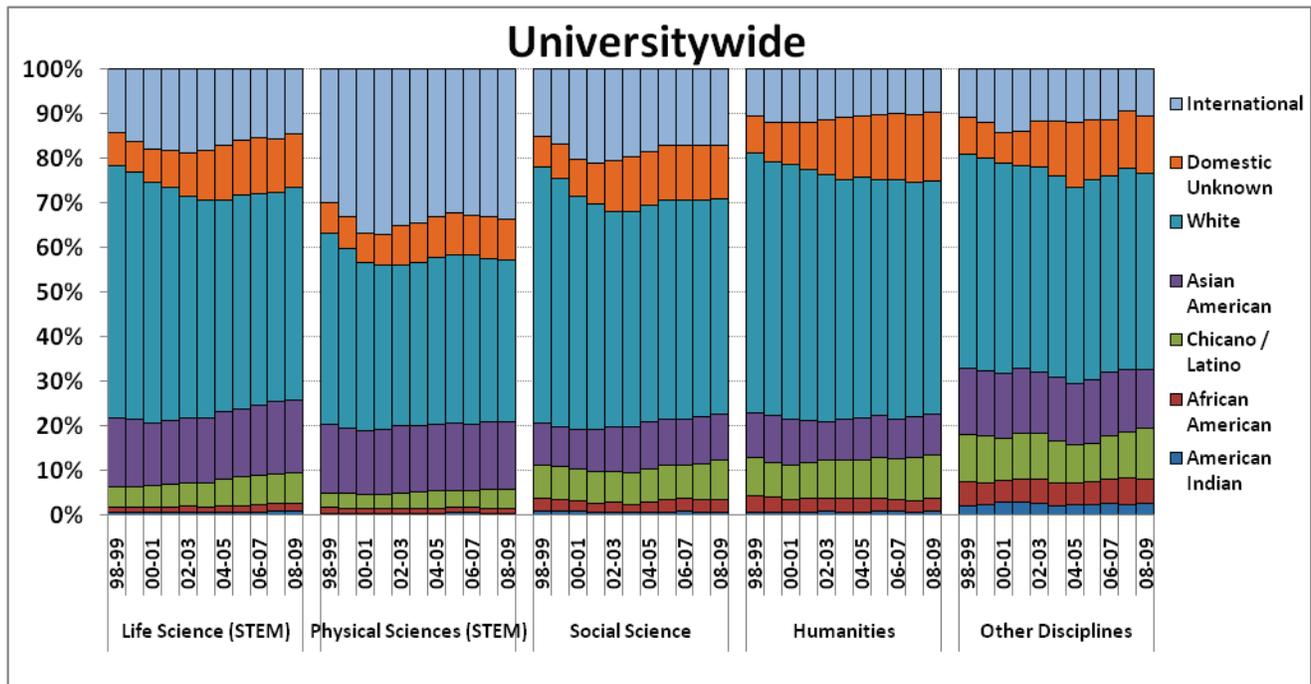
Source: California Postsecondary Education Commission (CPEC). CPEC periodically conducts surveys to determine eligibility for UC on a statewide basis; the graph above depicts years when surveys were conducted.

Indicator 54 (continued) Undergraduate Race/Ethnicity Pipeline, Universitywide, Selected Years from 1986 to 2007



