

## CHAPTER SEVEN

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# Diversity

Photo: statistician David Blackwell joins the UC Berkeley faculty. In 1954, he became the first tenured black professor in the UC system.



1879

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A divorced mother of five, Clara Foltz sued UC Hastings for admission in 1879 and became the first woman lawyer on the West Coast.



1897

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Phoebe Apperson Hearst becomes the first woman regent of UC. As a philanthropist she gave scholarships for women and buildings for women to develop socially, intellectually and physically.

# DIVERSITY

## History

The University of California has a rich history of diversity and inclusion. Since women were admitted to UC equally with men within a year of the University's opening in 1869, it is not surprising that UC would produce California's first licensed female architect, the West Coast's first female lawyer and a first female UC regent before the turn of the twentieth century. In the twentieth and twenty-first centuries, UC produced the first mom in orbital space and the first American woman to walk in space. The first female president of the NCAA was UC San Diego athletic director, Judith Sweet.

UC alum also broke several important color barriers. Jackie Robinson became the first African American in Major League Baseball in 1947 and Ralph Bunche became the first person of color to win a Nobel Prize in 1950—the Nobel Peace Prize.

The policies of the University have created a welcoming environment for students from around the world. In 1930, nearly 10 percent of all international students in the United States attended UC. In 2012, UC Berkeley announced a \$1 million scholarship fund for undocumented students.

UC also places high value on the contributions of students of different abilities, orientations and cultural backgrounds. The Physically Disabled Students program began in 1970 at UC Berkeley and has been a catalyst for other similar programs systemwide. In 2005, UC Riverside was the first public university campus in the nation to offer a gender-neutral housing option. By 2017 and with the inclusion of UC Irvine, UC counts five campuses named as Hispanic-Serving Institutions.

## Goals

The University of California strives to foster a diverse and inclusive community for students, faculty and staff. The University has a long history of supporting initiatives that foster an inclusive living, learning and working environment.

The University's diversity goals are established in Regents Policy 4440: University of California Diversity Statement, which states, in part:

*Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees.*



1928

Celeste Turner Wright joins the faculty of University Farm. She was the first woman faculty member with a Ph.D. and the first woman to become a tenured faculty member.



1958

Roy Overstreet was the first African American to receive a degree from UC Riverside. He went on to become the country's first black oceanographer, tracking oil spills and nuclear material in oceans.

*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.*

## Findings

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

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

At the same time, challenges include:

- Low enrollment of African American and American Indian undergraduate students
- Low proportion of female and underrepresented faculty, compared to availability pools in most disciplines (presented in Chapter 5)
- Undergraduates of historically underrepresented groups reporting not feeling respected on campus
- Employee satisfaction issues from the staff engagement survey (presented in Chapter 6 of this report)
- The graduation gap between underrepresented undergraduates and White and Asian undergraduates (presented in Chapter 3 of this report)

## Evaluating diversity

UC evaluates its diversity in a variety of ways: current demographic characteristics and trends of its students, faculty and staff; analysis of the academic pipeline from entry to exit; and survey data that reveal perceptions of campus climate and respect.



**1968**

In the wake of the assassination of Dr. Martin Luther King, African Americans at UCSF organized into a Black Caucus to further equality on campus. Caucus co-founder Joanne Lewis.



**1970**

A group of UC Berkeley students with disabilities founded the Physically Disabled Students Program, offering comprehensive services designed and provided by people with disabilities.



Chapters 1, 2, 3 and 4, present an overview of trends for undergraduate, graduate academic and graduate professional students, faculty and staff. This feeds into an overview of the University by race/ethnicity and gender.

As shown in indicator 7.3.1, trend data illustrate growing proportions of underrepresented and international students in the undergraduate population. Over the last 15 years, the proportion of Hispanic/Latino(a) undergraduates has grown tremendously, reflecting the growing number of Hispanic/Latino(a) students in California and improved high school graduation rates. Five UC campuses (Irvine, Merced, Riverside, Santa Cruz and Santa Barbara) are designated by the federal government as Hispanic-Serving Institutions (HSIs). A sixth institution, UC Davis, recently applied for HSI status, and UCLA and UC San Diego have seen significant growth in their Hispanic student populations as well.

Chapter 4, indicator 4.1.2, shows that among graduate academic students, underrepresented populations show steady increases across disciplines, with growth in international students, primarily in physical science and engineering. Female students are the majority in all disciplines except for physical science and engineering. Graduate professional degree programs show similar patterns for underrepresented and international students, with variation by discipline. Education programs have a larger proportion of underrepresented students, and business and other professional degree programs have growing international populations. The proportion of female students in graduate professional degree programs is trending slightly downward but remains around 50 percent or higher for all disciplines except business.

The proportion of women and underrepresented groups in the faculty continues to grow at a modest pace. Younger faculty cohorts are noticeably more diverse than older cohorts. Compared to ladder-rank faculty, many other academic positions are more ethnically diverse and gender balanced because they experience more rapid turnover. Still, comparing UC's faculty diversity to peer research institutions, UC places 3<sup>rd</sup> in terms of female faculty and 2<sup>nd</sup> in terms of underrepresented faculty.

For staff, the proportions of nonwhite and female Managers and Senior Professional (MSP) and Senior Management Group (SMG) positions are smaller than their proportions in Professional and Support Staff (PSS) positions. The proportion of females among ladder-rank faculty is lower than proportions among other academic employees, as shown in Chapter 5.

### Pipeline analysis

UC diversity is also assessed by examining the various steps along the academic pipeline to determine gaps in access or attainment.

In the undergraduate pipeline from high school graduation to the end of the first year at UC, about 6 in 10 California public high school 12th-graders come from historically underrepresented groups. However, only about 4 in 10 of these 12th-graders who enrolled in UC and persisted past their first year came from underrepresented



**1974**

Author, social critic and civil rights leader James Baldwin delivers a series of lectures on the Berkeley campus as part of the Regents Lectureship Program.



**1987**

Rosemary Schraer named UC Riverside chancellor, becoming the first female chancellor in the UC system.

ethnic groups. This is a strong indication UC is not keeping pace with the diversity of California high school graduates.

### Surveying students about diversity on campus

This chapter presents responses to the UC Undergraduate Experience Survey (UCUES), given every two years to all undergraduates. The University's goal is to ensure that all students are respected on campus, regardless of race/ethnicity, religious affiliation, gender, sexual orientation or political beliefs.

