

**Regent's Study Group on University Diversity**  
**Faculty Work Team Report**

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**CONTENTS**

**Condensed Report on UC Faculty Diversity**

- What is the status of faculty diversity at UC?
- What is UC doing to address faculty diversity?
- What should UC be doing to address faculty diversity?

**Recommendations**

- Recommendation 1: Adopt as Regents' Policy the University of California Diversity Statement
- Recommendation 2: Endorse the President's Task Force on Faculty Diversity Recommendations
- Recommendation 3: Request an Annual Dashboard Report on Faculty Diversity

**Appendices:**

- A. University of California Diversity Statement
- B. Recommendations of the President's Task Force on Faculty Diversity
- C. Report of the UC President's Task Force on Faculty Diversity Executive Summary
- D. Annual Report Guidelines
- E. Annual Dashboard Report on Faculty Diversity

## Faculty Work Team of the Regents' Study Group on University Diversity

### What is the status of faculty diversity at UC?

Women and minority scholars continue to be substantially underrepresented among UC faculty, in spite of their growing numbers among PhD recipients in the past few decades. The numbers of underrepresented minority (URM<sup>1</sup>) faculty on each campus are low and have not improved since the late 1980's. The proportion of women faculty has increased, but remains well below parity. Both women and URM faculty report experiences of isolation and marginalization in their academic life. The underrepresentation of women and minority scholars is exacerbated by concentration into a few fields (e.g., humanities and social sciences) leaving them extremely under-represented in fields such as physical sciences, math and engineering. Systemwide data show that almost a quarter of URM faculty (as compared to less than 8 percent of all faculty) are in just three departmental areas: Education, Languages, and Ethnic Studies. There are many departments across the University which have zero URM faculty and some that have zero women faculty

The underrepresentation of women and minorities in faculty careers is a national problem, not unique to UC. The representation of women and minority faculty is low at research institutions across the country. However, disaggregating the data shows that UC tends to lag behind its public comparison institutions in the representation of women faculty and lags behind both public and private comparison institutions in the representation of African American faculty. Fields such as physical sciences, math and engineering show particularly severe underrepresentation of women and URM faculty. Further analysis of the data indicates that underrepresentation among UC faculty is not just a reflection of underrepresentation among the pool of qualified Ph.D. recipients. The rate of hiring of women and minorities at UC lags behind that which would be expected based on Ph.D. demographic data in many fields.

The pool of women and URM scholars has grown dramatically over the past 25 years, but the demographic profile of the UC faculty has barely changed. The proportion of women and minorities on the UC faculty positions increased in the early 1990s pursuant to increased attention to equity and inclusion in faculty hiring practices. However, the hiring of women and minorities dropped dramatically coincident with the budget crisis of the early 1990s, and hiring remained almost as low for the remainder of the decade. After successful systemwide initiatives to address gender equity and diversity in hiring and curricular programs, the rate of hiring women and URM faculty has recovered in the past few years. However, the recent increases have only restored hiring to the levels of the early 1990s, and a decade of progress has been lost.

Faculty retention also plays a critical role in perpetuating underrepresentation among UC faculty. Women and minority scholars are highly sought after in the national market and receive substantial outside offers from our competitor institutions. Retaining these faculty is a significant challenge to retaining the progress we have made toward faculty diversity. The higher rates of turnover also may be influenced by a lack of "critical mass" in many departments and perceptions of a hostile climate in California.

Because faculty careers can last up to 40 years, the rate of demographic change is necessarily slow. By any measure, the disparity between the diversity of the state and that of its University faculty is already severe. Even if the rates of hiring of women and minorities into UC faculty positions proceed at the current increased levels and retention disparities are corrected, the proportion of women and minority faculty will increase only marginally in the next 10 years. However, in the next decade the University of California will experience unprecedented levels of faculty turnover due to large numbers of retirements. This presents a one-time opportunity to accelerate the rate of change. We are already a third of the way through this opportunity. From 2001-02 to 2005-06, UC hired 24 percent of the ladder rank faculty, based on the number of ladder rank faculty in 2006, excluding intercampus hires. If substantial steps are not taken now, the opportunity to recruit a new generation of faculty who reflect the diversity of our State will be lost.

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<sup>1</sup> Chicano/Latino, African American and Native American  
Faculty Work Team Report

## What is UC doing to address faculty diversity?

In response to growing concerns, the UC Office of the President and UC campuses have committed staffing and additional resources to programs addressing faculty diversity. These programs provide models for campuses when taking additional steps in the future.

- The UC Academic Personnel Policies (APM) 210, 240, and 245 were amended in 2005 so that faculty and academic administrators may be evaluated on their contributions to diversity and equal opportunity in higher education.  
<http://www.universityofcalifornia.edu/senate/committees/ucaad/reports.html>
- The President's Postdoctoral Fellowship Program (PPFP) invests in scholars who will contribute to the diversity of the academic community through their teaching, research and service. Since 2003, more than 50 former PPFP fellows have joined the UC faculty.  
<http://www.ucop.edu/acadadv/ppfp/>.
- Several campuses have appointed high-level academic administrators with staff and resources exclusively focused on faculty diversity, such as the Associate Vice Chancellor for Faculty Diversity at UCLA, the Vice Chancellor for Equity and Inclusion at Berkeley, and the Director of Academic Diversity at UC San Francisco.
- Every campus has invested in research programs and ethnic studies curricula which support research on race, ethnicity, gender, and related topics. These programs draw upon the assets of a diverse academic community and contribute to the empirical knowledge that will address the social, economic and political disparities that challenge our diverse state and nation.

Clearly, more innovative approaches, commitment of resources, and institutional determination are desirable to improve further on the record of the past and take advantage of present and future opportunities.

## What should UC be doing to address faculty diversity?

There is much more that must be done before the University of California attains a faculty that is responsive to the needs of our increasingly diverse state. In 2006, the President's Taskforce on Faculty Diversity (<http://www.universityofcalifornia.edu/facultydiversity/>) prepared an extensive report of the data and made specific recommendations in the areas of:

- Leadership
- Academic Planning
- Resource Allocation
- Faculty Recruitment and Retention
- Accountability

The Work Team on Faculty Diversity endorses each of the recommendations of the President's Task Force and urges the Regents to support and monitor their implementation. Faculty hiring decisions are initiated by the faculty, taking into account programmatic needs, directions in their disciplines, availability of talented candidates, perceptions about resources, and commitments to national and international academic status. The Regents can provide critical leadership by sending a clear message that diversifying the faculty is crucial to the core mission of the University. The Regents can catalyze change by ensuring that appropriate incentives, resources and accountability for progress will be forthcoming. If UC is to meet its obligations to the citizens of the state of California, it must make substantially more progress in the critical years ahead.

## **Faculty Work Team Recommendations**

### **Recommendation 1: Endorse the University of California Diversity Statement**

The Faculty Work Team recommends that the Regents' Study Group on University Diversity ask the UC Board of Regents adopt as Regents' policy the University of California Diversity Statement that was adopted by the Assembly of the Academic Senate on May 10, 2006, and endorsed by the President of the University of California June 30, 2006. Please see Appendix A.