Indicator 55

Graduate Academic Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09

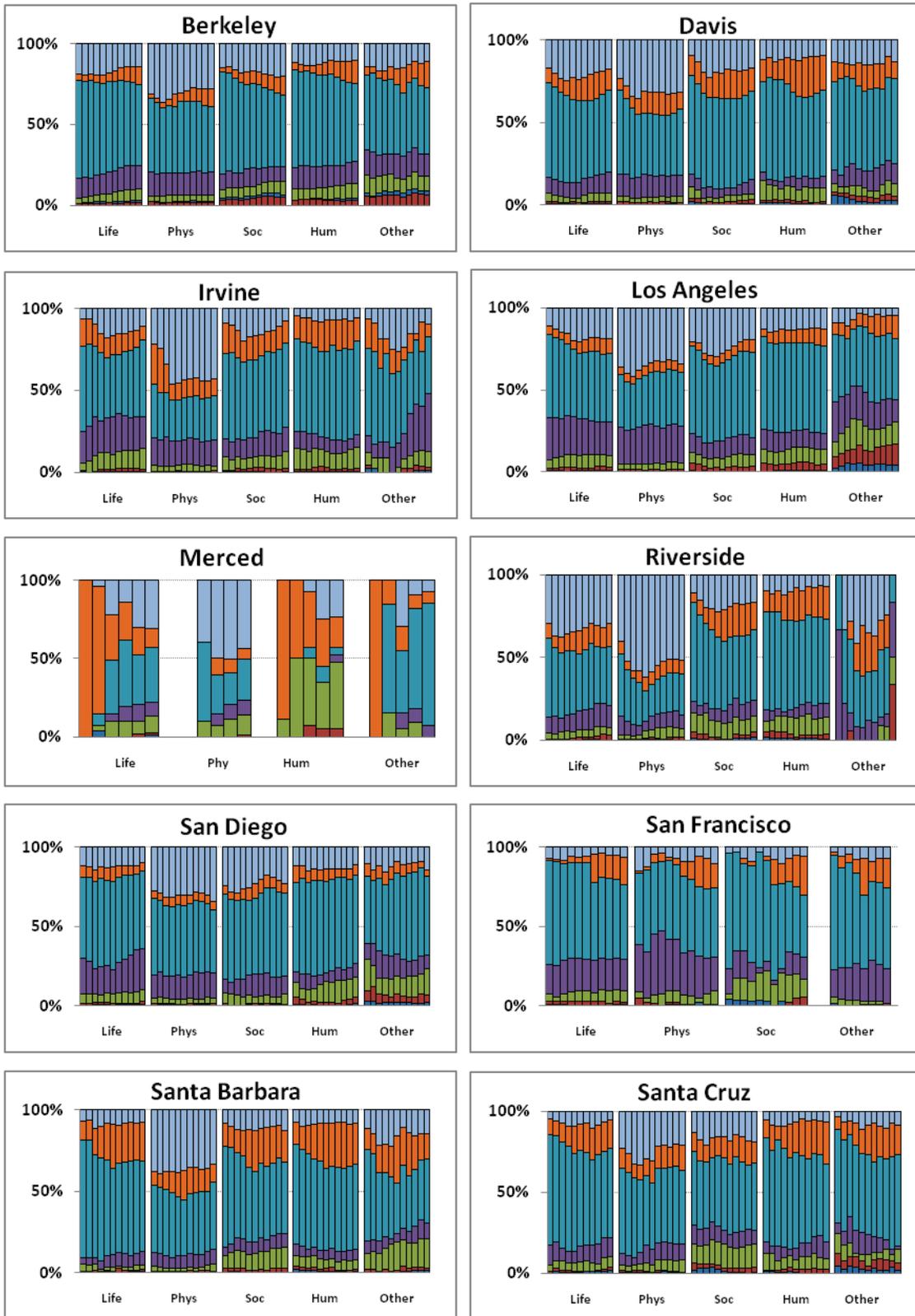


Note: "Other Disciplines" includes interdisciplinary areas, miscellaneous fields such as criminology, and academic degrees in professional fields such as a Ph.D. in business or law.

- This chart depicts the racial/ethnic composition of graduate academic students by discipline over the past decade.
- UC's graduate programs draw students from across the nation and around the world, including its own undergraduate students.
- Racial/ethnic diversity varies across graduate academic disciplines and has tended to improve somewhat over time. Still, 45 percent of graduate academic students are white.
- The UC campuses have received funding from the National Science Foundation through its Alliance for Graduate Education and the Professorate (AGEP) grant with the goal of increasing the number of underrepresented minority students who acquire doctoral degrees in STEM fields (science, technology, engineering and math).
- Since Ph.D.s constitute the pool for new faculty, a critical means for increasing the diversity of the faculty is to increase the diversity of the pool of doctoral degree recipients.