University of California Undergraduate Experience Survey (UCUES) data show most undergraduates feel students of their race/ethnicity are respected on campus, but the proportion of African American respondents sharing this perspective is lower than other groups. Among religious identifications, Muslim and Jewish students are less likely to feel respected. LGBTQ students are also less likely to feel respected, as are students identifying as conservative politically.

### Looking forward — diversity initiatives

Through its college preparation outreach programs, UC devotes considerable resources to college preparation support for more than 100,000 K–12 and community college students each year. This effort results in a greater number of students who are qualified for UC. Of the high schools served by UC, roughly 70 percent are consistently among the lowest-performing schools in the state. Participants in these programs have higher rates of enrollment in California public college segments, and those who are accepted to UC enroll at higher rates than their peers.

UC's college preparation programs help remove obstacles to attending UC, encouraging participants to apply and enroll at UC at higher rates than those for California public high school graduates overall. The most recent data for fall 2017 show the enrollee yield — the ratio of students admitted to UC who enroll — for participants in UC academic preparation programs is higher (60.9 percent) than for all California public high school graduates (54.3 percent.)

African American participants in a UC college preparation program were also more likely to enroll at a UC campus than were their peers who did not participate (62.2 percent compared to 54.3 percent).

In addition to funding UC's college preparation programs, the 2016–17 state budget for UC included \$20 million in one-time funding for support services for “low-income students and students from underrepresented minority groups.” This included students enrolled in high schools eligible for supplemental funding under the Local Control Funding Formula (LCFF) due to their large populations of low-income or educationally disadvantaged students. UC campuses used this funding primarily to increase the application, admission and enrollment of students from these schools, and to provide academic support services to educationally disadvantaged students who enrolled.

Outcomes from this initiative were reported to the legislature in fall 2017.



**1993**

UC Riverside opens its LGBT Resource Center. It is the first of its kind on a California campus and serves as a model that has since been replicated across the UC system.



**1996**

Following the passage of Proposition 209 that ended affirmative action for university admissions, students at several UC campuses protest and rally to demand the university resist the new law.

In October 2015, the Office of the President launched the President's Diversity Pipeline Initiative (DPI) to expand the academic pipeline to the University of California for undergraduate students, graduate students and faculty who remain persistently underrepresented at UC. This Initiative builds on existing University resources, including admissions policies and practices, academic preparation (outreach) programs and community partnerships. Outcomes from the DPI include:

- Admissions of African American freshmen in fall 2017 were up by 30.6 percent from fall 2015
- 3.8 percent of fall 2018 California freshman applicants were from underrepresented group (URG) backgrounds
- 38.4 percent of new freshmen from California public high schools in fall 2017 were from URG backgrounds
- UC college-prep programs saw a 17.4 percent increase in African American student enrollment from 2012–13 to 2016–17

The UC-HBCU Initiative improves diversity and strengthens graduate programs by strengthening relationships between UC campuses and Historically Black Colleges and Universities (HBCUs). Since its inaugural year (2012), more than 315 HBCU scholars have participated in the program, which offers faculty-led summer research opportunities and year-round mentoring. Twenty-seven Ph.D. students and two M.A. students from HBCUs are currently enrolled at UC, and three M.A. students have already graduated from UC as a direct result of the program.

The President's Postdoctoral Fellowship Program (PPFP) is a keystone program at the University of California supporting diversity within UC's faculty. The PPFP includes financial support and career development training for postdoctoral scholars with the potential to become successful faculty within the UC system. Fellows must have a demonstrated record of commitment to diversity in their research, teaching and/or outreach. The application process is highly competitive, with more than 500 applicants annually for 20 fellowships. Over 850 postdocs applied in 2017-18. The President's Postdoctoral Fellowship Program and related Chancellors' Fellowship Programs at individual campuses have accounted for 11.5 percent of new underrepresented faculty hired at UC in the last ten years, with 165 PPFP fellows alone hired into UC tenure-track positions since 2004.



**2000**

UCSF radically redesigns its core curriculum to promote integration of disciplines, bringing cultural, social and behavioral factors into the teaching of biomedical and clinical issues.



**2005**

UC Riverside becomes the first public university campus in the nation to offer a gender-neutral housing option, Stonewall Hall.

## For more information

May 2016 UC Annual Accountability sub-report to the Regents on diversity:

[regents.universityofcalifornia.edu/regmeet/may16/e3.pdf](https://regents.universityofcalifornia.edu/regmeet/may16/e3.pdf)

March 2014 UC campus climate Regents item: [regents.universityofcalifornia.edu/regmeet/mar14/e2.pdf](https://regents.universityofcalifornia.edu/regmeet/mar14/e2.pdf)

UC workforce diversity: [universityofcalifornia.edu/infocenter/uc-workforce-diversity](https://universityofcalifornia.edu/infocenter/uc-workforce-diversity)

Undergraduate admissions data: [universityofcalifornia.edu/infocenter/admissions-residency-and-ethnicity](https://universityofcalifornia.edu/infocenter/admissions-residency-and-ethnicity)

Graduate admissions data: [universityofcalifornia.edu/infocenter/graduate-admissions](https://universityofcalifornia.edu/infocenter/graduate-admissions)

Degrees awarded data: [universityofcalifornia.edu/infocenter/degrees-awarded-data](https://universityofcalifornia.edu/infocenter/degrees-awarded-data)



### 2009

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UC provides honorary degrees to Japanese Americans and Japanese nationals whose educations were interrupted when they were sent to internment camps during World War II.