### **Recommendation 2: Endorse the President's Task Force on Faculty Diversity Recommendations**

The Faculty Work Team recommends that the Regents' Study Group on University Diversity endorse the recommendations of the Report of the President's Task Force on Faculty Diversity, May 2006. Please see Appendix B for the full text of the recommendations. Please see Appendix C for an executive summary of the report. The full report is available at: <http://www.universityofcalifornia.edu/facultydiversity/report.html>

### **Recommendation 3: Request an Annual Dashboard Report on Faculty Diversity**

The Faculty Work Team recommends that the Regents' Study Group on University Diversity ask the UC Board of Regents to request an annual dashboard report on faculty diversity from the Office of the President. The report should include faculty demographic data reflecting faculty headcount and hiring by race and gender, disaggregated by campus and field. It should include data on the differential advancement rates of faculty in the above categories. The report also should include a narrative report on campus actions to address resource allocations practices and incentives (including faculty FTE allocation) to better provide rewards that are consistent with the institutional value of diversity and any other procedural or other steps the campus has newly undertaken in this area. Finally, the report should include ongoing assessment of the effectiveness of actions when possible. Please see Appendix D for report guidelines and Appendix E for current demographic data.

## **UNIVERSITY OF CALIFORNIA DIVERSITY STATEMENT**

### **RECOMMENDED TO THE UNIVERSITY OF CALIFORNIA BY THE ACADEMIC SENATE OF THE UNIVERSITY OF CALIFORNIA**

Adopted by the Assembly of the Academic Senate May 10, 2006

Endorsed by the President of the University of California June 30, 2006

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.

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. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

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.

**President's Task Force on Faculty Diversity: Findings and Recommendations**

**A. LEADERSHIP: The Task Force observed that strong leadership is critical to creating a campus climate that fosters equal opportunity and diversity. The Task Force recommends:**

- that the President, the Chancellors, and all levels of academic administration promote a clear message that UC's continued excellence depends upon a faculty who reflect the University's values of equal opportunity and diversity;
- that each campus have a high-level academic appointee charged with specific leadership on faculty diversity efforts, with adequate staffing and financial resources to carry out the charge;
- that each campus have a high-level "diversity council" with joint membership including faculty, administration and students to assess progress and develop action plans;
- that in the appointment and review of academic administrators, the effectiveness of the candidates' records in promoting diversity and equal opportunity shall be considered.

**B. ACADEMIC PLANNING: The Task Force observed that diversity will not thrive unless it is incorporated into academic planning at every level. The Task Force recommends:**

- that campuses make diversity integral to academic planning including faculty hiring, research agendas, curricular development and program reviews;
- that academic plans of units, divisions and schools include the current status of faculty diversity and plans for future efforts to advance diversity and demonstrate inclusiveness in faculty hiring;
- that campuses take proactive steps to address the participation of minority students in the graduate pipeline and develop strategies to advance diversity and equal opportunity in graduate study and postdoctoral appointments, especially in fields such as physical sciences, math and engineering where there is the greatest underrepresentation.

**C. RESOURCE ALLOCATION AND FACULTY REWARDS: The Task Force observed that resources and rewards are essential to influence faculty and departmental behavior and demonstrate the University's commitment to diversity and equal opportunity. The Task Force recommends:**

- that each campus, in consultation with the Academic Senate, examine the FTE allocation process, at both the institutional and departmental level, so it becomes more effective at addressing faculty diversity;
- that each campus consider a wide variety of resource allocation practices and incentives to support diversity, such as incentives that will encourage research, hiring and retention efforts, along with graduate postdoctoral fellowships focused on diversity;
- that each campus make a commitment to visible programs, such as faculty recognition awards, that will advance the academic mission of diversity and inclusiveness;
- that each campus, in consultation with the Academic Senate, explore how faculty will be rewarded in their advancement for research, teaching and service that promote diversity and equal opportunity in accordance with the newly revised APM 210 governing faculty appointment and promotion.

**D. FACULTY RECRUITMENT AND RETENTION: The Task Force observed that campuses can do more to promote faculty diversity through recruitment, hiring and retention practices. The Task Force recommends:**

- that each campus ensure that procedures are in place to advance diversity and equal opportunity in academic personnel procedures;
- that each campus shall provide effective orientation and training programs to deans, department chairs, unit heads, search committees and faculty on procedures for achieving faculty diversity;
- that each campus have the ability to collect data to assess diversity efforts and results in recruitment and retention, and evaluate reasons for success or lack of success;
- that each campus analyze advancement and separation data and address any problem areas that are identified;
- that each campus develop programs, such as formal mentoring, to address retention and climate issues, and to optimize the success of all faculty members in the UC community;
- that each campus shall support and augment pipeline programs, including postdoctoral programs and hiring incentives, for scholars in all disciplines who will contribute to the diversity of the academic community.

**E. ACCOUNTABILITY: The Task Force observed that increased accountability at the campus, division, and departmental levels is a key component to increasing faculty diversity. The Task Force recommends:**

- that academic administration at all levels from the Chancellor to department chairs be held accountable for efforts to promote faculty diversity;
- that accountability include annual reporting at the department, division and campus level of hiring, promotion, and retention, coupled with monitoring and resource-based incentives for diversity efforts;
- that each campus consider additional methods for assessing faculty diversity such as periodic climate surveys, exit interviews, and departmental diversity coordinators;
- that academic administration promotes an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.

**Executive Summary**  
**The Representation of Minorities Among Ladder Rank Faculty:**  
**Report of the UC President's Task Force on Faculty Diversity Executive Summary**

<http://www.universityofcalifornia.edu/facultydiversity/executive-summary.pdf>



## Annual Dashboard Report on Faculty Diversity

The Annual Dashboard Report on Faculty Diversity will provide the Regents with an overview of faculty demographic data displaying campus and systemwide progress on the recruitment and retention of women and minority faculty.

The report also will include a narrative report on campus actions to examine resource allocations practices and incentives, including the faculty FTE allocation process, to provide rewards that are consistent with the institutional value of diversity.

### Overall Ladder Rank Faculty Demographics

#### Faculty Headcount:<sup>2</sup> (numbers and percentages)

1. By gender
  - by campus and for the system as a whole
  - by field
2. By race
  - by campus and for the system as a whole
  - by field

#### Faculty New Hires:<sup>3</sup> (numbers and percentages)

1. By gender
  - by campus and for the system as a whole
  - by field
2. By race
  - by campus and for the system as a whole
  - by field

#### Faculty Availability Analysis by Field: (UC hiring compared to national PhD production)

1. By gender
  - by campus and for the system as a whole
2. By race
  - by campus and for the system as a whole

#### Faculty Pipeline by Field:<sup>4</sup> (UC Doctoral production) (numbers and percentages)

1. By gender
  - by campus and for the system as a whole
2. By Race
  - by campus and for the system as a whole

#### Faculty Advancement by Field (numbers and percentages)

1. By gender
  - by campus and for the system as a whole
  - by field
2. By race
  - by campus and for the system as a whole
  - by field

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<sup>2</sup> Report for the past five years individually, with benchmark comparison of headcount 10 and 15 years ago.