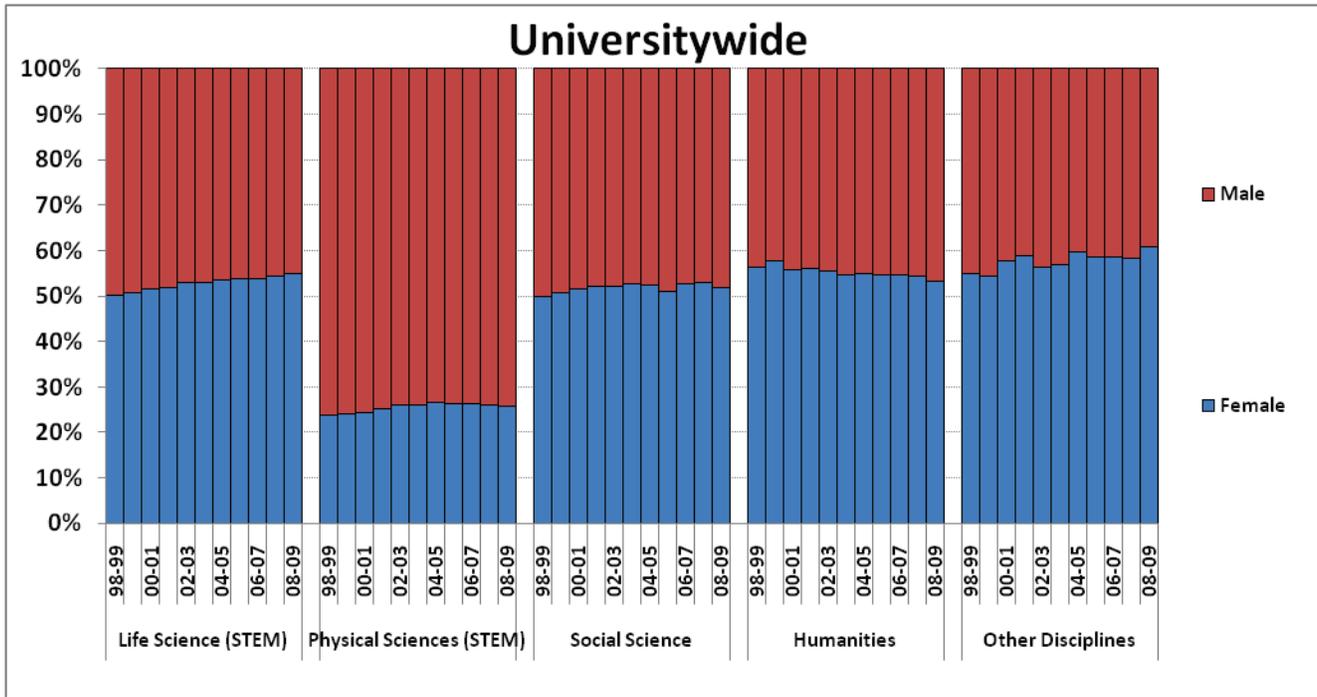
Source: UCOP Corporate Student System

Indicator 55 (continued) Graduate Academic Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09



Indicator 56

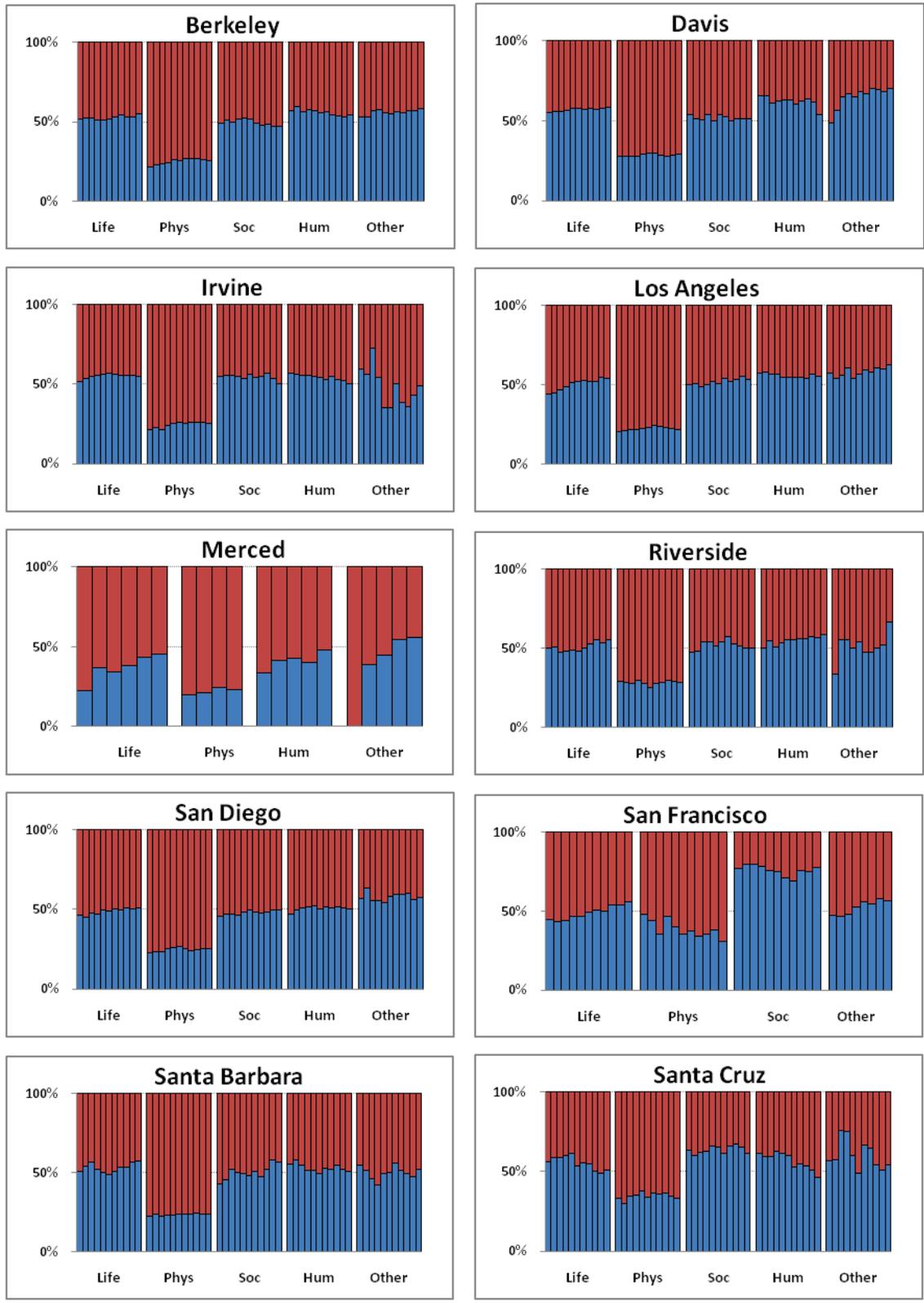
Graduate Academic Students by Gender and Discipline, 1998-99 to 2008-09



- Overall, about 42 percent of all graduate academic students were women in 2008-09.
- However, as this graph shows, the proportion of graduate academic students who are women varies by discipline. Half or more of the graduate academic students in the life sciences, social sciences, humanities and other disciplines are women, compared to about 26 percent in the physical sciences.