### 2015

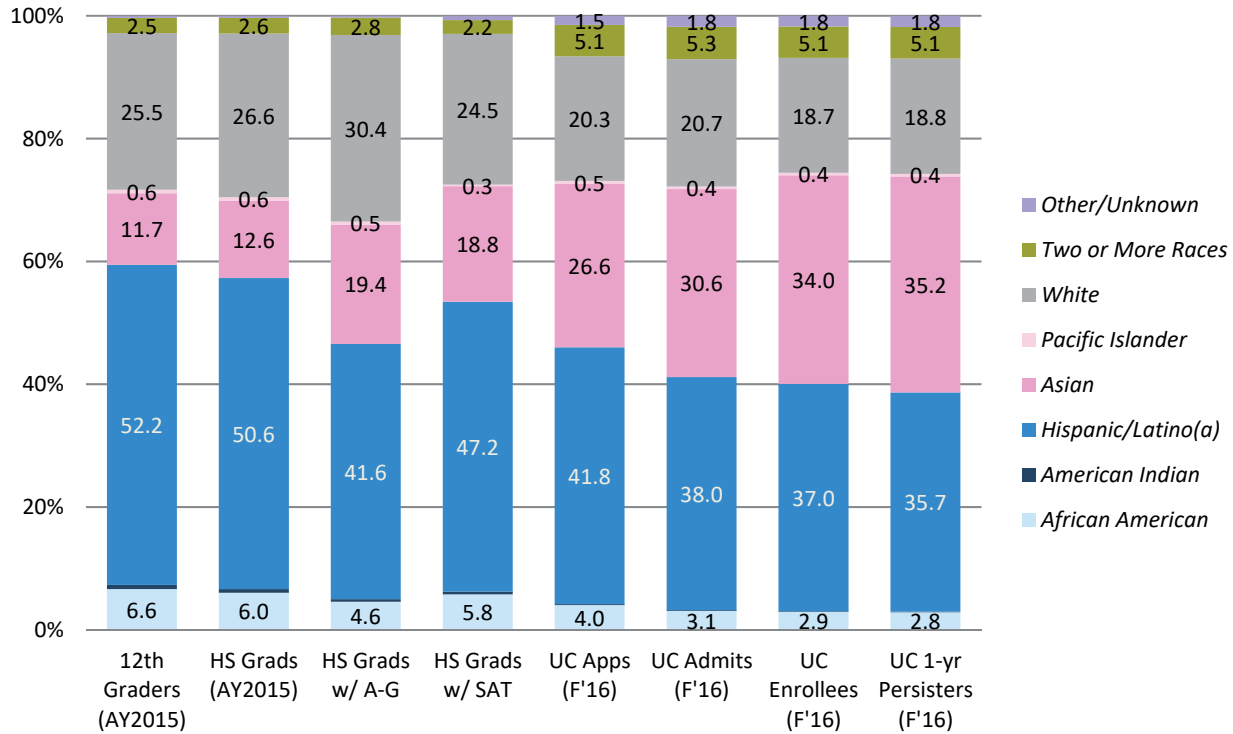
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UC Santa Barbara is named a Hispanic-Serving Institution, making it the first member of the Association of American Universities (and fourth of now five) UC campuses to earn the designation.

## 7.1 UNDERGRADUATE PIPELINE

### UC is not keeping pace with the ethnic diversity of California high school graduates.

#### 7.1.1 Racial/ethnic distribution of the UC undergraduate pipeline Universitywide Fall 2016 new freshman cohort from California public high schools



Sources: California Department of Education; College Board; UC Information Center Data Warehouse

In 2015-16, about 6 in 10 California public high school 12th-graders were from historically underrepresented ethnic groups (American Indian, African American, Hispanic/Latino(a)). However, only about 4 in 10 of these 12th-graders who enrolled in UC and persisted past their first year were from underrepresented ethnic groups. As shown in the chart above, students from underrepresented ethnic groups make up the following share of students along the academic pipeline:

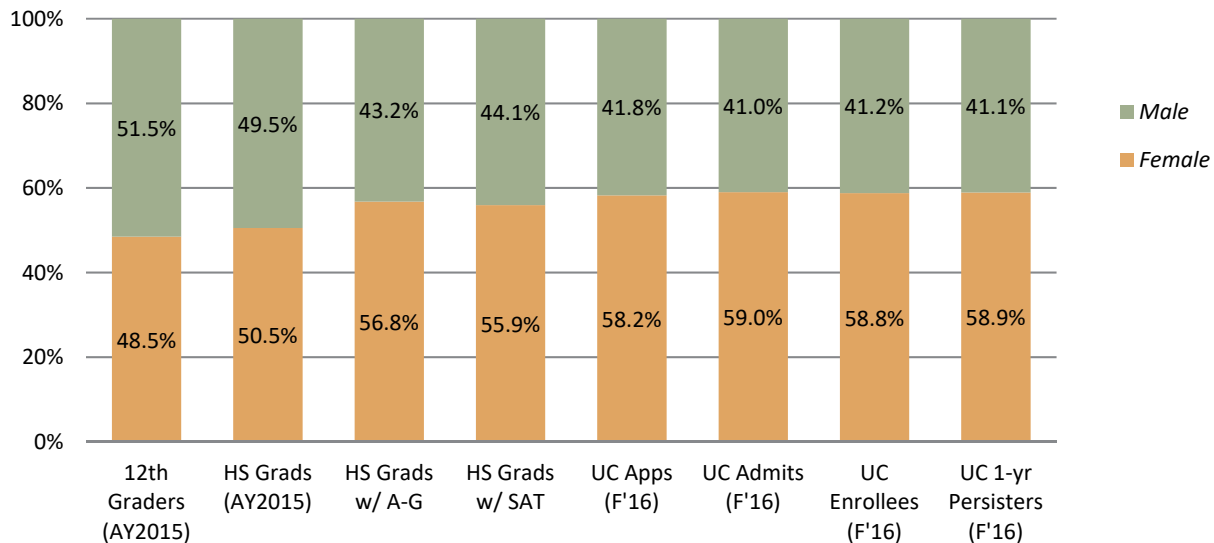
- 59 percent of 12 graders and 57 percent of high school graduates
- 47 percent to 53 percent of the potentially college eligible pool as measured by the percentage who completed the sequence of "a-g" high school required for admission, and by those who took the SAT or ACT
- 46 percent of UC freshman applicants
- 41 percent of UC freshman admits
- 40 percent of UC freshman enrollees
- 39 percent of UC freshmen who persisted past their first year



## 7.1 UNDERGRADUATE PIPELINE

### UC enrolls a greater share of women undergraduates, compared to California high school graduates.

#### 7.1.2 Gender distribution of the UC undergraduate pipeline Universitywide Fall 2016 new freshman cohort from California public high schools



Sources: California Department of Education; College Board; UC Information Center Data Warehouse

