



DIVERSITY

Goals

The University of California strives to create diverse, equitable, and inclusive communities for students, faculty, and staff. The University aspires to achieve this goal by 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.
- 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, equity, and inclusion. These include:

- An increase in the percentage of African American and Hispanic/Latinx undergraduate enrollment.
- An increase in transfer admittance and enrollment for all main domestic racial/ethnic groups.
- Increasing proportions of female ladder-rank faculty across all discipline groups and a slight increase in the percentage of Hispanic/Latinx ladder-rank faculty.
- An increase in people from underrepresented groups (URGs) admitted to doctoral programs, particularly in physical sciences/math and life sciences.
- An increase in the number of Hispanic/Latinx career staff at UC campuses and UC Health, especially among managers and senior professionals (MSP).

At the same time, there are challenges and areas in which progress needs to be made. These include:

- Enrollment rates are low for African American and American Indian undergraduates, compared to the actual admission rate.
- Undergraduate African American students are less likely than other ethnic groups to agree that they are respected on campus.
- A graduation gap persists between underrepresented undergraduates and White and Asian undergraduates (presented in Chapter 3 of this report).
- The proportion of women and underrepresented faculty is low, compared to availability pools in most disciplines (presented in Chapter 5).
- Senior Management (SMG) ranks are lacking in racial/ethnic diversity, compared to entry-level and professional staff ranks at UC.

Evaluating Diversity

UC evaluates its diversity outcomes 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.

Chapters 1 through 6 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/Latinx undergraduates has grown tremendously, reflecting both the growing number of Hispanic/Latinx students in California and improvements in high school graduation rates. Five UC campuses (Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz) are designated by the federal government as Hispanic-Serving Institutions (HSIs). A sixth institution, UC Davis, is very close to meeting the requirements to be eligible for HSI designation status, and UCLA and UC San Diego have seen significant growth in their Hispanic student populations. UC Berkeley seeks to become a HSI by 2027 according to their strategic plan.

Chapter 4 (4.1.2) shows that among graduate academic students, underrepresented populations display steady increases across disciplines, with growth in international students, primarily in physical science and engineering. Women 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 women in graduate professional degree programs is around 50 percent or higher for all disciplines except business and engineering.

The proportion of women and underrepresented groups in the faculty continues to grow at a modest pace. Compared with 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 with peer research institutions, UC places second in terms of female faculty and in terms of faculty from URGs (5.2.3).

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 women among ladder-rank faculty is lower than proportions among other academic employees, as shown in Chapter 5.

Pipeline

UC diversity outcomes are also assessed by examining the various steps along the academic pipeline.

In the undergraduate pipeline from high school graduation to the end of the first year at UC, about six in ten California public high school twelfth-graders come from historically underrepresented groups. However, only less than four in ten of these twelfth-graders who enrolled in UC and persisted past their first year came from underrepresented ethnic groups. This is a strong indication that UC is not keeping pace with the diversity of California high school graduates.

The University of California's multiyear framework — UC 2030 — focuses on expanding the pipeline to and within the University. For example, one goal of eliminating timely graduation gaps for underrepresented groups is that a greater proportion will choose to go onto graduate school and one of the goals of growing graduate enrollment is to increase spaces for these students. In addition, UC's increasing diversity of doctoral students will help expand the availability pool, supporting the University's efforts to further diversify its faculty.

Surveying Students about Diversity on Campus

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

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

UC has made considerable investments in 2018 and 2019 to diversify the faculty, staff, and senior leadership. It has also created meaningful opportunities for historically underrepresented populations to be fully recognized and build inclusive communities.

In the 2017 Budget Act, the State allocated \$2 million to the University of California in one-time funding to support equal opportunity in faculty employment. UC's budget from the State for 2018–19 included another year of \$2 million in funding, which was matched by an additional commitment of \$454,000 from President Napolitano. Ten campus proposals have been funded. These include four faculty recruitment pilots (Life Sciences at UC Berkeley; campus-level at UC Davis; Schools of Natural Sciences and Engineering at UC Merced; and the Department of Math at UC Riverside) and six retention/climate pilots (School of Public Health at UC Berkeley; STEM schools at UC Irvine; College of Humanities, Arts, and Social Sciences at UC Riverside; Division of Arts and Humanities at UC San Diego; Departments of Engineering and Physics at UC Santa Barbara; and campus-level at UC Santa Cruz). These initiatives will enable campus-level departments and disciplines to continue investing in programs and practices that yield and retain a diverse and talented professoriate.

Two systemwide convenings were held to focus on the infrastructure, capital, and staffing needed as more UC campuses move toward becoming HSIs. The UC Chicano(a)/Latinx Leadership Summit brought together campus teams of faculty, staff, administrators, and graduate students to network, to gain a greater understanding of Chicano(a)/Latinx representation at UC, and to help develop strategies for engaging UC's next generation of leaders. The Summit was followed by the Hispanic-Serving Institution Retreat, where campus teams learned from current HSI campus representatives and national HSI scholars about attributes of model HSIs.