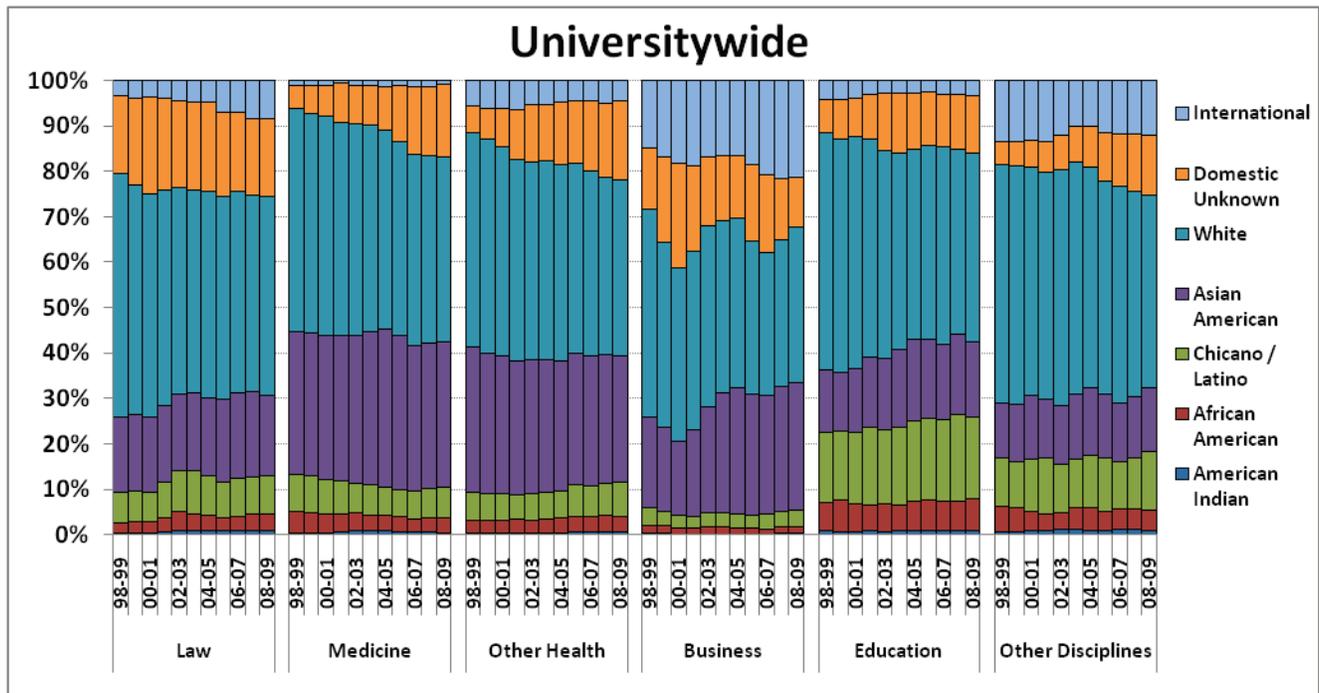
Source: UCOP Corporate Student System

Indicator 56 (continued) Graduate Academic Students by Gender and Discipline, 1998-99 to 2008-09



Indicator 57

Graduate Professional Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09

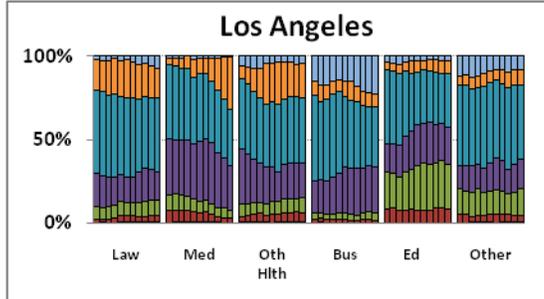
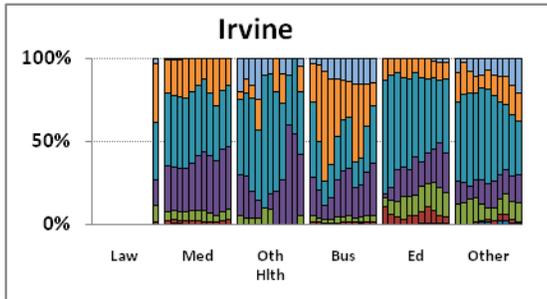
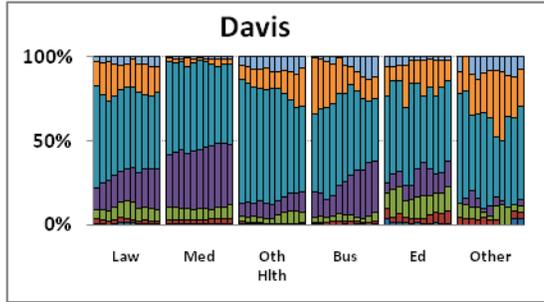
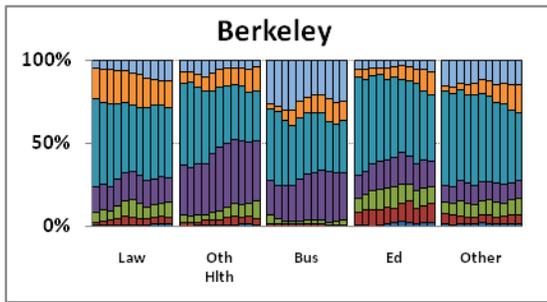


Note: “Other Health” includes dentistry, nursing, optometry, pharmacy, public health and veterinary medicine; “Other Disciplines” includes programs such as architecture, library and information science, public policy and social welfare, among others.