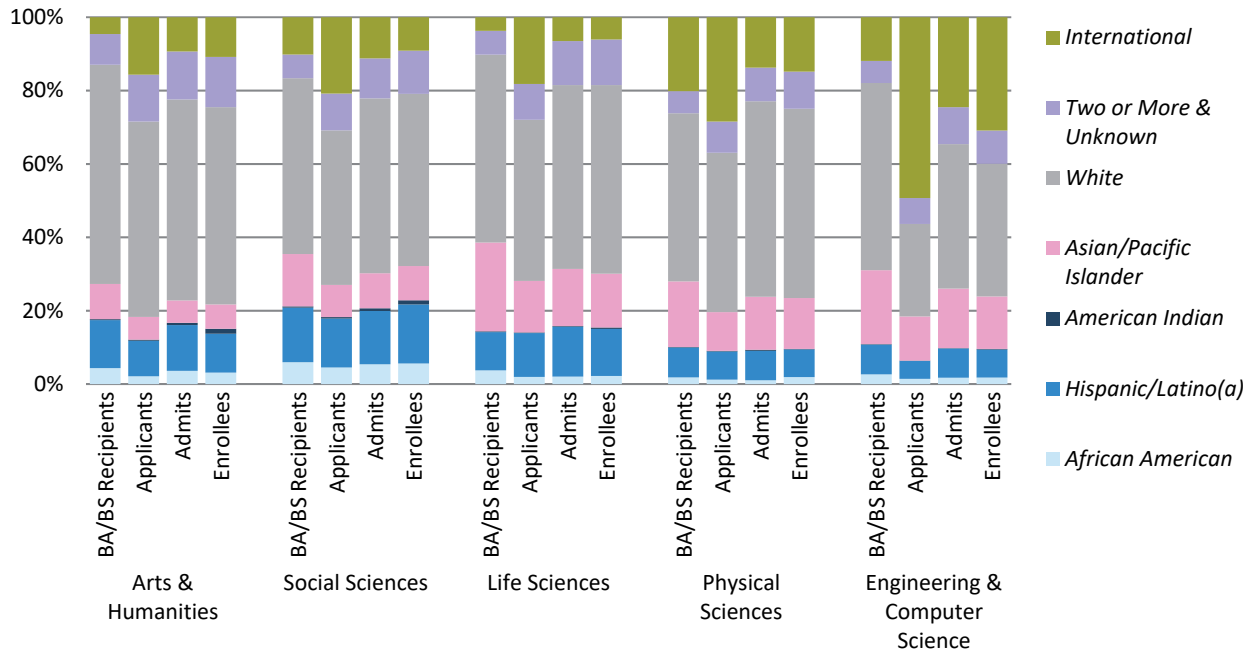
In 2015-16, about half of California public high school 12<sup>th</sup>-graders were female. However, 60 percent of these 12<sup>th</sup>-graders who enrolled in UC and persisted past their first year were female. As shown in the chart above, female students make up the following share of students along the academic pipeline:

- 49 percent of 12<sup>th</sup> graders and 50 percent of high school graduates
- 56 percent to 57 percent of the potentially college eligible pool as measured by the percentage who completed the sequence of "a-g" high school required for admission, and by those who took the SAT or ACT
- 58 percent of UC freshman applicants
- 59 percent of UC freshman admits, enrollees, and those who persisted past their first year

## 7.2 GRADUATE STUDENT PIPELINE

### In graduate academic doctoral fields, UC is keeping pace with the racial/ethnic diversity in the U.S.

#### 7.2.1 Racial/ethnic distribution of U.S. BA/BS degree recipients from US institutions compared to UC doctoral applicants, admits and enrollees from U.S. institutions Universitywide 2015-16



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

In 2015-16, the proportion of UC doctoral applicants, admits and enrollees from underrepresented ethnic groups (African American, Hispanic/Latino(a), and American Indian) closely matched the pool of Bachelor degree recipients from U.S. colleges/universities, in most fields.

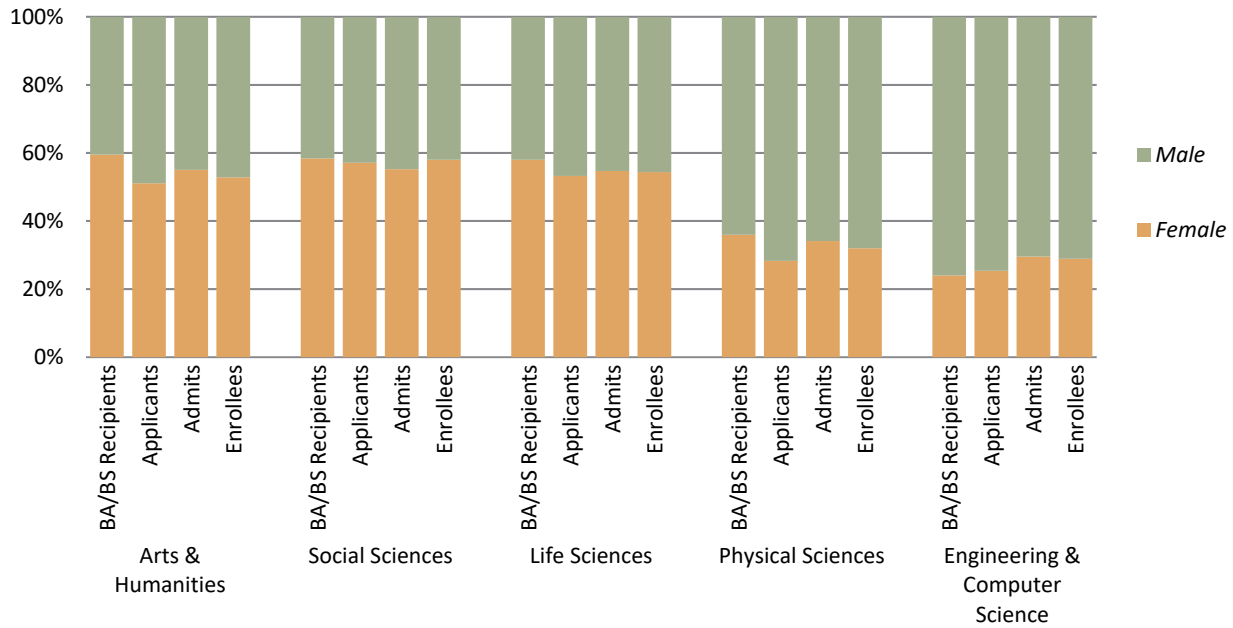
UC's graduate programs draw students from across the nation and around the world, including its own undergraduate students, who make up about one-tenth of UC's graduate students. As a result, UC's efforts to diversify its undergraduate students also help to diversify its graduate academic population.

Because recent Ph.D. recipients create the talent pool for new faculty, a critical means for increasing the diversity of the faculty is to increase the diversity of doctoral degree recipients.

