



UNIVERSITY of CALIFORNIA

Excellence Through Diversity



## Executive Summary

# The Representation of Minorities Among Ladder Rank Faculty

Report of the UC President's Task Force on Faculty Diversity

May 2006





OFFICE OF THE PRESIDENT

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## Statement on Faculty Diversity

Faculty diversity is critical to the future of the University of California. A diverse faculty enhances the breadth, depth, and quality of our research and teaching programs by increasing the variety of experiences, perspectives and scholarly interests among our faculty. Diversity among our faculty, like diversity among students, enriches intellectual discussion, promotes understanding across differences, and enhances UC's responsiveness to the needs of an increasingly diverse workforce and society.

A diverse faculty reflects inclusiveness and opportunity that are essential if UC is to maintain excellence and legitimacy in its role as a land-grant university. UC will remain competitive as a leading institution of higher education only if it fully utilizes the available talent pool. UC will retain its leadership as the premier public research institution in the world only if it is inclusive, so that all members of our heterogeneous society can participate in the educational and research programs necessary for our future.

With this statement, we, the academic leaders of the University of California, renew our commitment to valuing faculty diversity and to providing equal opportunity to all members of the academic community. We call upon the faculty of the University of California to join us in this commitment.

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## EXECUTIVE SUMMARY

The UC President's Task Force on Faculty Diversity, chaired by UCLA Associate Vice Chancellor Rosina Becerra, convened in May 2005 with a charge to review faculty diversity at the University of California and make recommendations to the academic leadership.

### What do we mean by faculty diversity?

In addressing the complex issue of faculty diversity, the 10 member Task Force adopted the definition of diversity endorsed by the Assembly of the Systemwide Senate on May 10, 2006:

"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."

Acknowledging the importance of all aspects of diversity, the Task Force focused on assessing the status of racial and ethnic diversity as one important component of overall faculty diversity at the University of California. While other dimensions of diversity were not the focus of this Task Force's work, the goal of the Task Force is to promote a new culture of inclusion, opportunity and tolerance at the University of California that will benefit all members of the academic community.

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### Why is faculty diversity important to the University of California?

The University of California's commitment to faculty diversity reflects two overarching goals: First, an effective faculty diversity program will foster an academic community that will reflect a diverse range of interests, abilities, life experiences and worldviews that will enhance the academic mission of the University of California. Second, an effective faculty diversity program will support equality of opportunity which will ensure that the University of California can fully utilize the intellectual resources embedded in our diversity and maintain our legitimacy as a public land grant university.



## What about Proposition 209?

The enactment of Proposition 209 in 1996 raised many questions about the status of faculty diversity efforts at the University of California. However, the Task Force found that the non-discrimination requirement in Proposition 209 can be understood as supporting the University's commitment to provide equal opportunity in hiring, compensation and all other employment programs. Where there is underrepresentation, the University must take steps to address the barriers that prevent full participation of minorities in academic careers. Further, schools and departments in every field can identify the academic values that are enhanced by a diverse teaching and research environment. Strategies to select and advance scholars with the expertise to foster those academic values are essential if UC is to maintain its excellence as a premier public institution.

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

The pool of underrepresented minority scholars is getting larger, but the demographic profile of the UC faculty has changed only slightly.

- Although the diversity of both the state college-age population and the national pool of doctoral candidates is increasing, the diversity of the UC faculty has remained flat.
- The actual numbers of underrepresented minority faculty on each campus are so low that these faculty report experiences of isolation and marginalization in their academic life.

The effect of the small numbers is exacerbated by the concentration of minority faculty into certain fields and departments.

- Underrepresented minority faculty at UC are concentrated in certain fields (humanities and social sciences) and certain departments within those fields (sociology and anthropology).
- Almost a quarter of underrepresented minority faculty (as compared to less than 8% of all faculty) are in just three departmental areas: Education, Languages, and Ethnic Studies.
- Addressing the barriers that prevent underrepresented minorities from pursuing academic careers in fields such as science and engineering, as well as departments such as political science and economics, will be essential to achieving equity.

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Recent data show increased hiring of minority faculty at UC.

- The hiring of underrepresented minority faculty began to rise in the early 1990's but dropped after 1995 with the passage of the Regents' Resolution SP-2 and Proposition 209.
- Since 2000, the hiring of underrepresented minority faculty rose again, returning almost to pre-1995 levels. A decade of progress was lost, but the trend is moving in the right direction.