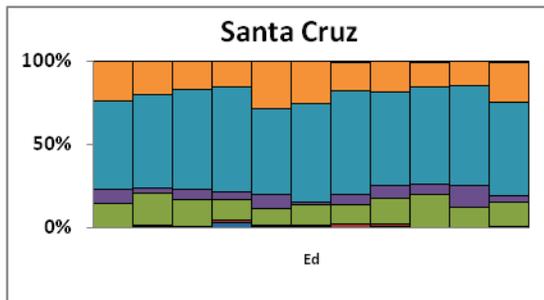
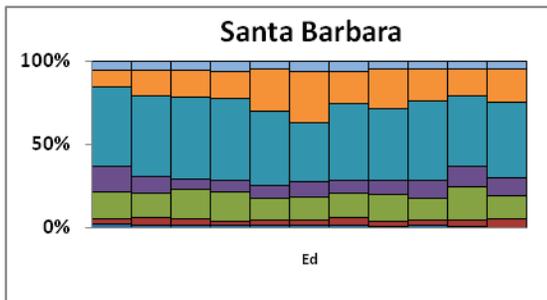
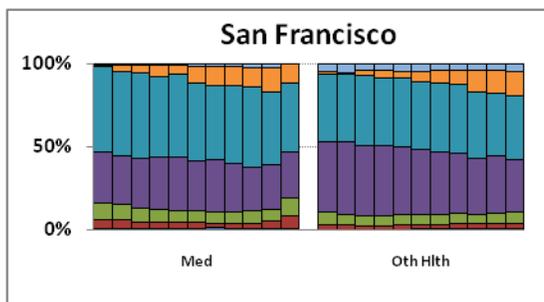
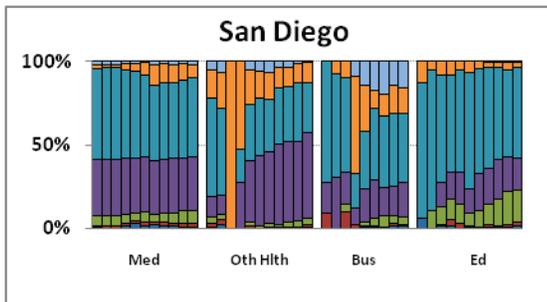
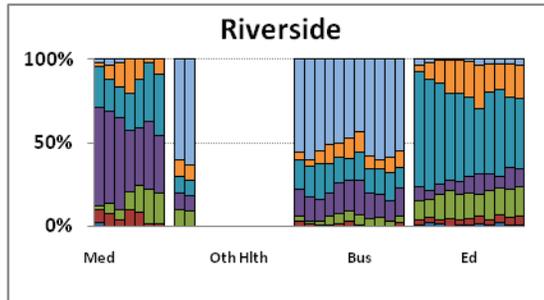
- Underrepresented students (American Indian, African American and Chicano/Latino) constituted 12 percent of all professional degree students in 2008-09.
- The proportion of underrepresented minority students varies by professional degree program—lowest in business (5 percent) and highest (26 percent) in education.
- In 2008, almost 20 percent of UC’s first-year medical students were underrepresented students compared to a national average of 14.5 percent. Many of these students are enrolled in Programs in Medical Education (PRIME), which are designed to address the needs of underserved groups and communities. For further information, see the January 2010 Accountability Sub-Report on Health Sciences and Services (www.universityofcalifornia.edu/regents/regmeet/jan10/j4.pdf).
- The University is concerned about increases in professional degree fees and closely monitors their impact on the number of underrepresented minority students enrolled across its professional degree programs.

Source: UCOP Corporate Student System

Indicator 57 (continued) Graduate Professional Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09