<sup>3</sup> Report for the past five years by individual year and as a group, plus a comparison of five-year groups: 1991-95, 1996-2000, 2001-2005 to provide historical benchmarks. ,

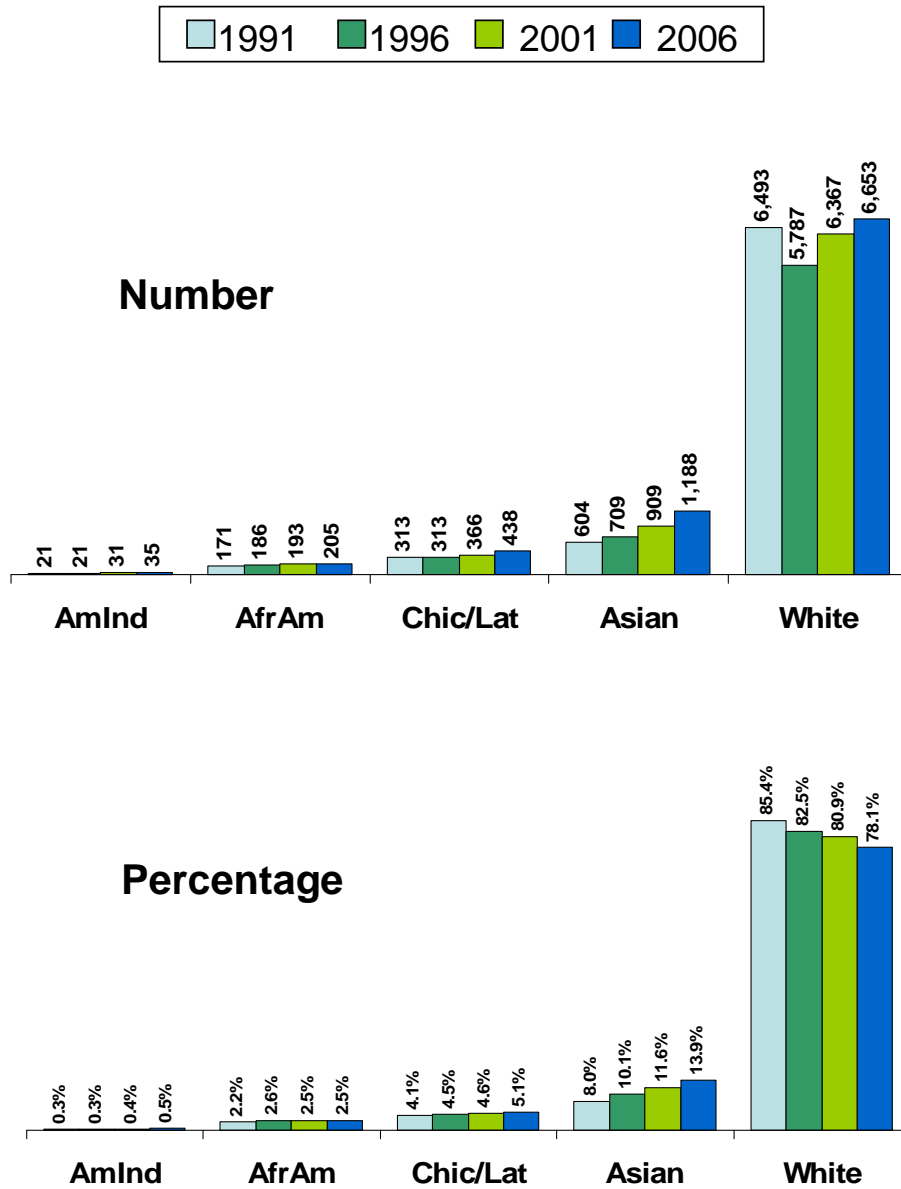
<sup>4</sup> Report for the past five years individually, with benchmark comparison of headcount 10 and 15 years ago.

### **Annual Dashboard Report on Faculty Diversity**

- Table 1: History of Ladder Rank Headcounts by Race/Ethnicity
- Table 2: History of Ladder Rank Headcounts by Gender
- Table 3: History of Ladder Rank Headcounts by Race/Ethnicity & Gender
- Table 4: Distribution of Ladder Rank Headcounts by Campus & Race/Ethnicity
- Table 5: Distribution of Ladder Rank Headcounts by Campus & Gender
- Table 6: Distribution of Ladder Rank Headcounts by Field & Race/Ethnicity
- Table 7: Distribution of Ladder Rank Headcounts by Field & Gender
- Table 8: History of Ladder Rank New Hires by Race/Ethnicity
- Table 9: History of Ladder Rank New Hires by Gender
- Table 10: Ladder Rank Hiring Compared to Availability by Field & Race/Ethnicity
- Table 11: Ladder Rank Hiring Compared to Availability by Field & Gender
- Table 12: URM Ladder Rank Faculty by Department within Field

Table 1

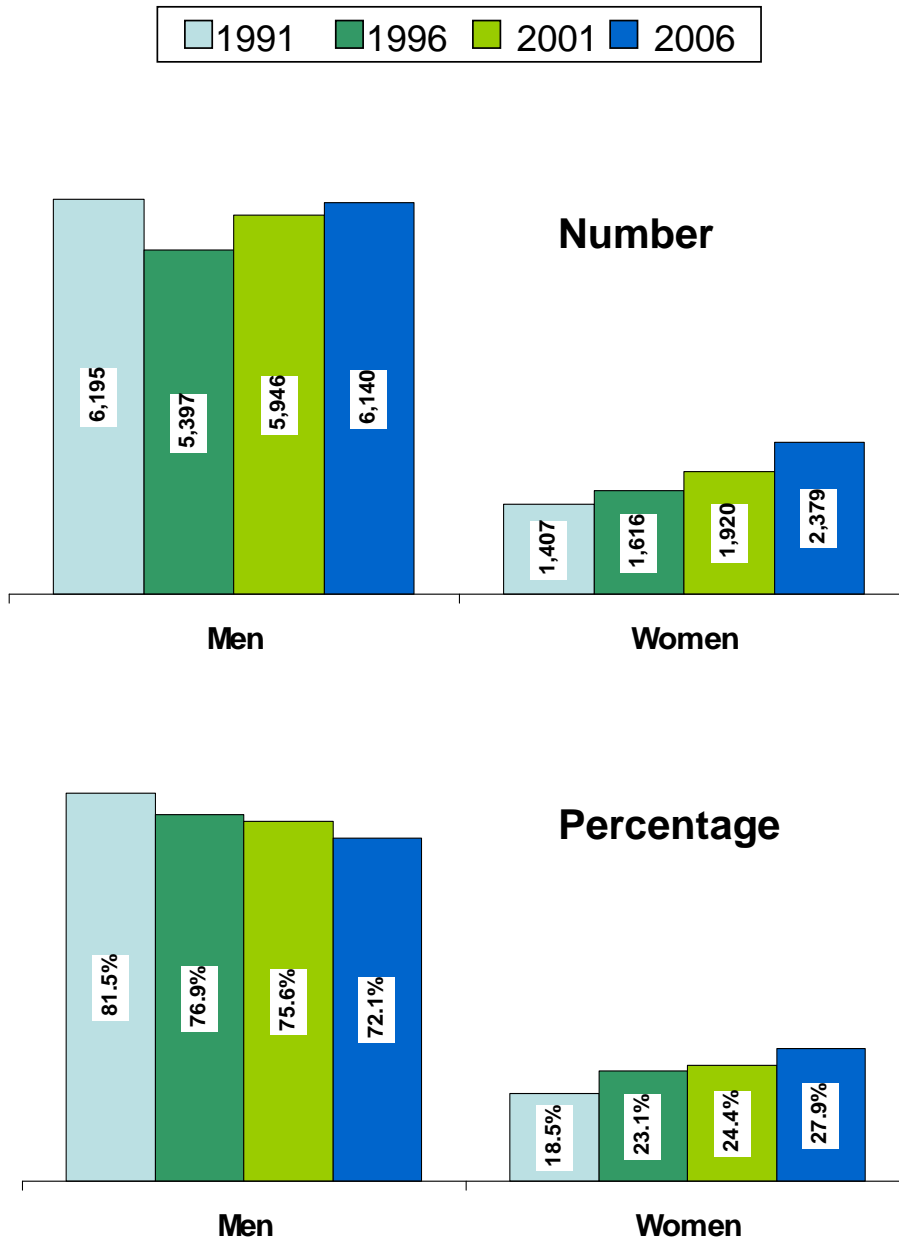
## History of UC Ladder Rank Headcounts, by Race/Ethnicity



