Chapter 8. Diversity

Goals

UC is dedicated to achieving excellence through diversity in the classroom, research lab and the workplace. It strives to establish a climate that welcomes and promotes respect for the contributions of all students and employees.

In September 2007, the Board of Regents adopted the University of California Diversity Statement as UC policy. 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, and 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.

Diversity is essential to the University’s mission. The Diversity Statement defines this as “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, gender identity, socioeconomic status, and geographic region, and more.”

Narrative

The indicators in this chapter provide a broad overview of the University community — students, faculty and staff — by race/ethnicity and gender. Student survey data are provided to give an indication of the “climates” on campuses. Students’ reported experiences of feeling respected by others on their campus are presented by race/ethnicity, gender, sexual orientation and religion. Diversity by income, parental education and first-generation status is shown in other chapters of this report.

Throughout the chapter, attention is paid to the extent to which the University’s students, faculty, and staff are more or less diverse from the pools from which they are recruited. In the case of undergraduates, California high school graduates constitute the pool. In the case with faculty, the pools are national in scope. Faculty and graduate students are broken down into discipline groups to demonstrate differences among the disciplines.

Finally, a word about terminology. The 2010 Census shows that no single race/ethnic group claims majority status within the state of California — that is represents more than 50 percent of the population. All race ethnic groups are in the minority. As a result, this chapter does not use the term “minority” to describe any race/ethnic group. It uses the term “underrepresented” to refer to African Americans, Chicano/Latinos and American Indians — groups that are typically less represented in the University population than in the state population.

Looking forward

Changes in the state’s demographic composition and in various University policies will impact UC’s population in ways tracked by this chapter’s indicators. During the next several years, the data will be watched to evaluate the effect of tuition increases, changes to admissions policies (beginning in fall 2012, a larger number of students will be entitled to a full review of their application), and other programs and policies that are developed to ensure a diverse and respectful University environment.

This section will be developed in future years to track changes in campus climates. As a result of several bias-related incidents on various UC campuses during spring 2010, UC President Mark G. Yudof convened the President’s Advisory Council on Campus Climate, Culture and Inclusion consisting of…”

1 In September 2010, the Regents adopted a recommendation from the Academic Senate, endorsed by
of both UC and external community members. To achieve the charge of the Council, five working groups were created in December 2010, including one on metrics and assessment. The work of the Council will be reported to the Board of Regents in September 2011 and may influence this chapter in future years.

For more information

The Accountability Sub-Report on Diversity explores the issues highlighted in this chapter in greater detail. It includes a deeper analysis of campus climate and what UC is doing to support an inclusive climate on all its campuses. The Sub-Report also looks at student outcomes by race/ethnicity and gender, analyzing graduation rates for different groups: www.universityofcalifornia.edu/accountability/report.html#subreports.

Detailed information about the diversity of UC students, faculty and staff can be found on UC’s diversity website: www.universityofcalifornia.edu/diversity. It contains links to reports and initiatives both at the systemwide level and at each campus.

All UC campuses demonstrate their commitment to diversity, inclusivity and respect for differences among people by expressing these values in their Principles of Community; these statements can be found here: www.universityofcalifornia.edu/diversity/principles_community.html.
8.1 DIVERSITY OF THE UNIVERSITY COMMUNITY

Of the groups that compose the University community, undergraduate students and professional and support staff have the highest proportions of underrepresented minorities; faculty have among the lowest.

8.1.1 Racial/ethnic distribution of the University community
Fall 2010

While the University’s population has become increasingly diverse, it has not kept pace with the demographic changes in California. For example, 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 (2009–10 figures are not comparable due to a change in the way the Census collects race/ethnicity data). The diversity of the pools from which UC draws its students and faculty partly explain this trend, which is considered later in this chapter.

The small number of Asian Americans in the Senior Management Group is in contrast to relatively larger numbers of Asian Americans in other categories.