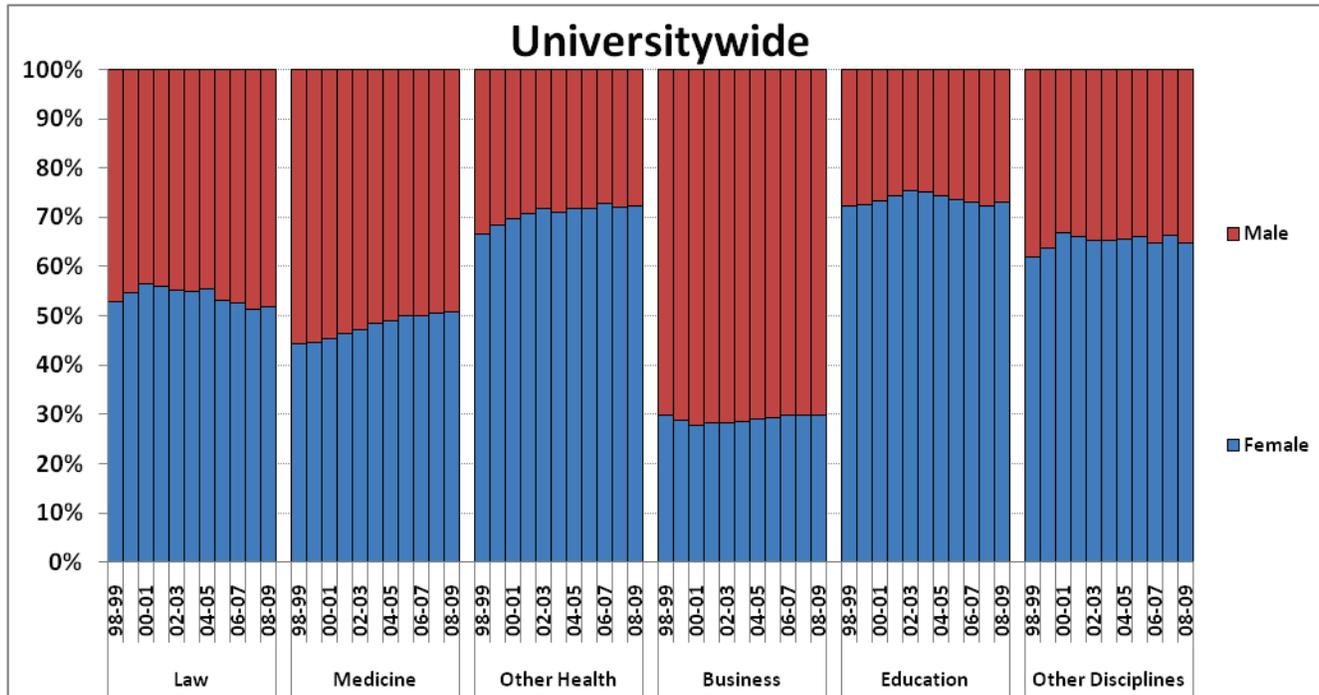


(Merced has no professional degree programs.)



Indicator 58

Graduate Professional Students by Gender and Discipline, 1998-99 to 2008-09

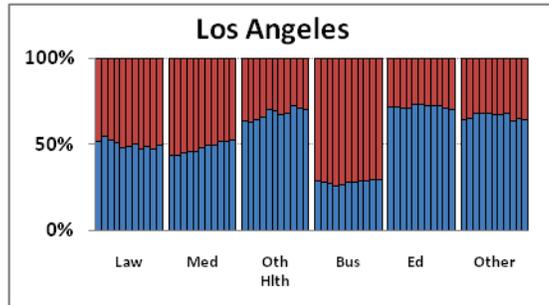
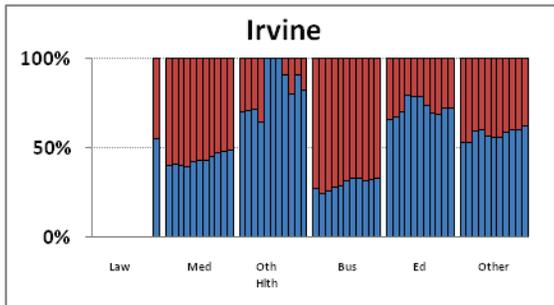
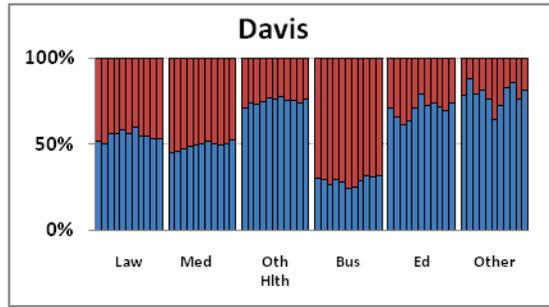
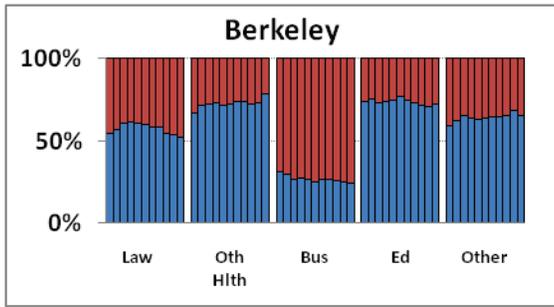


Note: "Other Health" includes dentistry, nursing, optometry, pharmacy, public health and veterinary medicine; "Other Disciplines" includes programs such as architecture, library and information science, public policy and social welfare, among others.