The 2018 California Budget Act included a one-time appropriation of \$1.2 million to contract out and implement an anti-bias training pilot program for administrators, faculty, staff, and student leaders at the campuses of the University of California and the California State University. Regional trainings took place in Oakland, Sacramento, Northridge, and Irvine from January 2020 to October 2020. The content covered biases at the intersections of race, gender, sexual orientation, and religious affiliation, and introduced evidence-based strategies for disrupting the harmful impacts of implicit bias at the individual, interpersonal, and institutional level.

2018 and 2019 also marked the passage and implementation of the Gender Recognition Act (California Senate Bill 179). The bill streamlines the process for Californians to change their gender designations on state documents and creates a new nonbinary gender code option (the letter "X" or "NB") on California birth certificates, driver licenses, identity cards, and gender-change court orders. This enables gender minority populations (e.g., transgender, intersex, and nonbinary people) to have fuller recognition in California.

To honor the spirit of the Gender Recognition Act, Systemwide Human Resources has updated the University's new systemwide payroll system (UCPath) to provide employees the opportunity to self-identify as a nonbinary gender. Changes to student data systems are also being evaluated for implementation.

For More Information

March 2014 UC campus climate regents item: regents.universityofcalifornia.edu/regmeet/mar14/e2.pdf

UC workforce diversity: universityofcalifornia.edu/infocenter/uc-workforce-diversity

Undergraduate admissions data: universityofcalifornia.edu/infocenter/admissions-residency-and-ethnicity

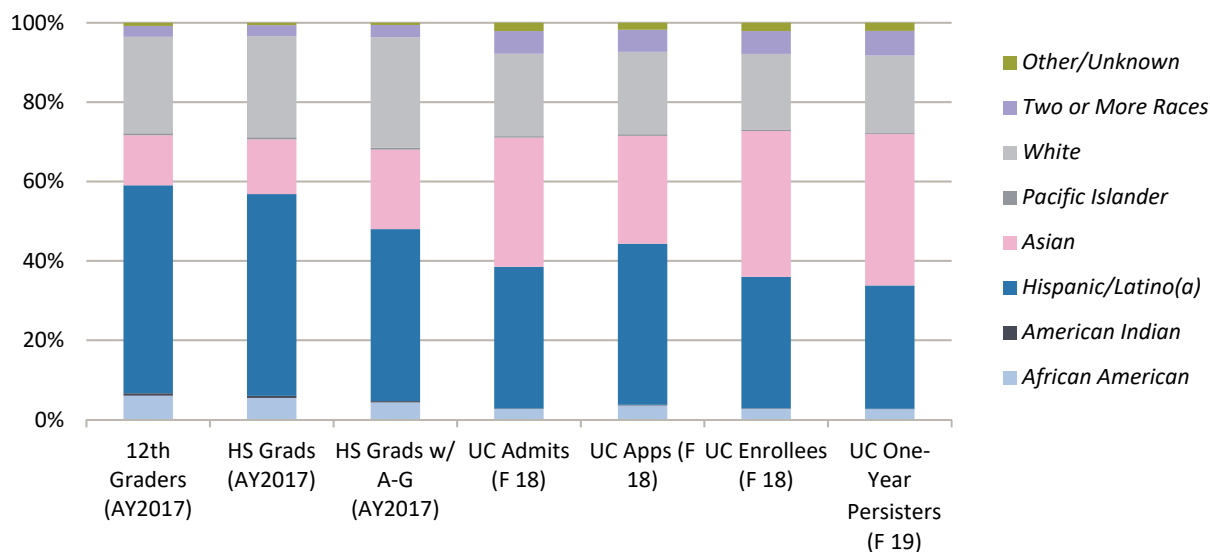
Graduate admissions data: universityofcalifornia.edu/infocenter/graduate-admissions

Degrees awarded data: universityofcalifornia.edu/infocenter/degrees-awarded-data

7.1 UNDERGRADUATE PIPELINE

The ethnic diversity of California high school graduates is not reflected in UC enrollment process.

7.1.1 Racial/ethnic distribution of the UC undergraduate pipeline Universitywide Fall 2018 new freshman cohort from California public high schools



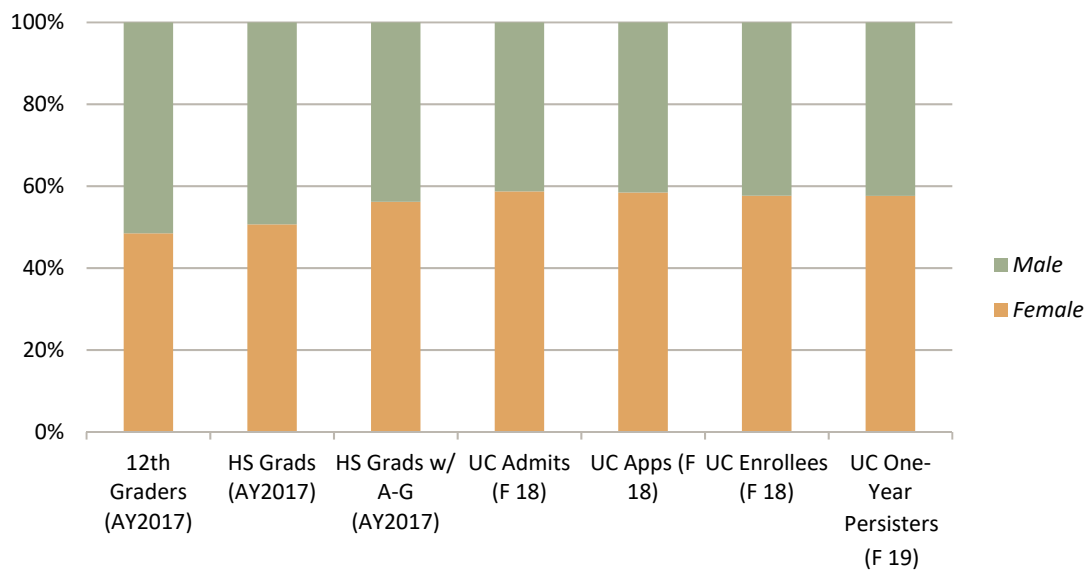
Sources: California Department of Education; College Board; UC Information Center Data Warehouse