1The “other faculty” group includes professors in residence, professors-clinical, and health science clinical faculty. The “other academics” group includes only nonstudent employees and comprises many positions (e.g., librarians and administration categories) as well as academic researchers. The SMG and MSP groups exclude students in these positions. The PSS group includes both represented and non-represented employees, and excludes students.
8.1 DIVERSITY OF THE UNIVERSITY COMMUNITY

Racial/ethnic distribution

Fall 2010

UC campuses

Faculty and academic employees

Non-student staff

Students

Graduate academic
Graduate professional
Undergraduates

International
Other/Unknown
White
Asian American
Chicano / Latino
American Indian
African American
8.1 DIVERSITY OF THE UNIVERSITY COMMUNITY

As with racial/ethnic diversity, gender diversity is also greater for students and staff than for ladder-rank faculty.

8.1.2 Gender distribution of the University community
Fall 2010

Women make up more than 40 percent of all groups except ladder-rank faculty and senior managers.

Undergraduates are now 53 percent female. There is a growing national discussion of why males, particularly underrepresented males, are declining as a proportion of college enrollments.

Source: UC Corporate Student and Personnel Systems¹

¹ See note on 8.1.1 for more details.
8.1 DIVERSITY OF THE UNIVERSITY COMMUNITY

Gender distribution
Fall 2010

Faculty and other non-student academic employees
UC campuses

Non-student staff
UC campuses

Students
UC campuses

Diversity
8.2 UNDERGRADUATE DIVERSITY

Each year UC enrolls a larger proportion of its undergraduates from underrepresented groups, with new freshmen being slightly more diverse than new transfer students.

8.2 Racial/ethnic distribution of new undergraduates
Fall 1999 to 2010

New freshmen
Universitywide

A number of reasons may explain why freshman are more diverse than transfer students. Academic preparation may play a role in inflating the transfer pool with disproportionately white middle-income students who are well prepared academically for UC after graduating from high school, but pursue the transfer path with a view to reducing the expense of their degree program or to entering a more prestigious campus. Finally, some evidence suggests that African American CCC students transfer to out-of-state universities at a high rate, whether in search of larger more vibrant African American undergraduate communities, of larger student financial aid packages or of offers from universities that are not bound by legislation prohibiting affirmative action.
8.2 UNDERGRADUATE DIVERSITY
Racial/ethnic distribution of new undergraduates
Fall 1999 to 2010

New freshmen
UC campuses

New transfers
UC campuses

Source: UC Corporate Student System
8.3 UNDERGRADUATE CAMPUS CLIMATE

From 2008 to 2010, most race/ethnic groups shown below report about the same level of feeling respected/disrespected on campus.

8.3.1 Response to “Students of my race/ethnicity are respected on this campus”
Universitywide and UC campuses
2008 and 2010

Among race/ethnic groups, African Americans are least likely to feel that they are respected on campus.

1 Data are shown for all the years these questions were asked in UCUES.
Among self-identified religious groups, Muslim and Jewish students feel less respected than other students.

8.3.2 Response to “Students of my religion are respected on this campus”
Universitywide and UC campuses
2008 and 2010

Among religious groups, Muslims are the least likely to feel that they are respected on campus. At the same time, fewer Muslim students strongly disagreed that they were respected in 2010 than 2008. Jewish students felt less respected on campus in 2010 than in 2008.

The University's goal is to assure all students are respected on campus. Multiple factors influence these findings, including the number of students in each group, the environment surrounding the campus and media attention.
8.3 UNDERGRADUATE CAMPUS CLIMATE

Undergraduates who identify as lesbian, gay, bisexual, queer, questioning/unsure or transgender or genderqueer are much more likely to report feeling disrespected on campus.

8.3.3 Response to “Students of my sexual orientation are respected on this campus”
Universitywide
2008 and 2010 combined

8.3.4 Response to “Students of my gender are respected on this campus”
Universitywide
2008 and 2010 combined

Source: UCUES¹

¹ The 2008 and 2010 data were combined because of the small number of respondents who chose some of the categories. The LGBQ category includes the following responses: Gay/lesbian, Bisexual, Self-identified Queer, and Questioning/Unsure. The Other category is its own category in UCUES; the data shown here do not include any other responses. Additional detail can be found in the appendix. Because the numbers for some of the groups listed above have small numbers, campus data are not reported separately.
During the past decade, the number of eligible Chicano/Latino high school graduates has grown significantly; this increase reflects growth in the proportion of California high school graduates who are Chicano/Latino, coupled with their improved high school performance.