## 7.2 GRADUATE STUDENT PIPELINE

**In graduate academic doctoral programs, UC is approaching parity with the gender diversity of U.S. institutions, in most fields.**

### 7.2.2 Gender distribution of US BA/BS degree recipients from US institutions compared to UC doctoral applicants, admits and enrollees from US institutions Universitywide 2015-16



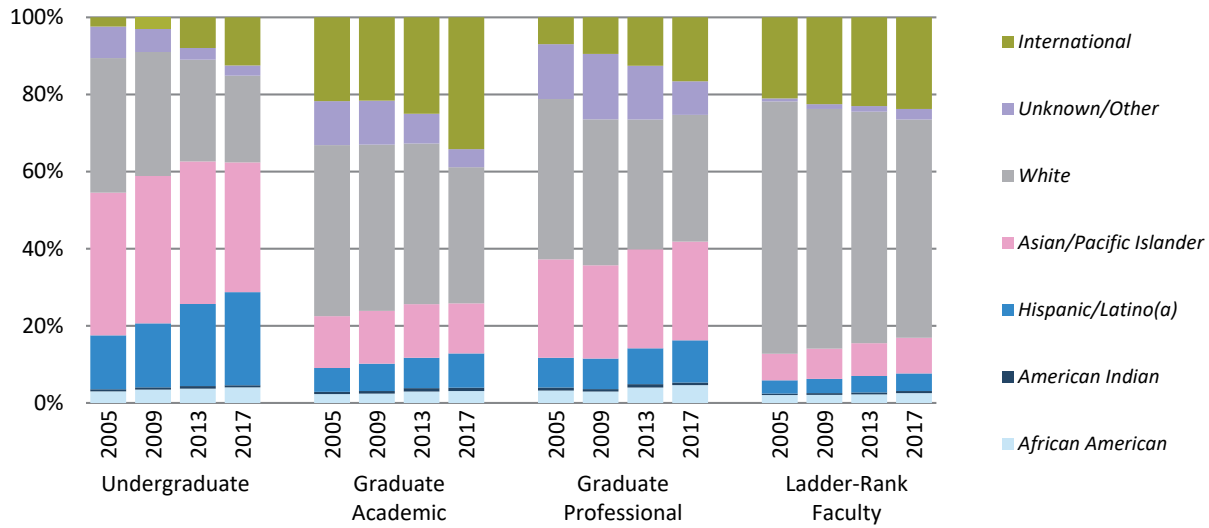
Sources: Integrated Postsecondary Educational Data System; UC Information Center Data Warehouse

Female representation among UC doctoral enrollees from U.S. colleges and universities is within 5 percentage points of the female representation among all U.S. Bachelor's degree recipients in all fields except Engineering & Computer Science, where the representation of women is higher than that of U.S. BA recipients. However, female students make up less than half of the U.S. Bachelor degree recipients and UC doctoral students in Physical Sciences and Engineering & Computer Science.

## 7.3 DIVERSITY OF THE UNDERGRADUATE AND GRADUATE STUDENTS

**Undergraduates have the highest proportion of underrepresented students. Graduate professional and academic populations vary in their share of international students. Ladder-rank faculty are less diverse overall.**

### 7.3.1 Racial/ethnic distribution of students and ladder-rank faculty Universitywide Selected years, fall 2005 to 2017



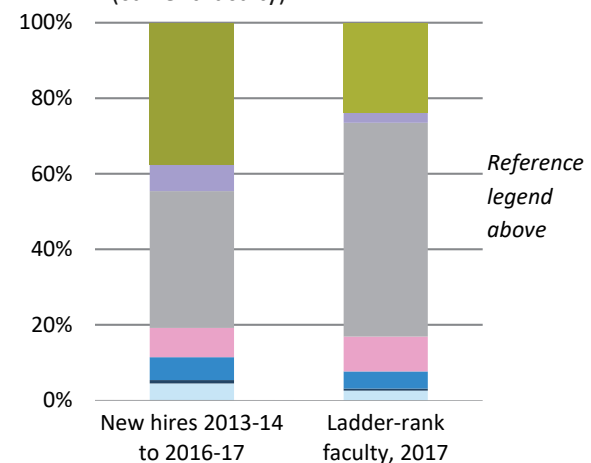
Source: UC Information Center Data Warehouse. Undergraduates include approximately 300 postbaccalaureate teaching credential students. "Two or more" are included in unknown/other.

Twenty-nine percent of undergraduate students are from underrepresented (Hispanic/Latino(a), American Indian, and African American) groups. About 13 percent of graduate academic and 16 percent of graduate professional students are from underrepresented groups. International students represent 34 percent of graduate academic and 17 percent of graduate professional students.

A comparison to ladder-rank faculty is presented because these faculty have the primary responsibility for the delivery of instruction and the supervision of research. They are also responsible for admissions and curriculum. Compared to the student population, a higher proportion of faculty identify as white or are international citizens. More information on faculty diversity is available in chapter five.

The graph below compares recent assistant professor (tenure-track) hires to all ladder-rank faculty. Information on availabilities compared to hires by discipline group is presented in chapter 5.

### 7.3.2 Assistant professor hires compared to ladder-rank faculty 2013-14 to 2016-17 (hires) and fall 2017 (current faculty)