In 2017–18, about six in ten California public high school 12th-graders were from historically underrepresented ethnic groups (American Indian, African American, Hispanic/Latinx and Pacific Islanders). However, less than four in ten of these 12th-graders who enrolled in UC and persisted past their first year were from underrepresented ethnic groups. At almost every point of the eligibility and enrollment process, fewer students from underrepresented ethnic groups are included relative to all California 12th-graders.

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 2018 new freshman cohort from California public high schools



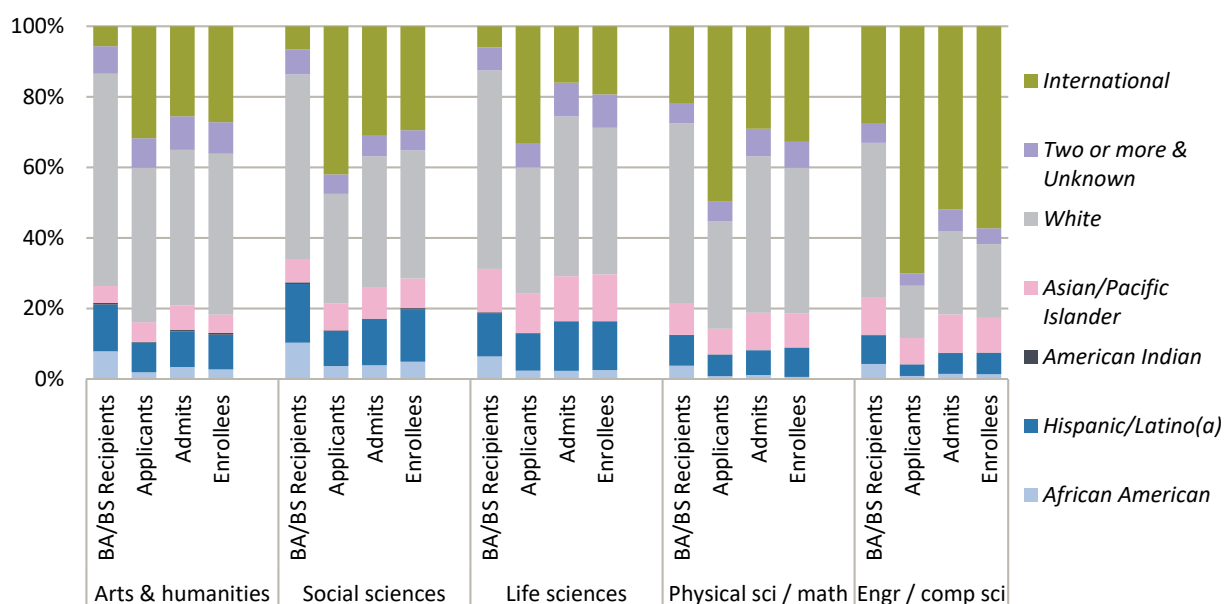
Sources: California Department of Education; College Board; UC Information Center Data Warehouse

In 2017–18, about half of California public high school 12th-graders were female. However, 60 percent of these 12th-graders who enrolled in UC and persisted past their first year were female. Women become more represented than men at almost every point of the eligibility and enrollment process relative to their representation among California 12th-graders.

7.2 GRADUATE STUDENT PIPELINE

UC academic doctoral programs are a strong draw for international students who did not earn their bachelor's degree in the United States.

7.2.1 Racial/ethnic distribution of US BA/BS degree recipients from US institutions compared to UC doctoral applicants, admits, and enrollees from U.S. institutions Universitywide 2017–18



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

In 2018–19, the proportion of UC doctoral applicants, admits and enrollees from underrepresented ethnic groups (African American, Hispanic/Latinx, American Indian, and Pacific Islander) closely matched the pool of Bachelor's degree recipients from U.S. colleges/universities, in most fields.