Note: three Early Retirement Programs (VERIP) occurred between 1991 and 1996

Table 2

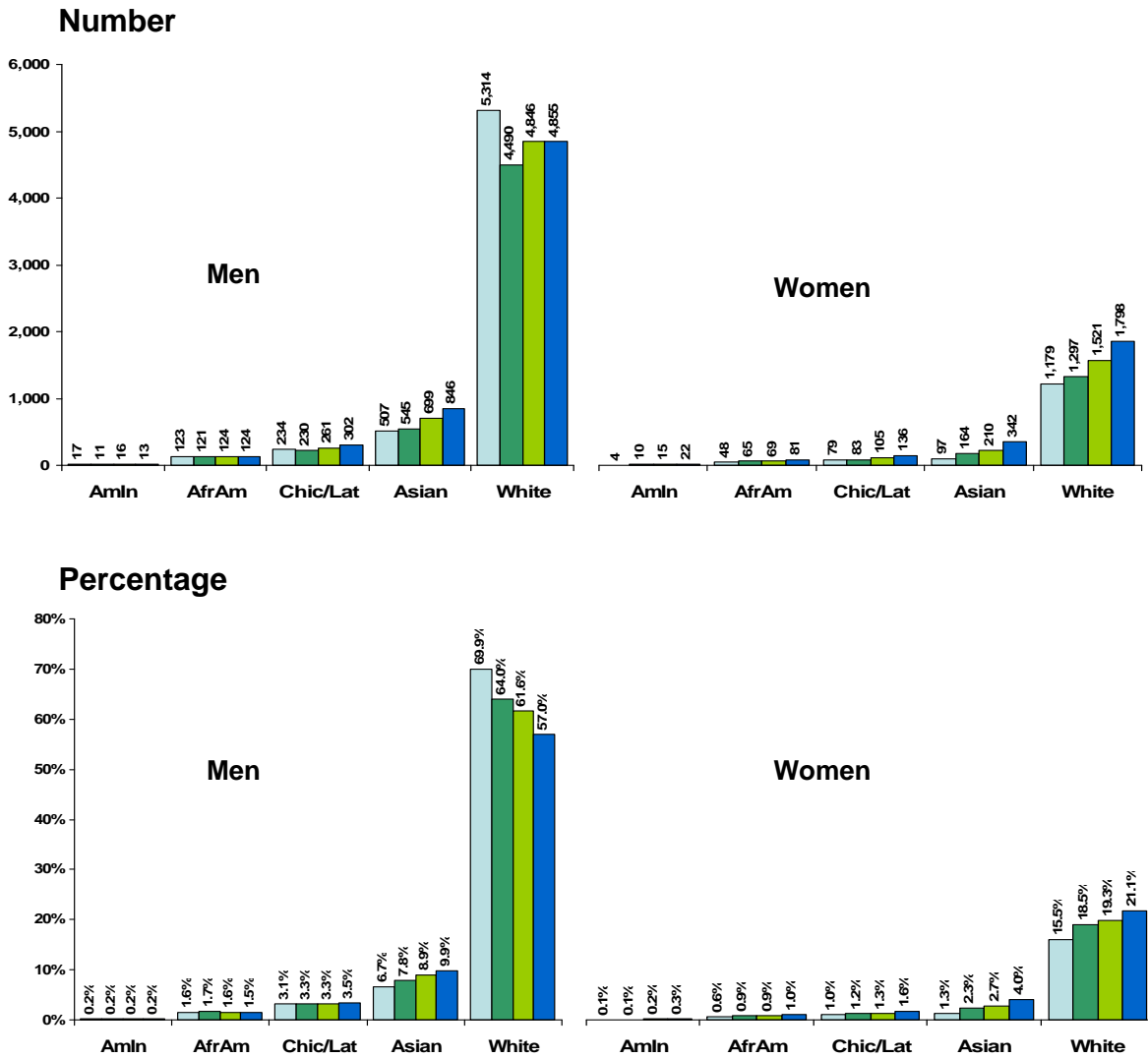
## History of UC Ladder Rank Headcounts, by Gender



Note: three Early Retirement Programs (VERIP) occurred between 1991 and 1996

Table 3

## History of UC Ladder Rank Headcounts, by Race/Ethnicity & Gender



Note: three Early Retirement Programs (VERIP) occurred between 1991 and 1996

Table 4

## Distribution UC Ladder Rank Headcounts, by Campus & Race/Ethnicity 2006

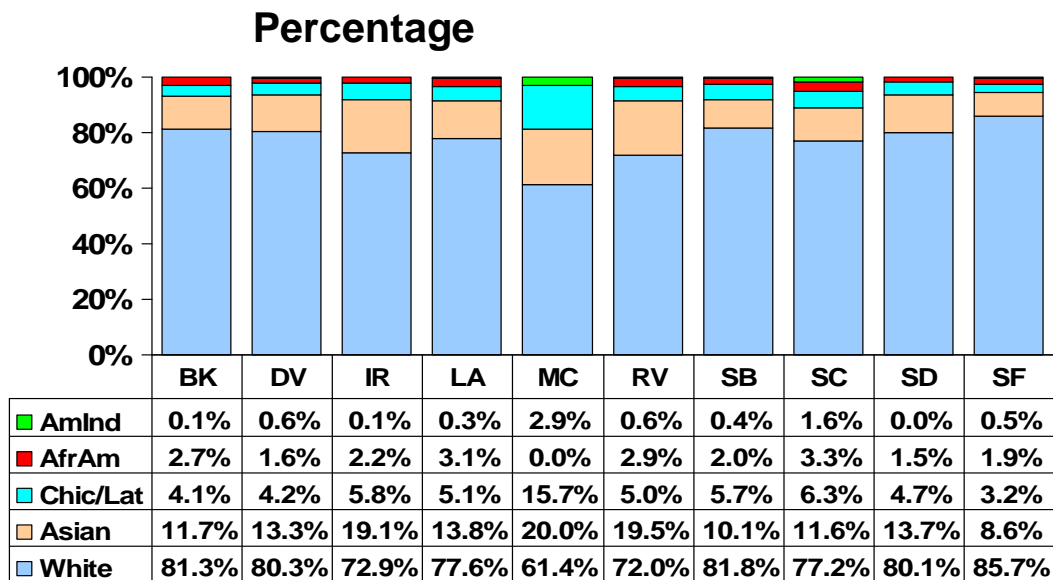
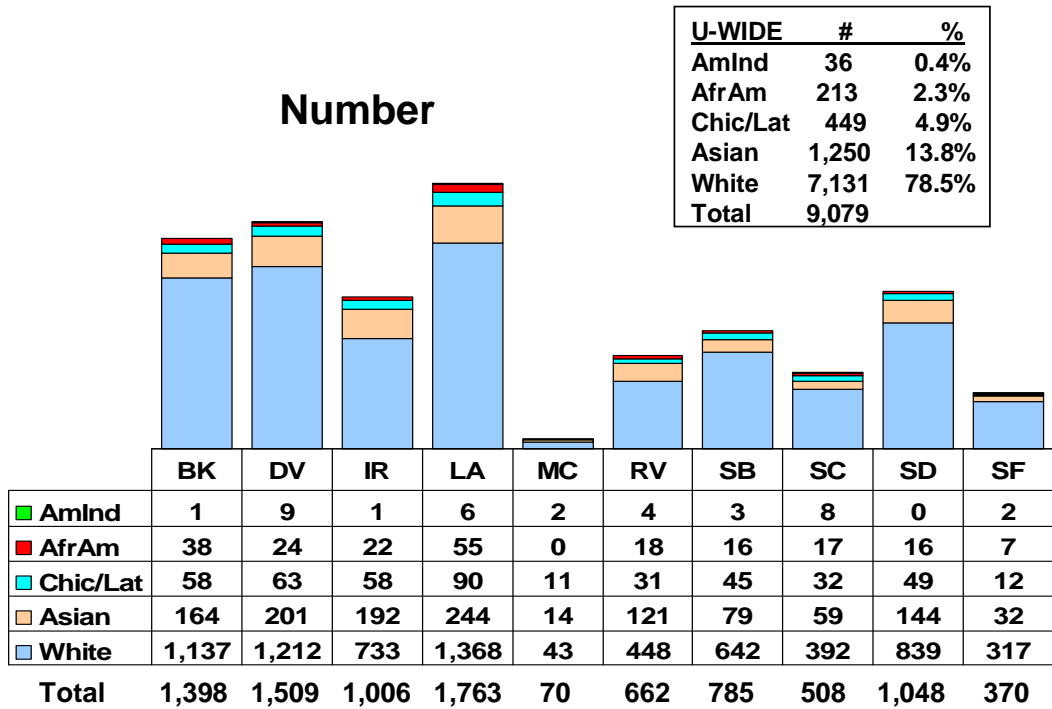