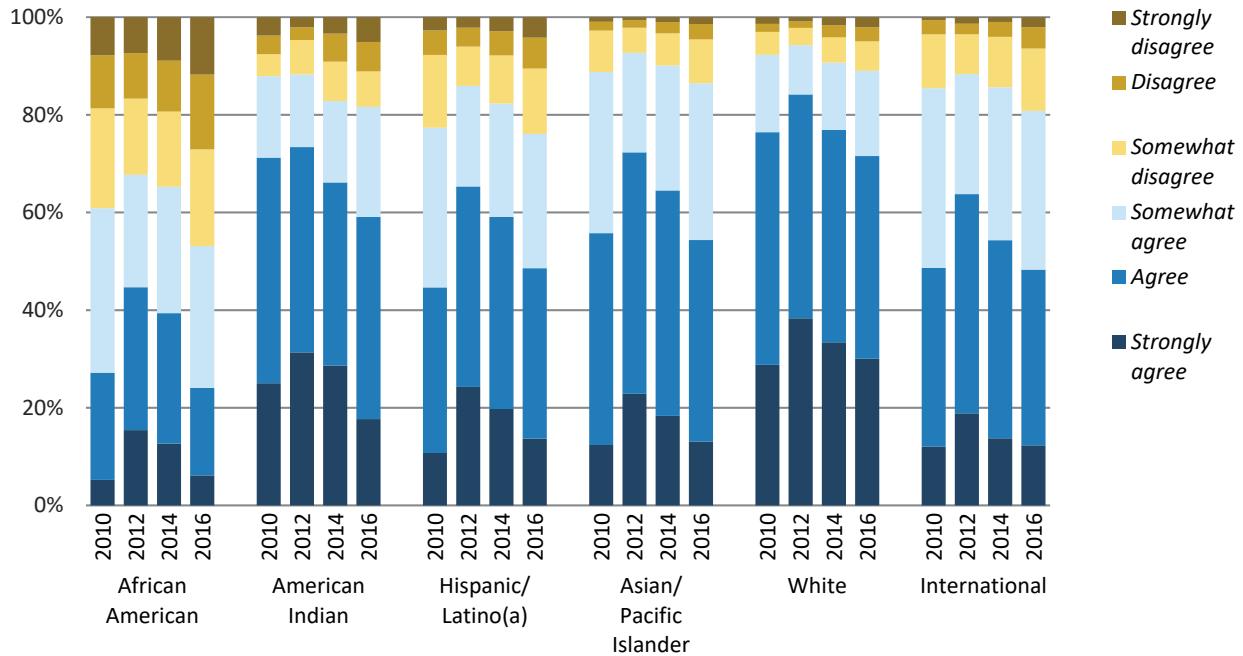


## 7.4 UNDERGRADUATE CAMPUS CLIMATE

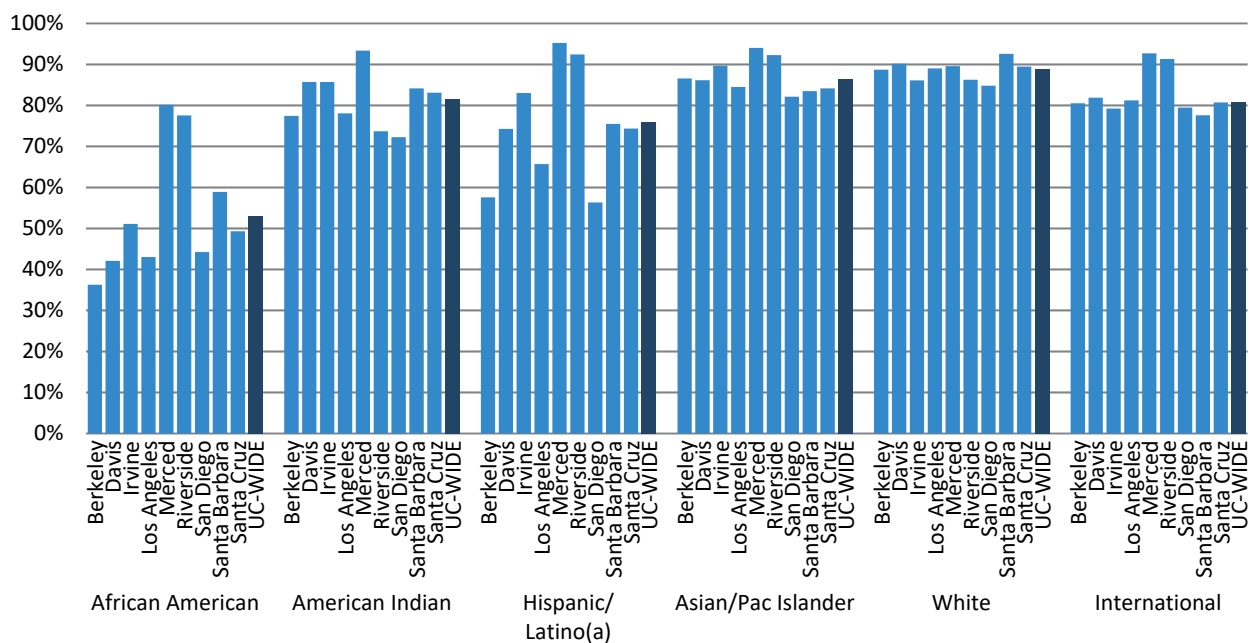
The share of students who felt their race/ethnicity group was respected declined for all groups between 2014 and 2016.