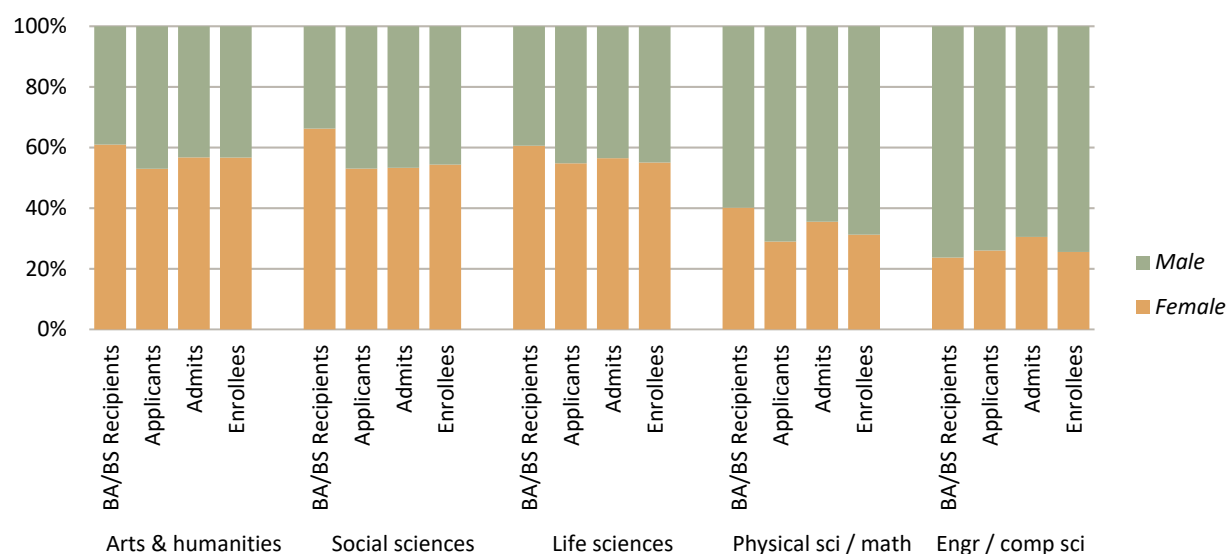
UC's graduate programs draw students from across the nation and around the world, including its own undergraduate students, who make up about one-tenth of UC's graduate students. As a result, UC's efforts to diversify its undergraduate students also help to diversify its graduate academic population.

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 2017–18



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

Female students make up less than half of U.S. Bachelor's degree recipients and UC doctoral students in Physical Sciences and Engineering & Computer Science. At the graduate level, female representation among UC doctoral enrollees from U.S. colleges and universities is within five 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 actually higher than that of U.S. Bachelor degree recipients.

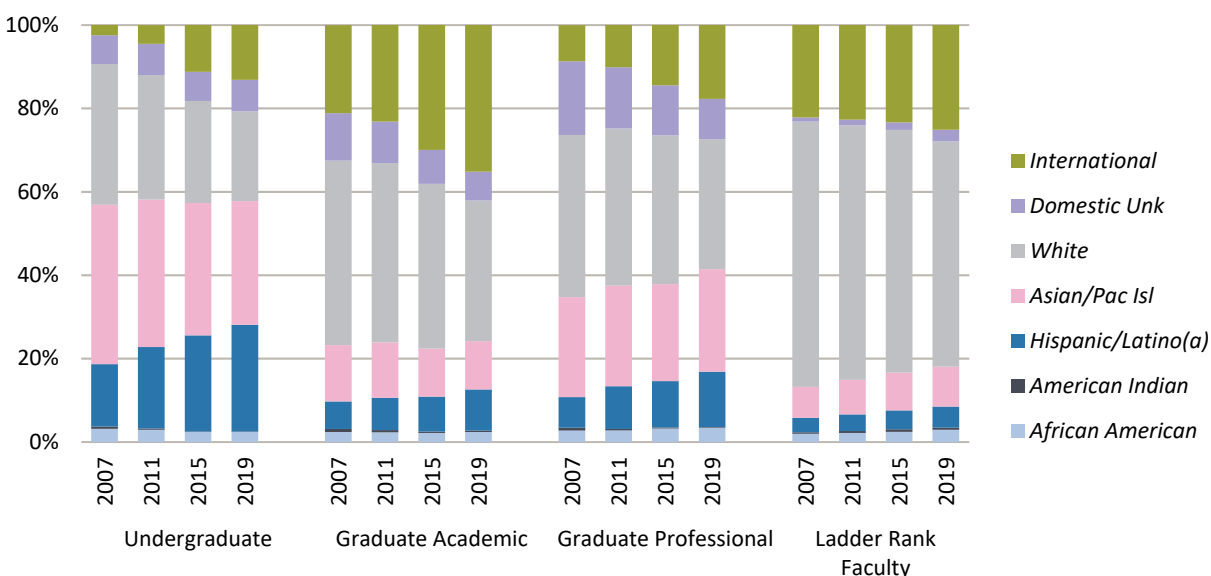
7.3 DIVERSITY OF THE UNIVERSITY COMMUNITY

Undergraduates have the highest proportion of underrepresented students. Graduate professional and graduate 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 2007 to 2019



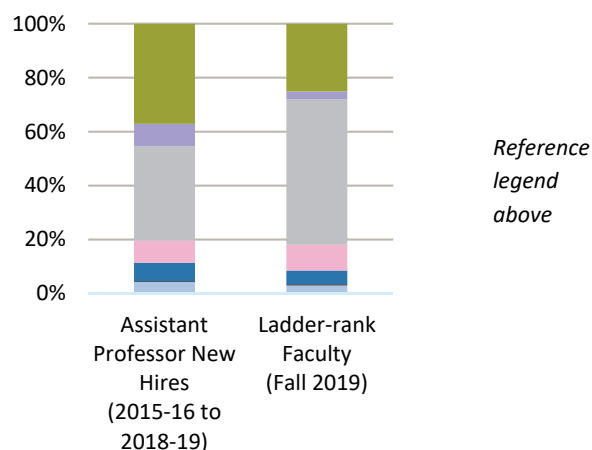
Source: UC Information Center Data Warehouse. Undergraduates include approximately 300 postbaccalaureate teaching credential students. "Two or more" are included in unknown/other.