Table 5

## Distribution UC Ladder Rank Headcounts, by Campus & Gender 2006

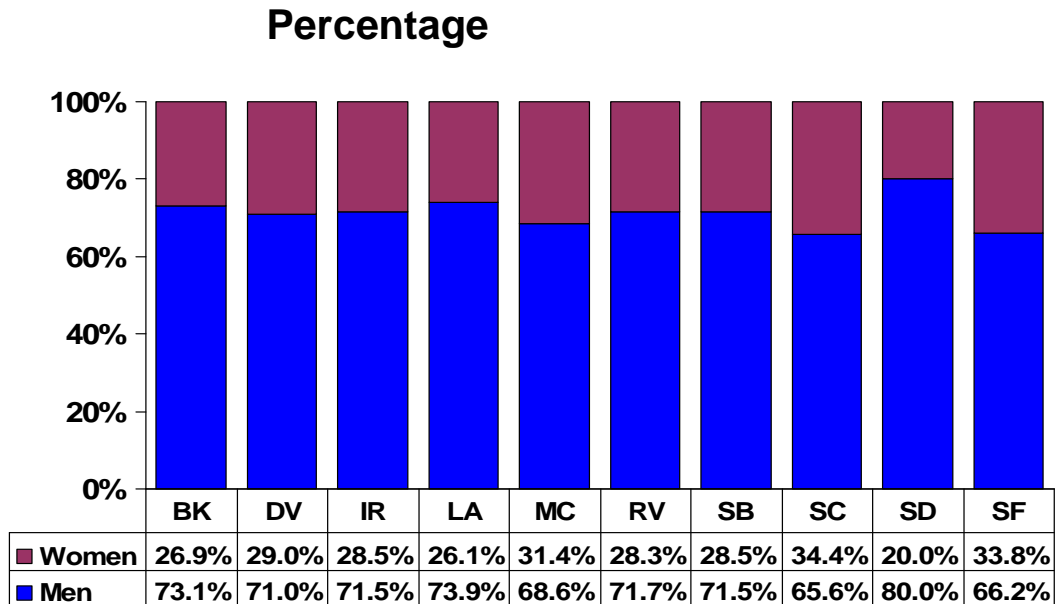
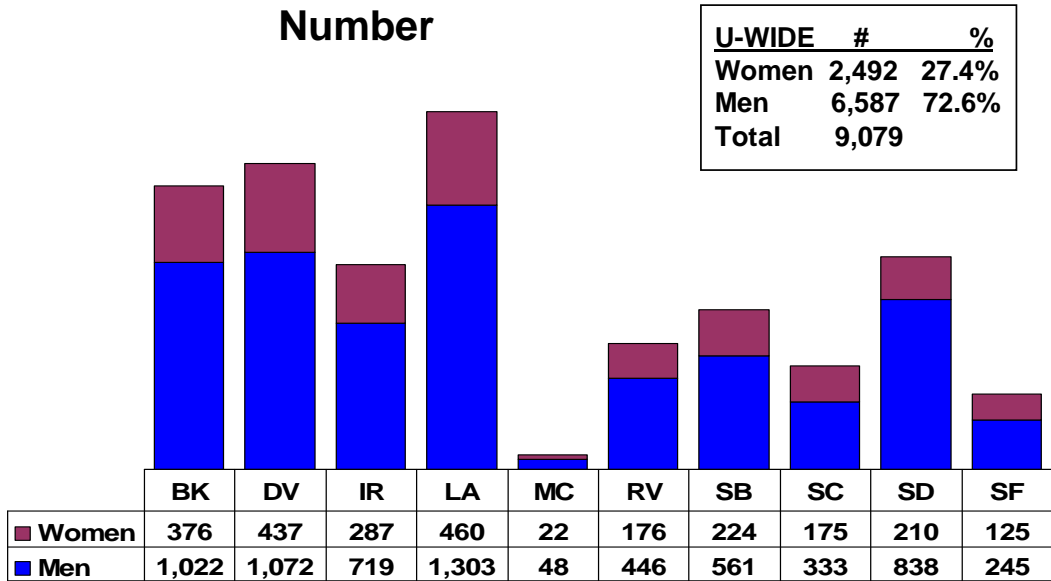
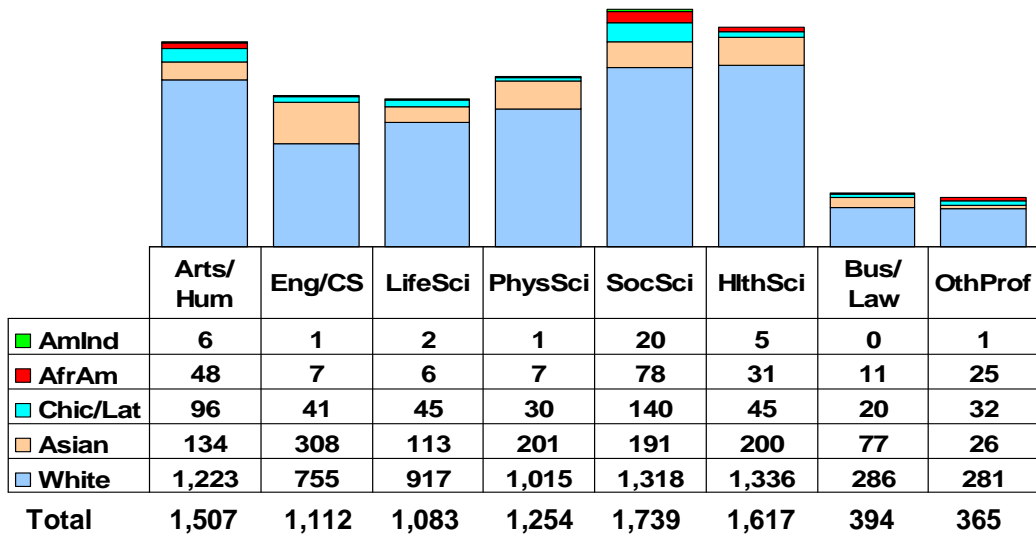