### 7.4.1 Response to “Students of my race/ethnicity are respected on this campus”

Universitywide and UC campuses  
Spring 2010, 2012, 2014 and 2016



Percent that somewhat agree, agree or strongly agree, 2016

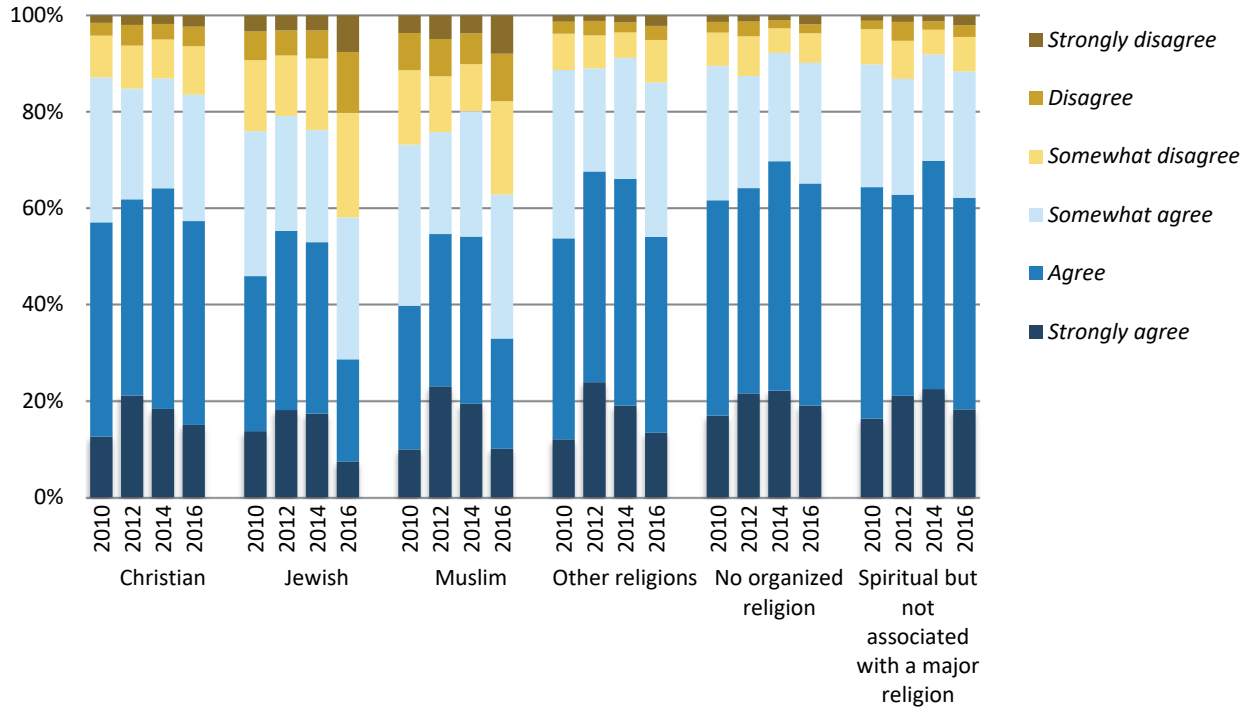


Source: UCUES

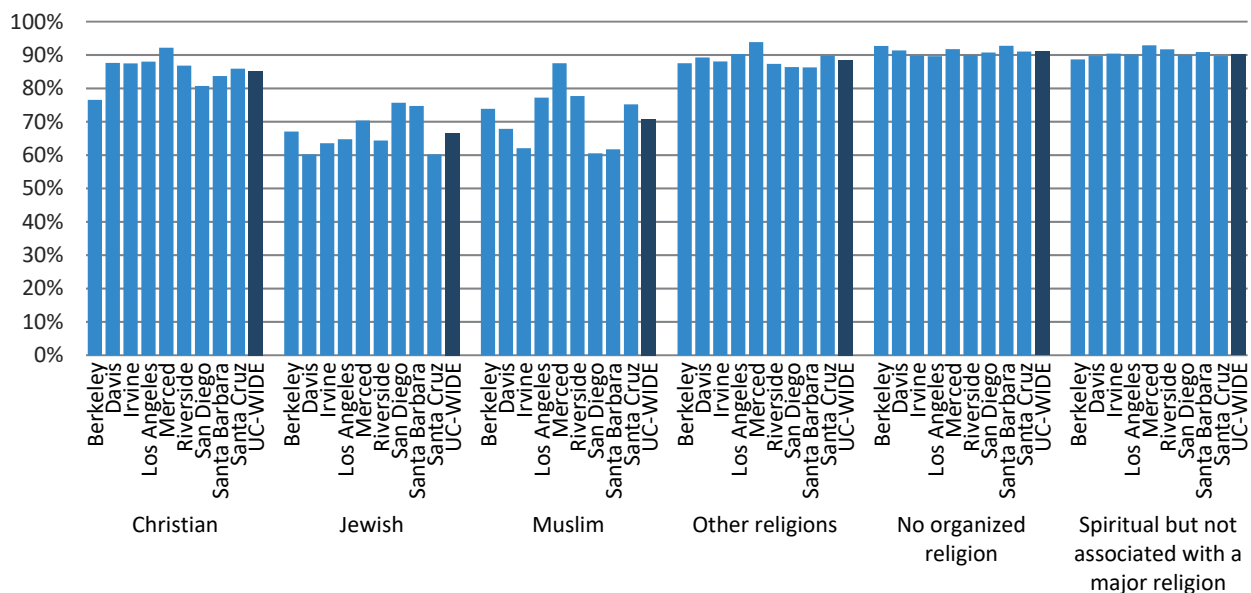
## The share of students who felt their religion was respected declined between 2014 and 2016, particularly for Jewish and Muslim students.

### 7.4.2 Response to “Students of my religion are respected on this campus”

Universitywide and UC campuses  
Spring 2010, 2012, 2014 and 2016



Percent that **somewhat agree, agree or strongly agree**, (2014 and 2016 combined)

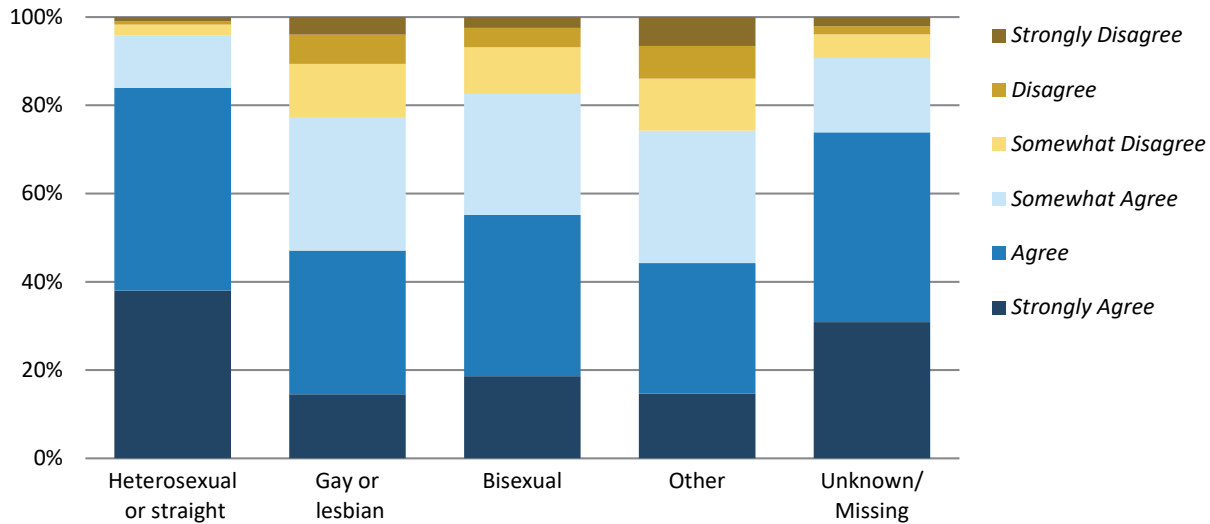


Source: UCUES. 2014 and 2016 are combined due to small cell sizes. The religion grouping is in the appendix.