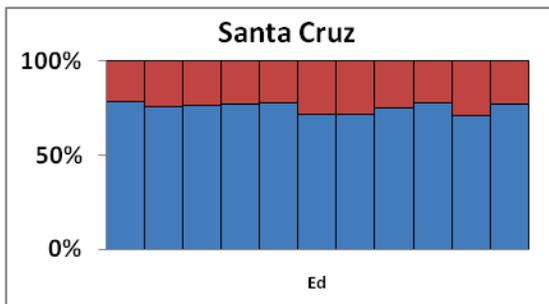
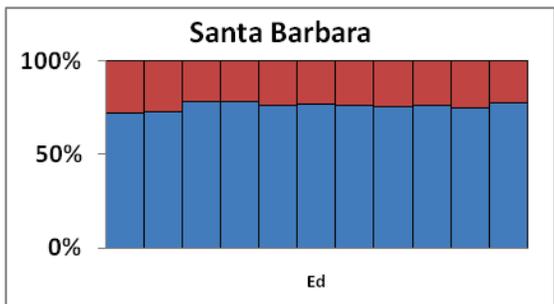
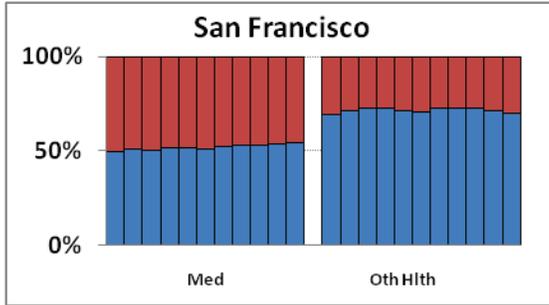
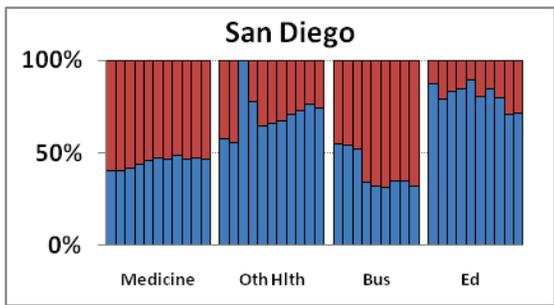
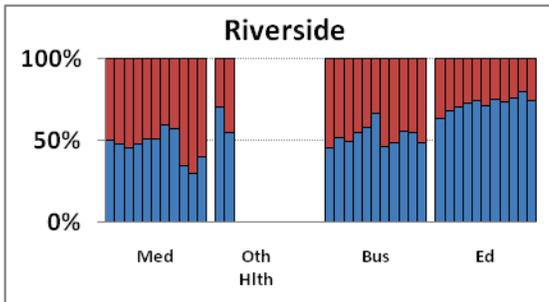
- Overall, about 53 percent of all professional degree students were women in 2008-09.
- However, as this graph shows, the proportion of professional degree students who are women varies by discipline—lowest in business and highest in education.

Source: UCOP Corporate Student System

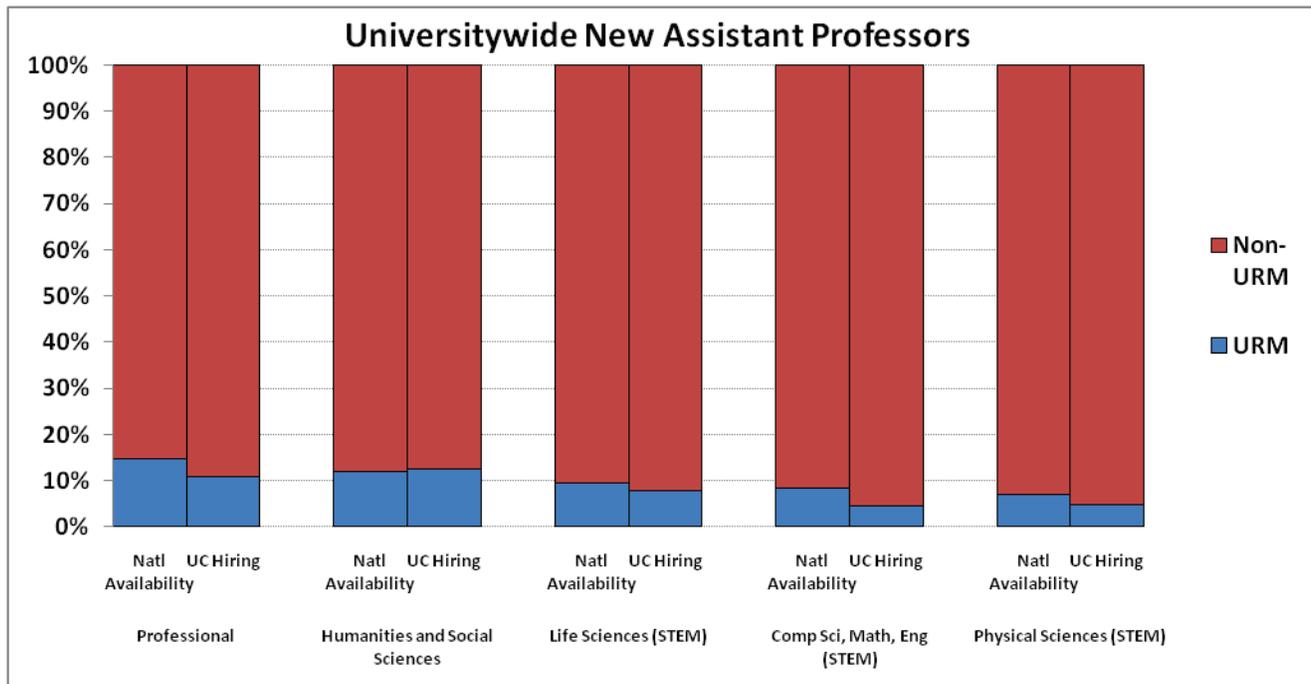
Indicator 58 (continued) Graduate Professional Students by Gender and Discipline, 1998-99 to 2008-09



(Merced has no professional degree programs.)