8.4.1 Eligible high school graduates and new UC freshmen by racial/ethnic group
Universitywide
Selected years

Even though the pool of eligible Chicano/Latino students is growing dramatically, only 6.9 percent of Chicano/Latino high school graduates were eligible.
California Community College freshman students from underrepresented race/ethnicity groups are less likely to be “transfer ready”\(^1\) than other groups.

8.4.2 Transfer pipeline to UC by racial/ethnic group
Universitywide
2008 entering class

Many new CCC freshmen are not necessarily “transfer directed,” which means they enter the CCC system with other educational goals. Still, the differences between entering CCC freshmen and the number of all CCC students who are “transfer ready” two years later points to a challenge for the CCCs as well as UC and CSU: how to help more CCC students from underrepresented race/ethnic groups complete the requirements for transferring to a four-year college.

\(^1\) The CCC term “transfer ready”, potentially misleading, refers to students who have completed two years of transferable coursework, which includes transferable English and math courses, with a minimum GPA of 2.0. Students can take more (or less) than two years to complete these requirements, and for transfer to UC most would need a grade point average of 2.4 or higher, so the comparison of 2008 transfer-ready students to 2006 new CCC freshmen can only provide a rough indicator of how many students fall out of the four-year college pipeline at the community college level.
8.5 FACULTY DIVERSITY PIPELINE

UC hiring of new assistant professors from underrepresented race/ethnic groups has grown in each discipline. However, it remains slightly lower in the aggregate than the national availabilities.

8.5.1 New assistant professors compared to national availability for underrepresented minorities by discipline Universitywide

<table>
<thead>
<tr>
<th>Discipline</th>
<th>1998-2003</th>
<th>2005-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Other Prof</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Arts/Humanities</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6%</td>
<td>20%</td>
</tr>
<tr>
<td>Education</td>
<td>12%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Data from the 2003–04 National Study of Postsecondary Faculty (NSOPF) show that UC hired a slightly higher percentage of new assistant professors in underrepresented minorities (10.3 percent) than other US research and doctoral institutions (7.7 percent). The trend was not uniform across all disciplines, however. The data show UC hired proportionally more underrepresented minorities into new faculty positions in education, arts and humanities, and social sciences, and life sciences and slightly fewer in physical sciences and engineering.

Because faculty careers span 30 years or more, faculty diversity evolves slowly. New faculty hiring has recently slowed due to the budget situation, which will impact UC’s efforts to diversify its faculty both in race/ethnicity and gender.

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1 This analysis follows the campus practice required for federally mandated affirmative action plans; UC is required by Proposition 209 to satisfy federal reporting requirements in this area. See the appendix for additional details. Underrepresented groups include African American (Black), American Indian and Chicano/Latino (including Puerto Rican, Mexican American, and other Hispanic). More detailed information on faculty diversity efforts can be found in the Accountability Sub-Report on Faculty Competitiveness: [www.universityofcalifornia/accountability/reports](http://www.universityofcalifornia/accountability/reports).
The proportion of females hired by UC at the assistant professor level has recently been much closer to national availability than in the prior period.

8.5.2 New assistant professors compared to national availability by gender and discipline
Universitywide

A notable exception to the overall trend in female faculty hiring is the disciplinary grouping of Arts/Humanities/History.

The national availability figures shown in these two charts are drawn from the nationwide population of new doctoral degree recipients. However, UC recruits a significant number of new faculty from its own graduate students and postdoctoral scholars, so the hiring pool may be different than the national availability shown here.

Comparative data exist in the 2003–04 National Study of Postsecondary Faculty (NSOPF). They show that in 2004 UC hired proportionally more women as new assistant professors (nearly 39.8 percent) than other US research and doctoral institutions (25.5 percent). Indeed, the 2004 data show that UC hired proportionally more women in all subject areas.

1 This analysis follows the campus practice required for federally mandated affirmative action plans; UC is required by Proposition 209 to satisfy federal reporting requirements in this area. See the appendix for additional details.
8.6 DIVERSITY OF GRADUATE ACADEMIC STUDENTS

UC is making very slow but steady progress in diversifying the domestic graduate academic students.