Table 6

## Distribution UC Ladder Rank Headcounts, by Field & Race/Ethnicity 2006

### Number



### Percentage

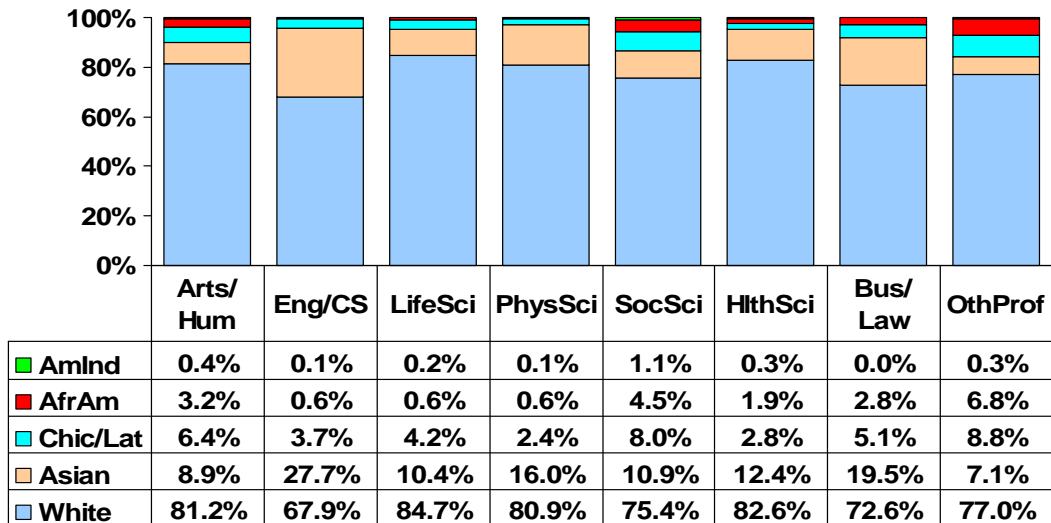




Table 7

## Distribution UC Ladder Rank Headcounts, by Field & Gender 2006

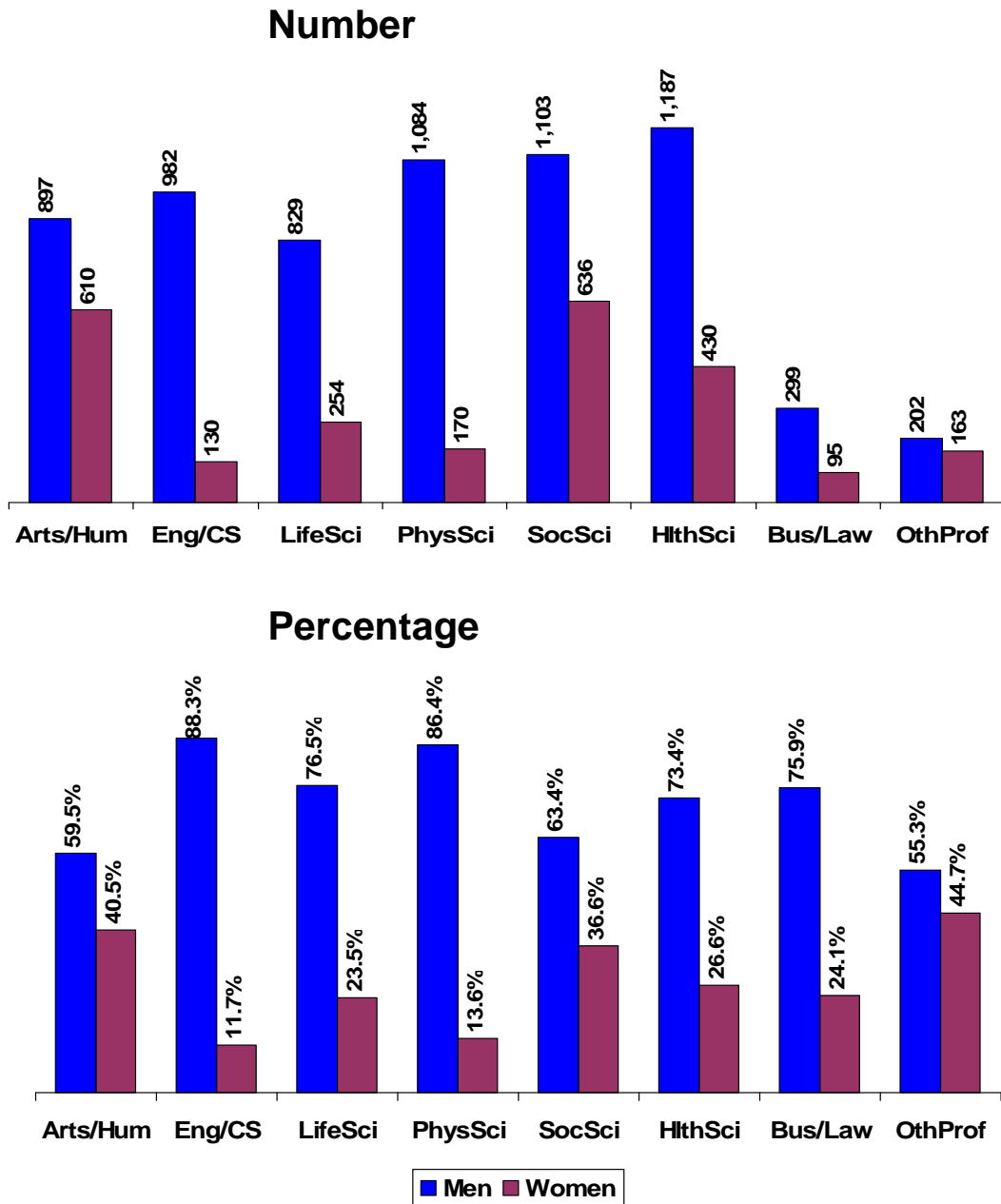