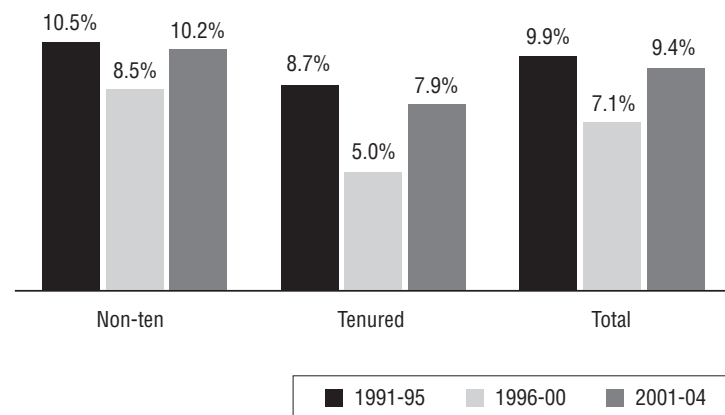
Looking at aggregate data may mask problem areas. Detailed data analysis is essential to understanding the issues and developing effective responses.

- When UC faculty hiring is compared to estimates of availability in the national Ph.D. pool, the overall data show that UC is hiring at or near parity.
- However, when the data are disaggregated by field, UC is hiring below availability in fields such as physical sciences and engineering, where availability is already low.
- In all fields, but particularly science and engineering, addressing the participation of minority students in doctoral programs will be critical to addressing underrepresentation in faculty hiring.

The underrepresentation of minorities in faculty careers is a national problem, not unique to UC.

- The representation of minority faculty is low at all UC's "comparison eight" research institutions.
- In the aggregate, UC has a higher percentage of underrepresented minority faculty than the group of four private comparison institutions and a percentage roughly equal to that of the group of four public institutions.
- When the data are disaggregated, UC has a higher representation of Asian and Chicano/Latino faculty than the comparison institutions and a lower percentage of African American faculty.

Hiring of Underrepresented Minority (URM) Faculty Over Time



UC can make a significant contribution to increasing the national pool of underrepresented minority faculty by focusing attention on the diversity of our graduate students.

- UC produces 8-10% of the Ph.D. recipients in the country. Addressing the underrepresentation of minorities among UC's graduate students will increase the pool for UC faculty hiring and for the nation.
- Incorporating academic values of equal opportunity and diversity into graduate student selection and evaluation are tools that can increase diversity in graduate programs.

Faculty retention, in addition to hiring, plays a critical role in addressing the underrepresentation of minorities among UC faculty.

- Academic administrators at all campuses reported that minority faculty are highly sought after by UC's competitors, so that retaining these faculty is a significant challenge.
- Understanding data on retention and resignation requires a case by case analysis, but aggregate data show higher resignation rates for minority faculty. One set of campus data shows that the disparities may be due to field differences, suggesting that further analysis is needed at the campus level.

If UC does not make the institutional change necessary to address current disparities in the hiring and retention of minority faculty, the faculty will become less diverse in the future, while the state becomes more diverse.

- Because faculty careers can last up to 40 years, the rate of demographic change is slow. Even if hiring proceeds at its current increased level and retention disparities are corrected, the percentage of underrepresented minorities among UC faculty is projected to increase by only one percent in the next ten years.
- The next decade of increased faculty retirements presents a one-time opportunity of higher faculty turnover during which we can address the underrepresentation of minority scholars among UC faculty. If steps are not taken now, this opportunity to recruit a new generation of more diverse faculty will be lost.

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## What is UC doing to address faculty diversity?

In response to growing concerns, the UC Office of the President and UC campuses have committed significant staffing and resources to effective programs that address faculty diversity. These programs provide excellent models for campuses to take additional steps in the future.

- The 2005 amendments to the UC Academic Personnel Policies (APM) 210, 240, and 245 set forth a model for evaluating faculty and academic administrators 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 the implementation of a hiring incentive in 2003, more than 40 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. For example, UCLA has an Office of Faculty Diversity which has developed effective web resources: <http://faculty.diversity.ucla.edu/>
- Several campuses have invested in research programs such as the Berkeley Diversity Research Initiative (BDRI) which supports research on race, diversity and policy that draws upon the assets of a diverse community and reduces ethnic/racial disparities of concern to California and the nation. Up to 10 faculty positions will be allocated in support of the BDRI. <http://bdri.berkeley.edu/>

## What are the recommendations of the Task Force?

Significant challenges remain for the University of California to maintain a faculty that is accessible to and responsive to the needs of our increasingly diverse state.