Indicator 59
Faculty Race/Ethnicity Pipeline, 2004-05 to 2008-09

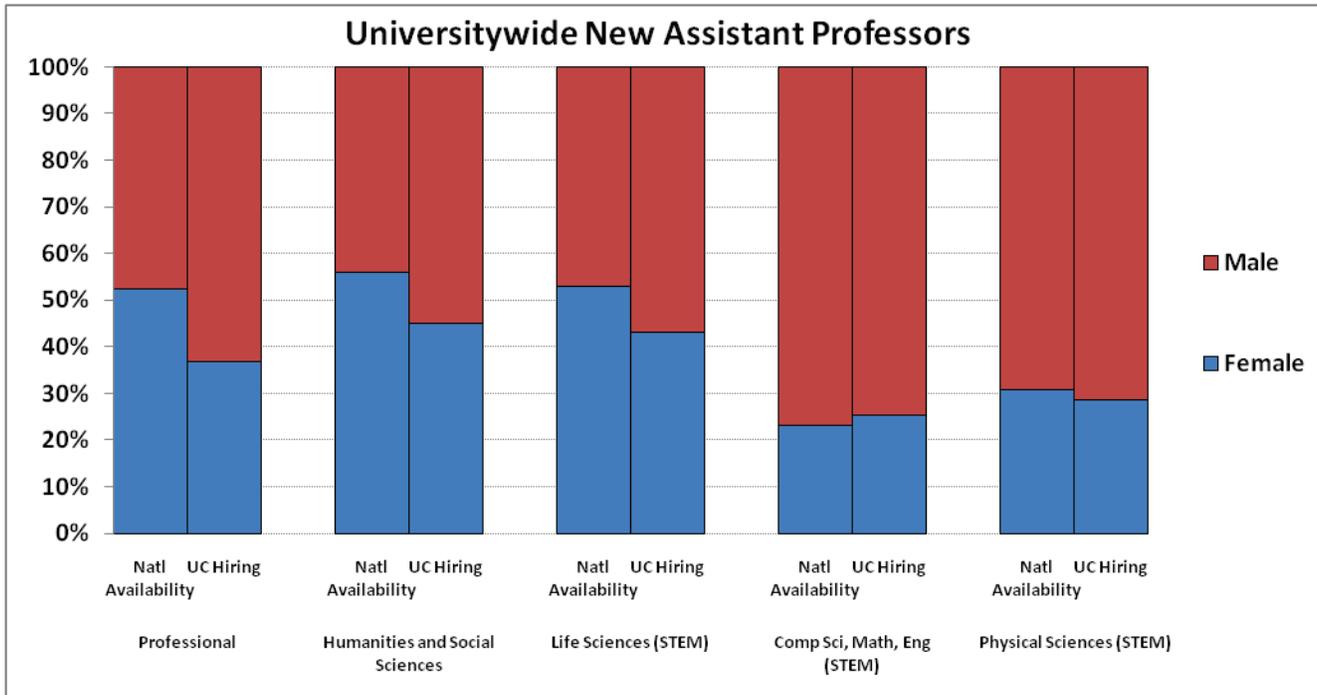


Note: National availability was estimated based on the proportion of Ph.D.s awarded from 2003 to 2007.

- This graph depicts the percentage of underrepresented junior faculty (assistant professors) hired at UC compared to national availability pools. It shows that UC does fairly well in terms of hiring underrepresented minorities compared to national availability pools, but this varies by discipline. UC does better in this regard in the humanities and social sciences and less well in other fields.
- Because faculty careers span 30 years or more, changes in faculty diversity happen slowly over time. Change may occur as faculty are recruited from more diverse candidate pools in order to replace existing faculty who retire or leave the University; change also happens when new faculty positions are created, for example, in response to growth in student numbers or the creation of new academic programs.
- Campuses are unlikely to make substantial progress in increasing diversity among ladder rank faculty in the near term since recruitment of new faculty has been significantly slowed due to the budget situation. Additional information will be available in the January 2011 Accountability Sub-Report on Faculty Competitiveness.

Source: UCOP Academic Personnel

Indicator 60
Faculty Gender Pipeline, 2004-05 to 2008-09



Note: National availability was estimated based on the proportion of Ph.D.s awarded from 2003 to 2007.

- Gender diversity among ladder-rank faculty is another area of concern at UC.
- Approximately 30 percent of all ladder-rank faculty were women in fall 2009. However, women are differentially distributed across disciplines.
- This graph depicts the percentage of women junior faculty (assistant professors) hired at UC compared to national availability pools. It shows that computer science, math and engineering fields hired women faculty at rates comparable to national availability, but that new women faculty were hired at rates below national availability in all other fields.
- As noted in Indicator 59, campuses are unlikely to make substantial progress in increasing the proportion of women faculty in the near term since recruitment of new faculty has been slowed significantly due to the budget situation. Additional information will be available in the January 2011 Accountability Sub-Report on Faculty Competitiveness.

Source: UCOP Academic Personnel

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