## 7.4 UNDERGRADUATE CAMPUS CLIMATE

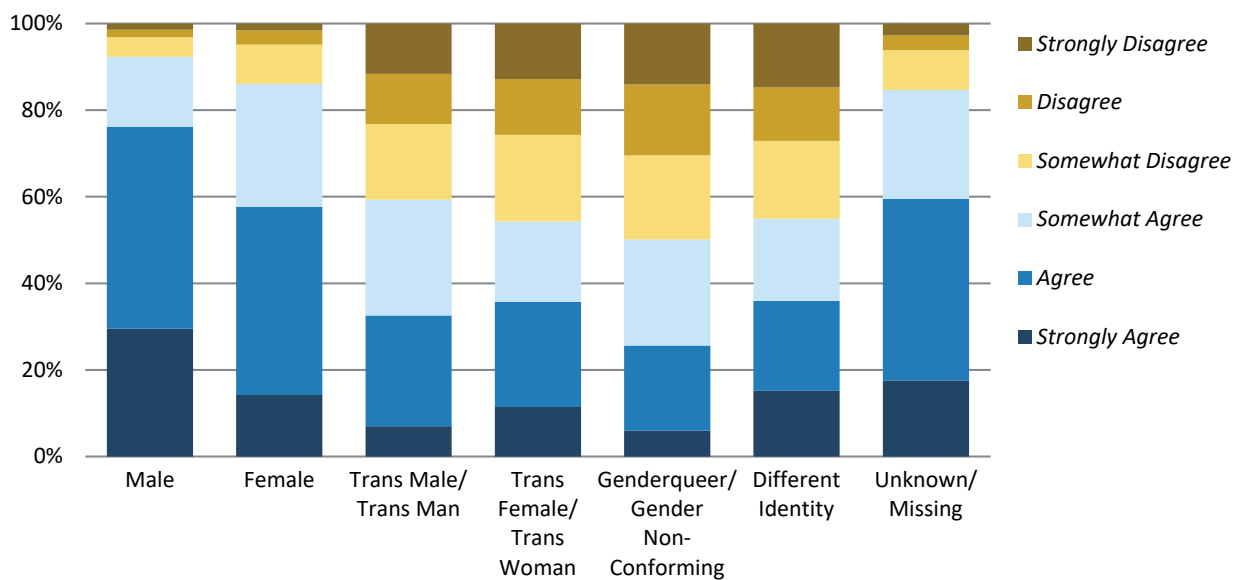
**Undergraduates who identify as LGBTQ and those who identify as other than male or female are less likely to feel respected on campus than those who do not.**

### 7.4.3 Response to “Students of my sexual orientation are respected on this campus” Universitywide, Spring 2016



Source: UCUES. Only one year is shown because the response options changed in 2016. Campus data not shown due to small group sizes.

### 7.4.4 Response to “Students of my gender are respected on this campus” Universitywide, Spring 2016



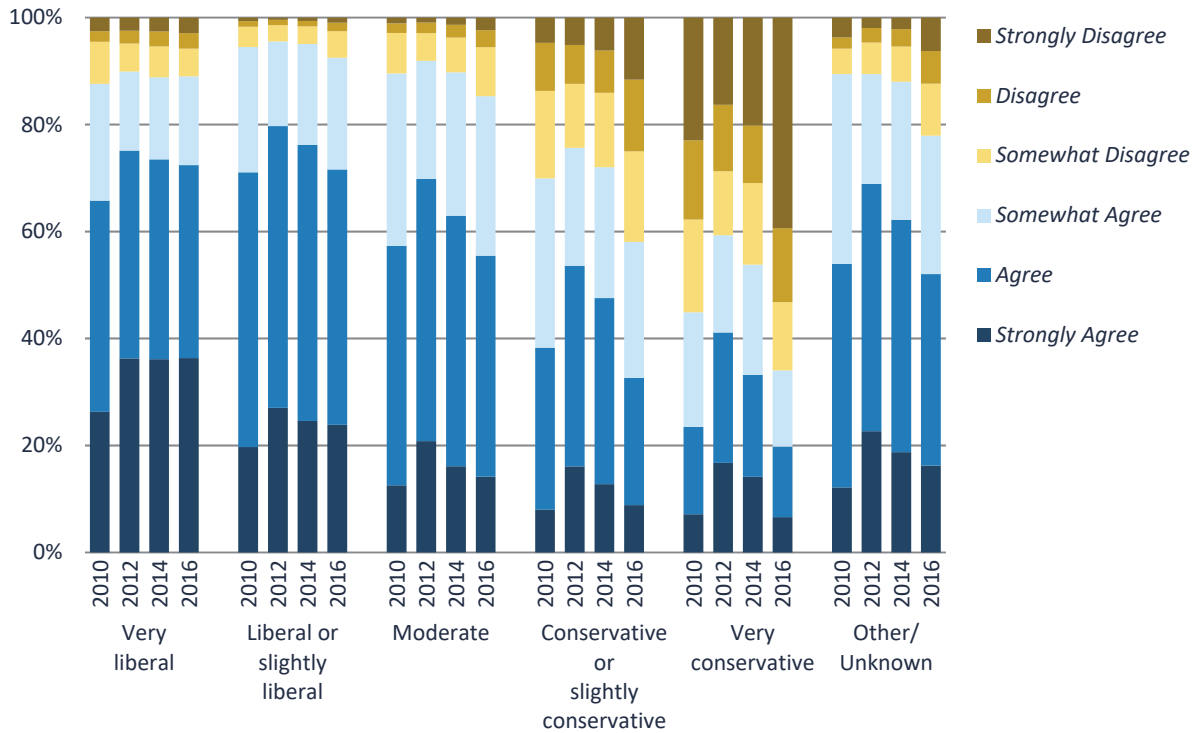
Source: UCUES. Only one year is shown because the response options changed in 2016. Campus data not shown due to small group sizes.

Data of counts and shares by gender and sexual orientation are available on the last tab of [universityofcalifornia.edu/infocenter/ucues-data-tables-2016](http://universityofcalifornia.edu/infocenter/ucues-data-tables-2016).

## 7.4 UNDERGRADUATE CAMPUS CLIMATE

**Conservative undergraduates are less likely to feel that students of their political affiliation are respected on campus than those with liberal or moderate political opinions.**

### 7.4.5 Response to “Students of my political beliefs are respected on this campus” Universitywide Spring 2010, 2012, 2014 and 2016



Source: UCUES

Data of counts and shares by political orientation are available on the last tab of [universityofcalifornia.edu/infocenter/ucues-data-tables-2016](http://universityofcalifornia.edu/infocenter/ucues-data-tables-2016).