### LEADERSHIP - Strong leadership is critical to institutional change.

- The Task Force recommends that 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.
- Leadership includes a high-level academic appointee charged with faculty diversity, high-level diversity advisory committees, and the consideration of the effectiveness of candidates' records in promoting diversity and equal opportunity in the appointment and review of academic administrators.

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Leadership is critical to institutional change.

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### ACADEMIC PLANNING - 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.
- Academic planning for diversity includes proactive steps to advance diversity and equal opportunity in graduate study and postdoctoral appointments, especially in fields such as physical sciences, math and engineering.

### RESOURCE ALLOCATION AND FACULTY REWARDS - Resources and rewards are essential to influence action in support of diversity and equal opportunity.

- The Task Force recommends that each campus examine a wide variety of resource allocation practices and incentives, including the FTE allocation process, so that rewards are consistent with the institutional value for diversity.
- Rewarding faculty contributions to diversity includes implementing the newly revised APM 210 so that research, teaching and service that promote diversity will be recognized in faculty advancement and promotion.

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**FACULTY RECRUITMENT AND RETENTION - 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.
- Effective academic personnel programs to ensure equal opportunity include training for faculty and academic administrators, systems for data collection and analysis, and mentoring and career development programs for faculty.

**ACCOUNTABILITY – Academic administrators must be held accountable for promoting an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.**

- The Task Force recommends that academic administrators provide annual reporting at the department, division and campus level coupled with monitoring and resource-based incentives for diversity efforts.
- Accountability includes additional methods for assessing faculty diversity such as periodic climate surveys, exit interviews and detailed data analysis.

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Campuses can do more to promote faculty diversity.

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## How will the recommendations of the Task Force be implemented?

The work of the Task Force culminates with the **President's Summit on Faculty Diversity** on May 23, 2006. Teams of faculty, academic administrators, and Senate leaders from each campus attending the Summit will develop campus strategies to follow up on the Task Force recommendations.

A complete description of the President's Task Force on Faculty Diversity, along with detailed demographic data on UC faculty, is on the web at: <http://www.universityofcalifornia.edu/facultydiversity/>



## A FINAL NOTE FROM THE TASK FORCE

It has been a year since President Dynes appointed the ten-member Task Force on Faculty Diversity and charged them with conducting a comprehensive program review of faculty diversity efforts at each campus of the University of California. The Task Force was to make recommendations and bring them to the attention of campus faculty and academic administrators at all levels.

Over this past year, we have requested information about efforts to address faculty diversity. Documents, reports, data and other information were received and posted on the task force website, available to all. To further understand the actual “on the ground” efforts, groups of three members of the task force visited each campus to add to our knowledge about faculty diversity on each campus.

This report reflects the involvement and efforts of administrators and faculty on every campus and what they are doing to address and enhance faculty diversity.

We’d like to thank all of the Chancellors, Provosts and Vice Chancellors who met us and provided a candid appraisal of their institution with respect to faculty diversity. Additionally, the Deans and Chairs were equally forthcoming in evaluating their efforts in this area. The faculty who participate on the diversity, affirmative action, and other Academic Senate committees gave us their perspectives as well. At the open meetings, many faculty came and shared with us their concerns as well as their achievements and successes in diversifying their faculty.

We wish to thank all of you for your comments and appreciate the time you have taken to share your views and experiences with us. We hope that this report reflects the best practices of your institution and that the recommendations that have emerged from our review will be fully embraced and implemented.

In closing, we particularly wish to thank our staff, Susan Drange Lee (UCLA), Cristina Perez (UCB) and Sheila O’Rourke (UCOP), who were instrumental in organizing the travel schedule, keeping the notes from each and every meeting across the nine campuses, organizing the information and drafting this final report.

To my colleagues on the Task Force, thank you for your time and dedication to this important task.

Rosina M. Becerra, Chair





# PRESIDENT'S TASK FORCE ON FACULTY DIVERSITY

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