Twenty-nine percent of undergraduate students are from underrepresented (Hispanic/Latinx, American Indian, Pacific Islander, and African American) groups. About 13 percent of graduate academic and 16 percent of graduate professional students are from underrepresented groups. International students represent 35 percent of graduate academic and 18 percent of graduate professional students.

Compared to the student population, a higher proportion of faculty identify as white or are international citizens. However, the graph shows that recent assistant faculty hires (tenure-track) are more diverse than the ladder-rank faculty. Assistant faculty have the primary responsibility for the delivery of instruction and the supervision of research. They are also responsible for admissions and curriculum. More information on faculty diversity is available in chapter 5.

Information on availabilities compared to hires by discipline group is presented in chapter 5.

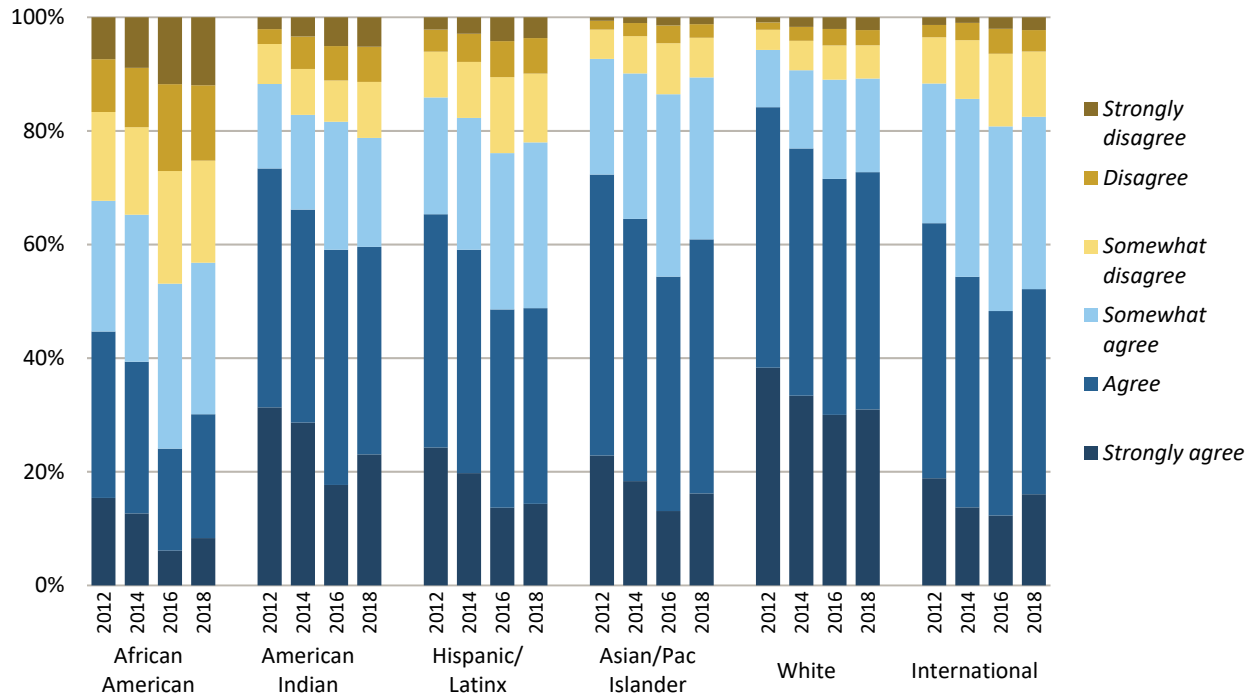
7.3.2 Assistant professor hires compared to ladder-rank faculty 2015–16 to 2018–19 (hires) and fall 2019 (current faculty)