Table 8

## UC Ladder Rank New Hires, by Race/Ethnicity

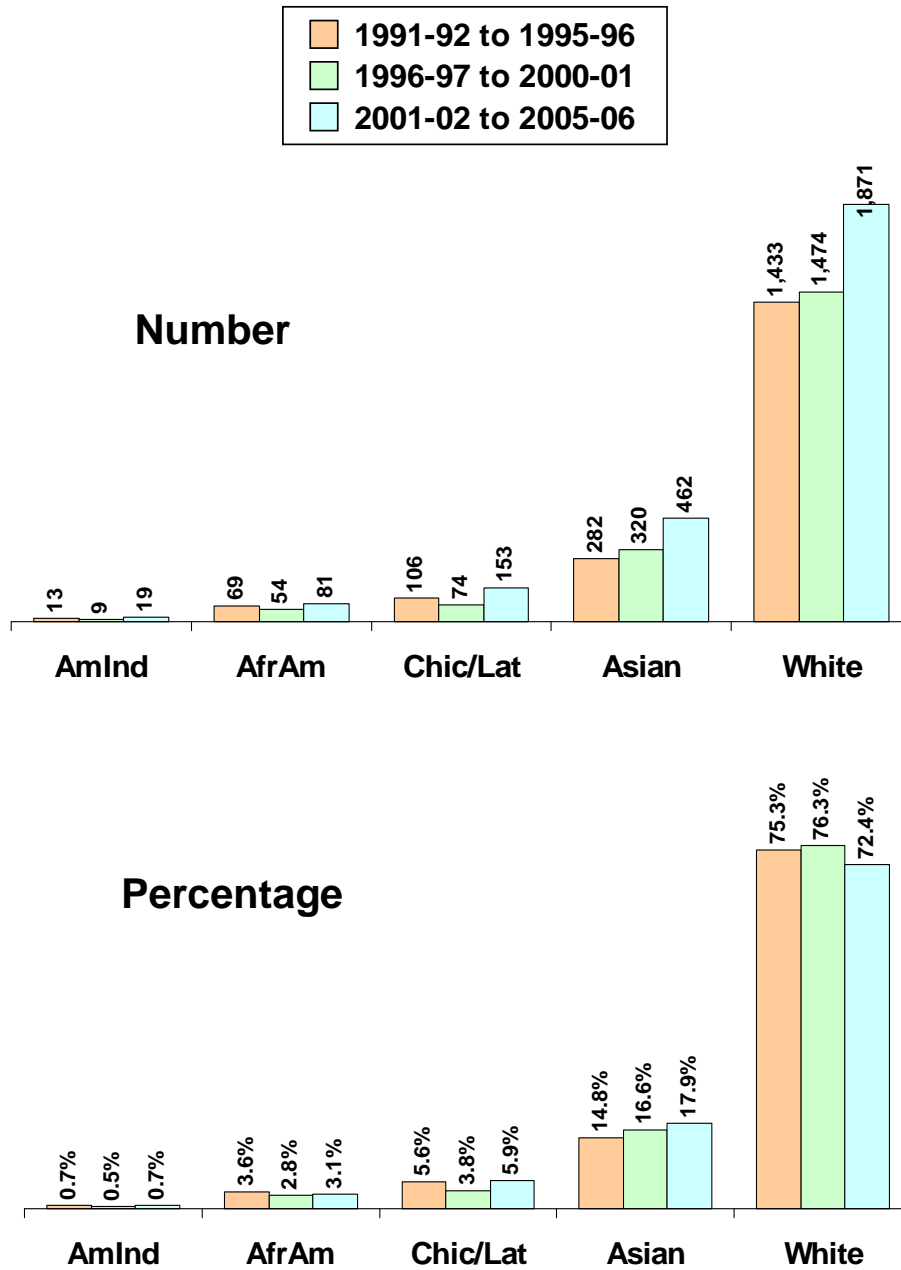


Table 9

## UC Ladder Rank New Hires, by Gender

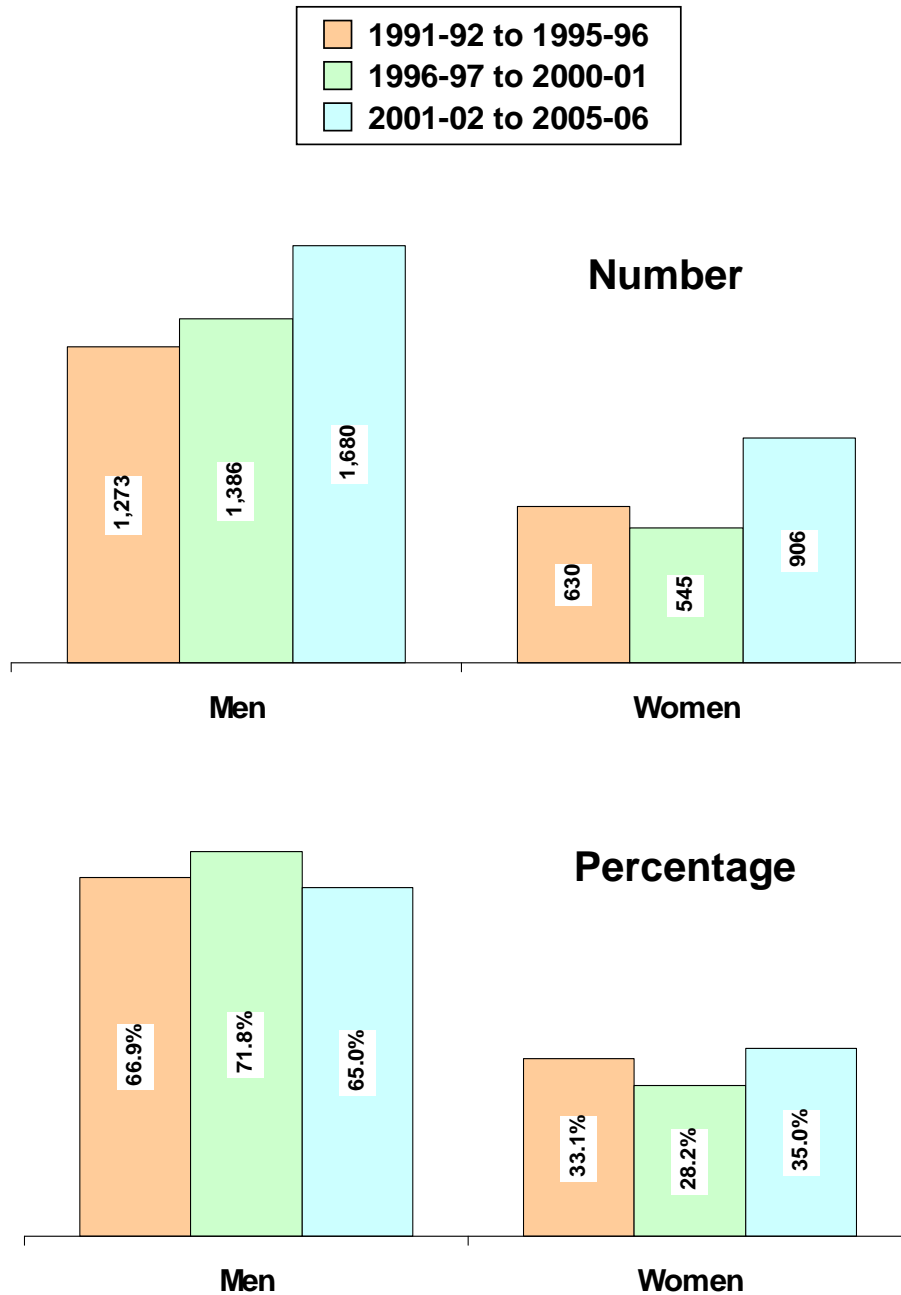
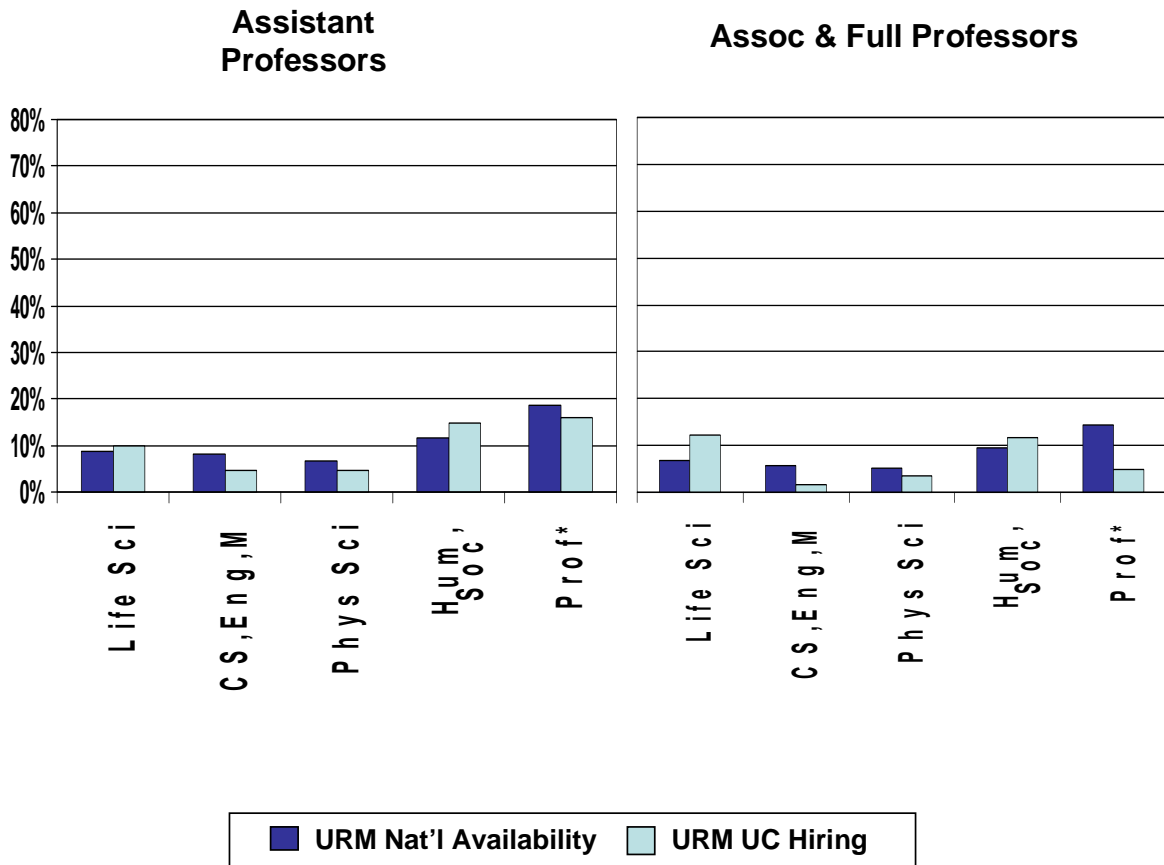