8.6.1 Racial/ethnic distribution of graduate academic students by discipline
Universitywide
Fall 2000 to 2010

The race/ethnic diversity of UC graduate academic students is comparable with that for research and doctoral institutions nationally, according to data from the National Postsecondary Student Aid Study (NPSAS) 1999–2000 and 2007–08, conducted by the National Center for Education Statistics.

UC campuses have received funding from the National Science Foundation through its Alliance for Graduate Education and the Professorate (AGEP) grant program with the goal of increasing the number of students from underrepresented race/ethnic groups who acquire doctoral degrees in STEM fields (Science, Technology, Engineering and Math).

UC’s graduate programs draw students from across the nation and around the world, including its own undergraduate students. Because of this, UC’s efforts to diversify its undergraduate students can also help to diversify its graduate academic population.

Since Ph.D.s constitute the pool for new faculty hiring, a critical means for increasing the diversity of the faculty is to increase the diversity of the pool of doctoral degree recipients.

1 “Other” disciplines include interdisciplinary areas, miscellaneous fields such as criminology, and academic degrees in professional fields such as a Ph.D. in business or law.
8.6 DIVERSITY OF GRADUATE ACADEMIC STUDENTS

Only in the life sciences does there appear to be a slight trend of increasing the proportion of graduate students who are female.

8.6.2 Gender distribution of graduate academic students by discipline
Universitywide
Fall 2000 to 2010

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.

There has been no progress during the last 10 years in increasing the proportion of women, except for in the life sciences. This is in contrast to the situation for undergraduates, where women now make up 53 percent of the student body.

The gender diversity of UC graduate academic students is comparable to research and doctoral institutions nationally, according to data from the National Postsecondary Student Aid Study (NPSAS) 1999–2000 and 2007–08, conducted by the National Center for Education Statistics.

Source: UC Corporate Student System

1 Other" disciplines include interdisciplinary areas, miscellaneous fields such as criminology, and academic degrees in professional fields such as a Ph.D. in business or law.
The professions continue to have very low numbers of students from underrepresented race/ethnic groups. Business schools in particular have very low proportions.

8.7.1 Racial/ethnic distribution of graduate professional degree students by discipline
Universitywide
Fall 2000 to 2010

Students from underrepresented groups (American Indian, African American and Chicano/Latino) constituted 12.1 percent of all professional degree students in 2009–10 compared to 11.2 percent in 2000–01. The proportion of students from underrepresented race/ethnic groups varies by professional degree program — lowest in business (5 percent) and highest in education (26 percent).

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), designed to address the needs of underserved groups and communities.

The picture is comparable at research and doctoral institutions nationally. However, according to the National Postsecondary Student Aid Study (NPSAS) 2007–08, UC enrolled fewer underrepresented minorities in business and medicine (4.5 percent and 10.7 percent, respectively) than did comparable programs at research and doctoral institutions nationally (12.8 percent and 14.7 percent, respectively).

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1 “Other Health” includes dentistry, nursing, optometry, pharmacy, public health and veterinary medicine; “Other Professional” includes programs such as architecture, library and information science, public policy and social welfare, and other small programs. Medical residents are not included.
2 For further information about the PRIME program, see the January 2010 Accountability Sub-Report on Health Sciences and Services: www.universityofcalifornia.edu/regents/regmeet/jan10/j4.pdf.
Among professional programs, the gender distribution is most unequal in business (largely male) and education (predominantly female).

8.7.2 Gender distribution of graduate professional degree students by discipline
Universitywide
Fall 2000 to 2010

The trend since 2003 has been proportionally fewer women in the professional schools. According to the National Postsecondary Student Aid Study (NPSAS) 2007–08, UC enrolled substantially more women in medicine (52.1 percent) than did medical schools at research and doctoral institutions nationally (43.1 percent), and substantially fewer in business schools (29.8 percent) for UC compared to 48.6 percent at MBA programs at research and doctoral institutions nationally.

Source: UC Corporate Student System¹

¹ “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.