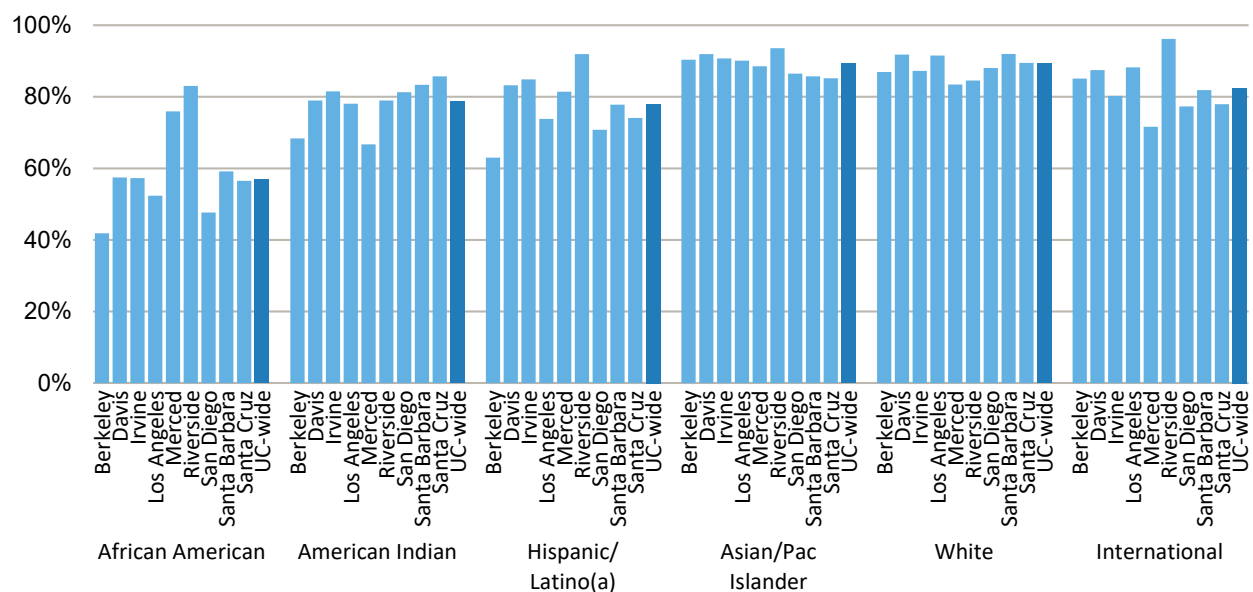
7.4 UNDERGRADUATE CAMPUS CLIMATE

African American students are less likely than other students to feel that students of their race/ethnicity are respected on their campus.

7.4.1 Response to “Students of my race/ethnicity are respected on this campus” Universitywide and UC campuses Spring 2012, 2014, 2016, and 2018