Table 10

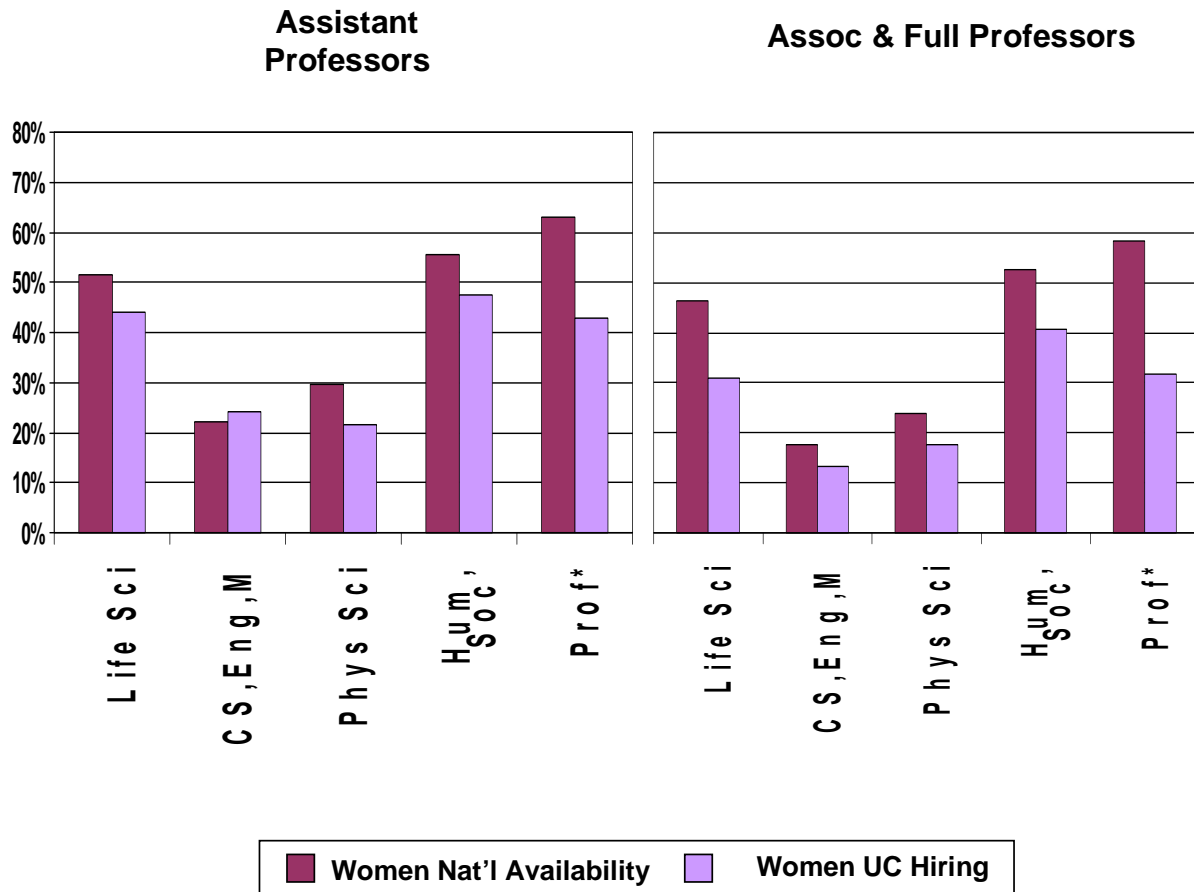
## UC Ladder Rank Hiring Compared to Availability by Field & Race/Ethnicity 2002-03 to 2005-06



\* Prof excludes Law (JD) and all Health Sciences

Table 11

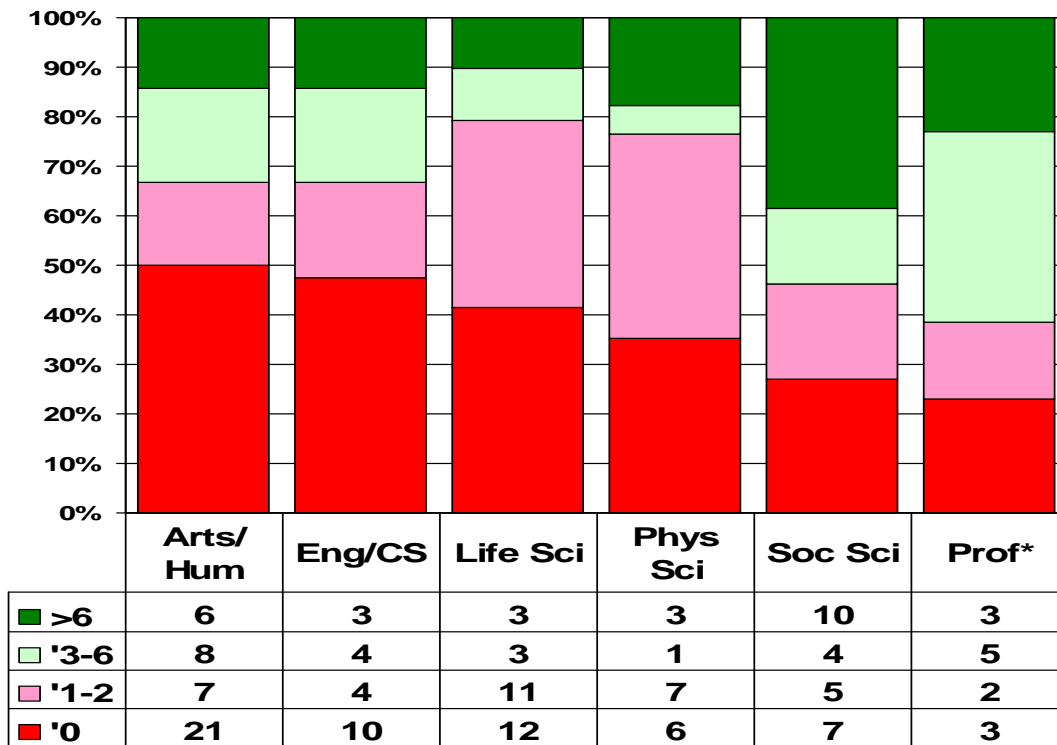
## UC Ladder Rank Hiring Compared to Availability by Field & Gender 2002-03 to 2005-06



\* Prof excludes Law (JD) and all Health Sciences

Table 12

URM Ladder Rank Faculty by Department within  
Field, 2006  
Number (tabled) & Percentage (graphed)  
URMs by Department within field



\* Prof includes Architecture, Business, Communications, Education, Law, Library Science, and Social Welfare.

Note: Future reports will ask departments to report figures in relation to their size and availability.