Percent who somewhat agree, agree, or strongly agree, 2018



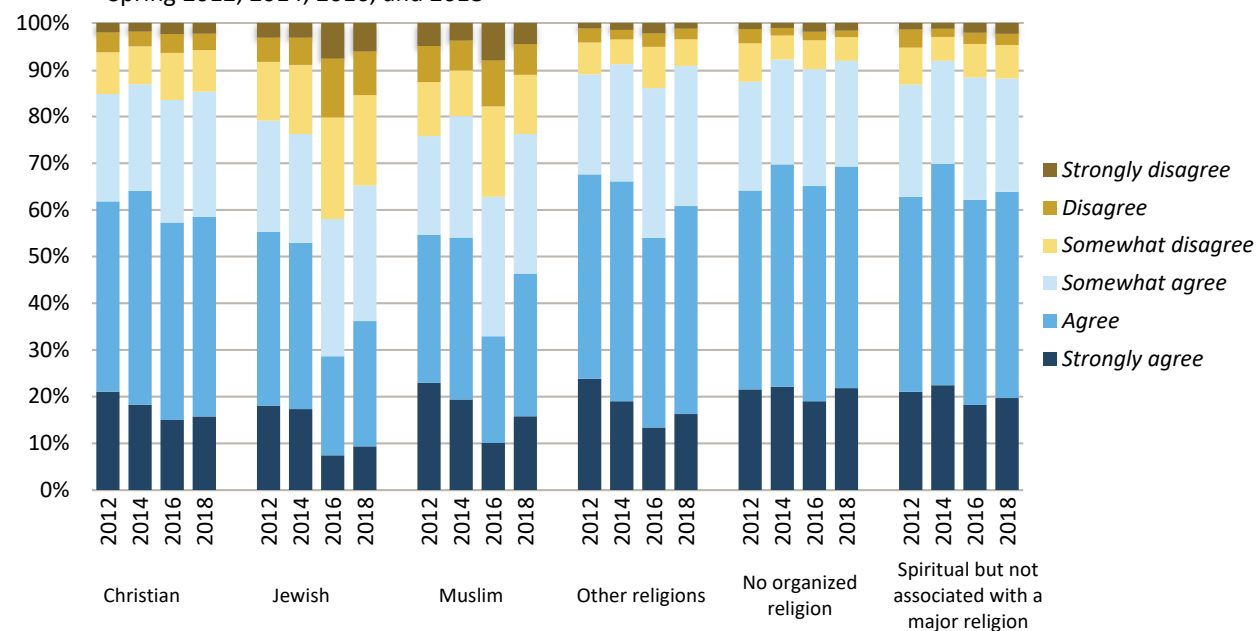
Source: UCUES

7.4 UNDERGRADUATE CAMPUS CLIMATE

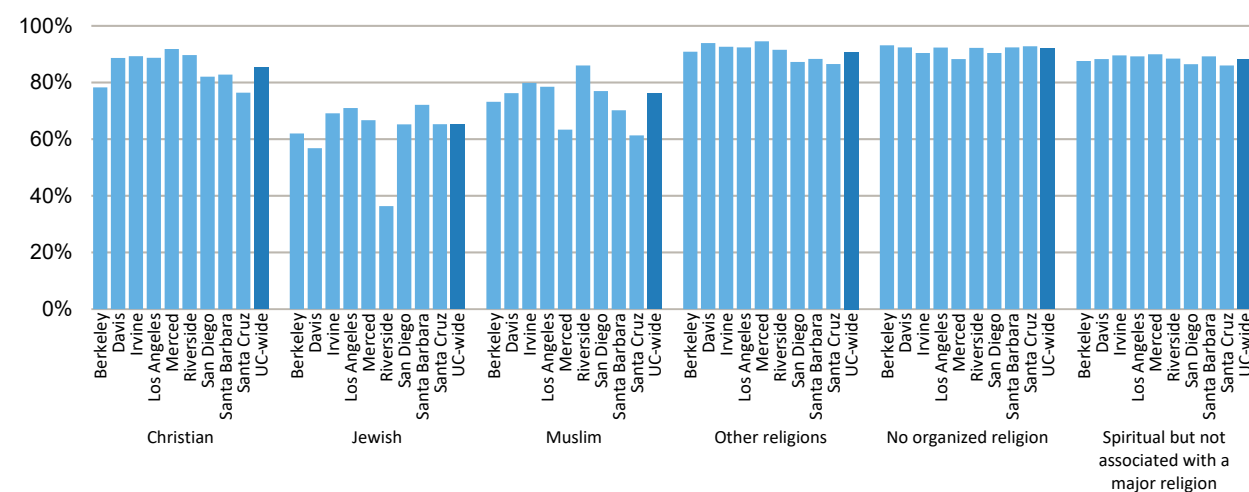
The share of students who felt their religion was respected increased between 2016 and 2018, particularly for Muslim students.

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

Universitywide and UC campuses
Spring 2012, 2014, 2016, and 2018



Percent who somewhat agree, agree, or strongly agree, (2016 and 2018 combined)

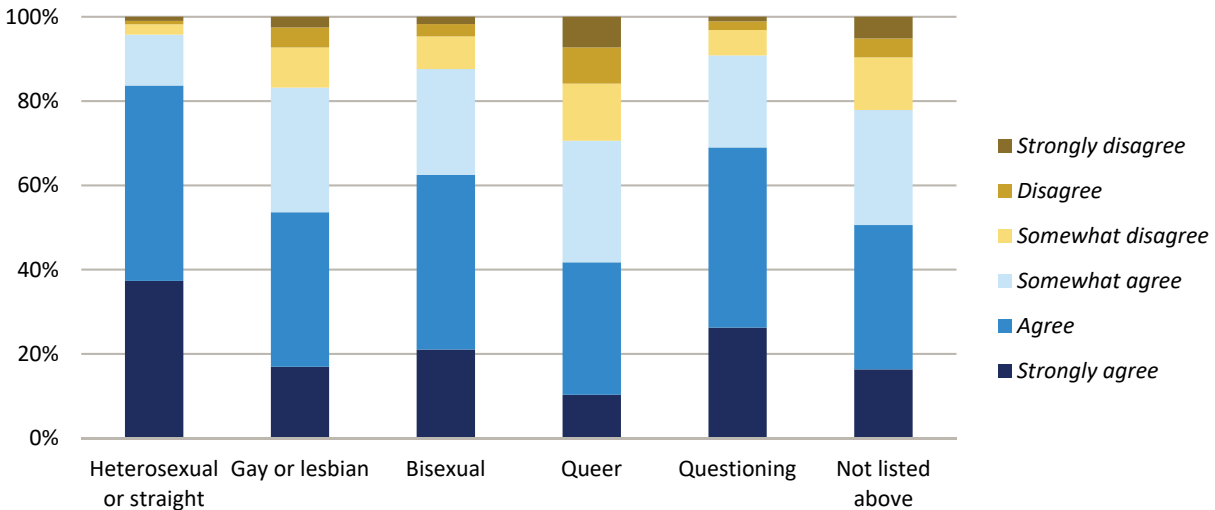


Source: UCUES. 2014 and 2016 are combined due to small cell sizes. The religion grouping definitions are in the appendix.

7.4 UNDERGRADUATE CAMPUS CLIMATE

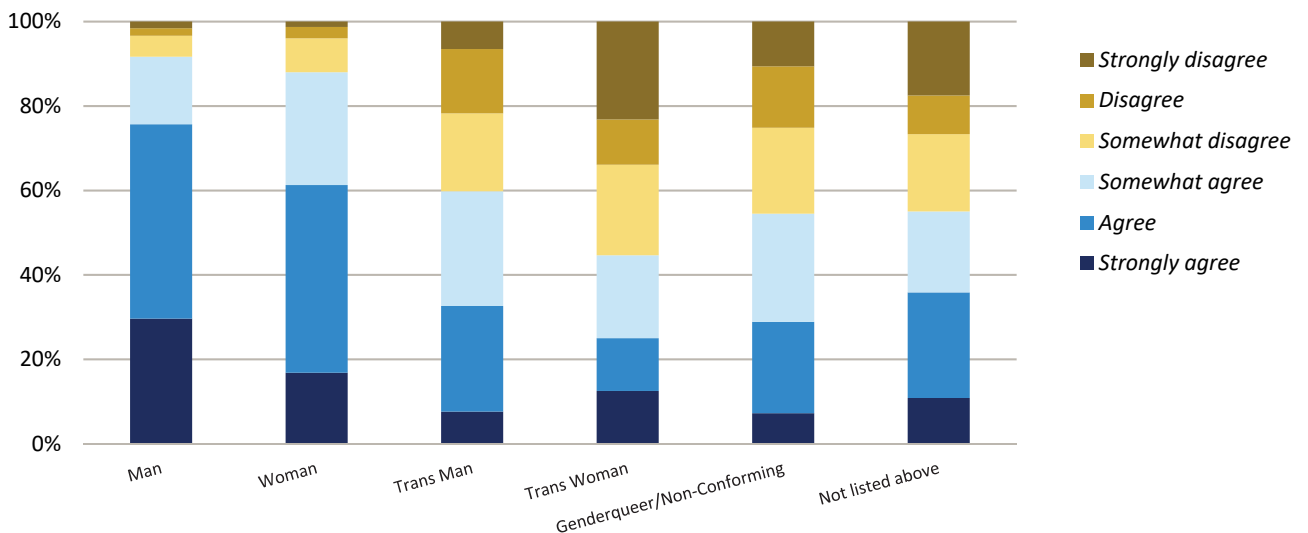
Undergraduates who identify as LGBTQ and those who identify as other than male or female are less likely to feel respected on campus than those who do not.

7.4.3 Response to “Students of my sexual orientation are respected on this campus” Universitywide Spring 2018



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 2018



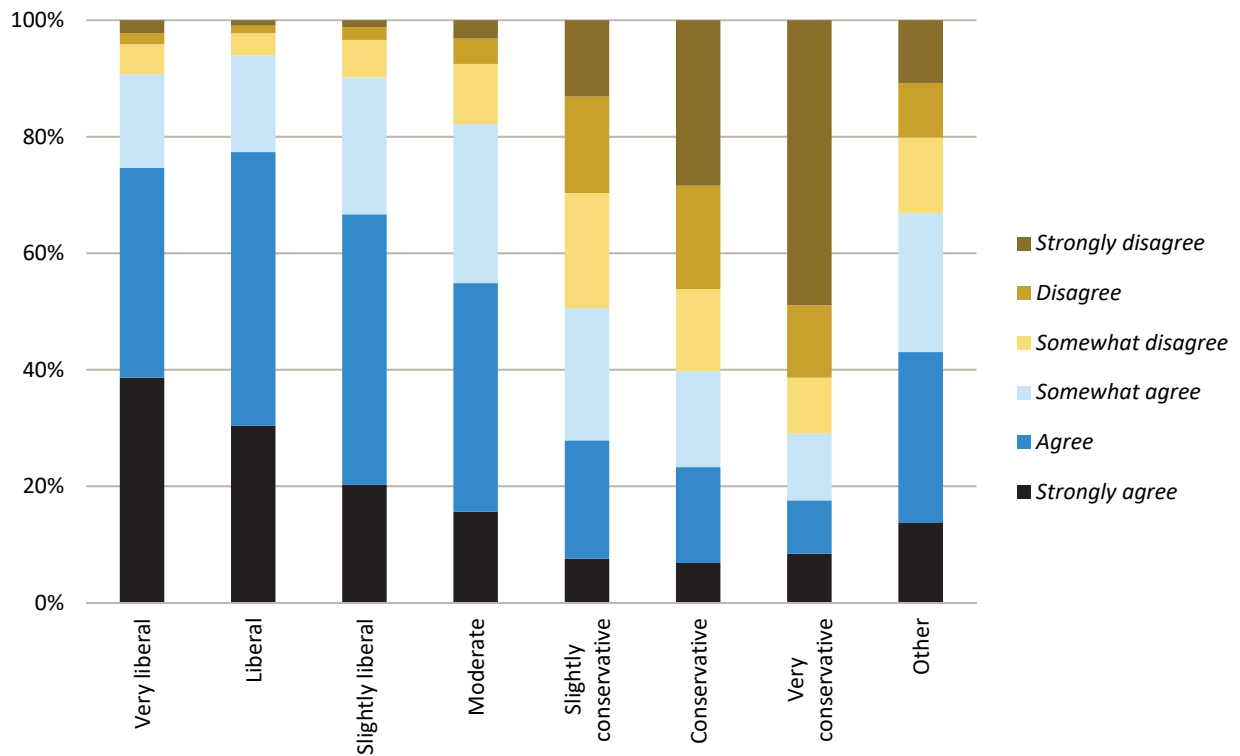
Source: UCUES. Only one year is shown because the response options changed in 2016. Campus data not shown due to small group sizes.

Data of counts and shares by gender and sexual orientation are available on the last tab of universityofcalifornia.edu/infocenter/ucues-data-tables-2018.

7.4 UNDERGRADUATE CAMPUS CLIMATE

Conservative undergraduates are less likely to feel that students of their political views 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 2018



Source: UCUES

Data of counts and shares by political orientation are available on the last tab of universityofcalifornia.edu/infocenter/ucues-data-tables-2018.