

Faculty Diversity and Gender Equity at the University of California

Sheila O'Rourke

**Assistant Provost, Academic Affairs
University of California, Berkeley**

Sheila O'Rourke works in academic affairs and faculty welfare at Berkeley after spending eight years at the UC Office of the President developing systemwide policies and programs addressing faculty equity and diversity. Her work includes academic hiring procedures, family friendly programs, academic grievance procedures, Title IX compliance and graduate diversity. She continues to serve as the Director of the President's Postdoctoral Fellowship Program. Her prior appointments include Acting Assistant Vice President at the UC Office of the President, Assistant Provost for Academic Compliance at Berkeley, and Staff Attorney for the U.S. Department of Education Region IX Office for Civil Rights. She has taught legal writing and constitutional law at Stanford Law School and the University of San Francisco School of Law, and currently teaches a freshman seminar on civil rights law in higher education at Berkeley. She has a J.D. from Boalt College of Law at UC Berkeley, and an A.B. from Stanford University.



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**Sheila O'Rourke, J.D.
Assistant Provost Academic Affairs, Berkeley**

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Why is faculty diversity important?

ACADEMIC MISSION

An academic community that reflects a diverse range of interests, abilities, life experiences and worldviews will enhance the academic mission of the University of California

LEGITIMACY

Equality of opportunity will ensure that UC can fully utilize the intellectual resources embedded in our diversity and maintain our legitimacy as a public land grant university.

What do we mean by diversity?

UC Academic Senate Diversity Statement

Adopted by the Assembly of the Academic Senate, May 2006

Endorsed by the President, June 2006

Adopted by The Regents as University Policy, September 2007

“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.”

What is the Status of Faculty Diversity at UC?

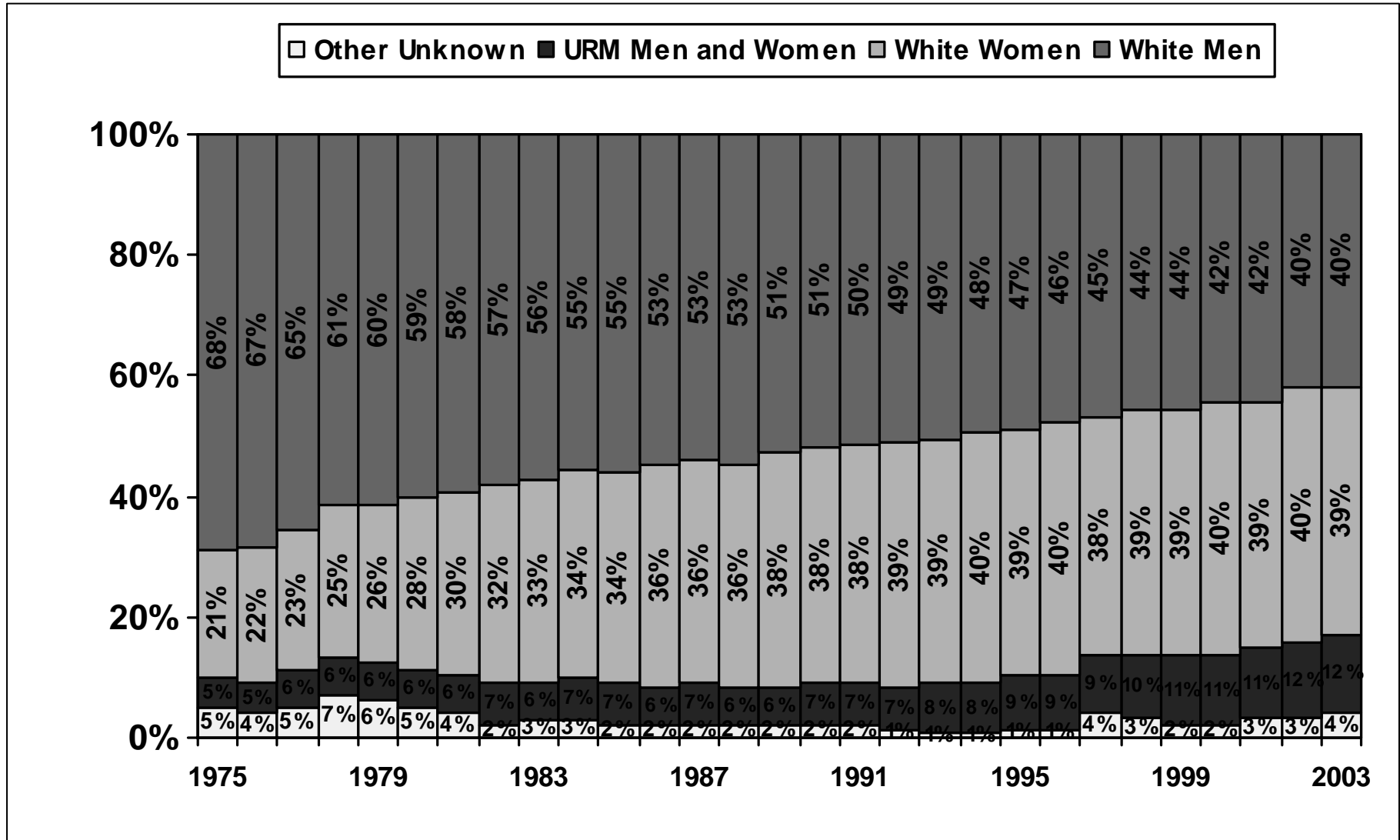
Where are we now?

- Demographics of women and minority faculty at UC
- National comparisons and pipeline issues

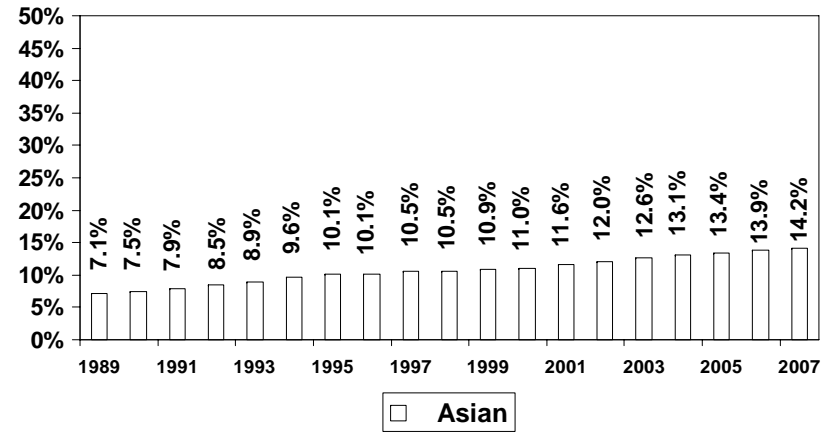
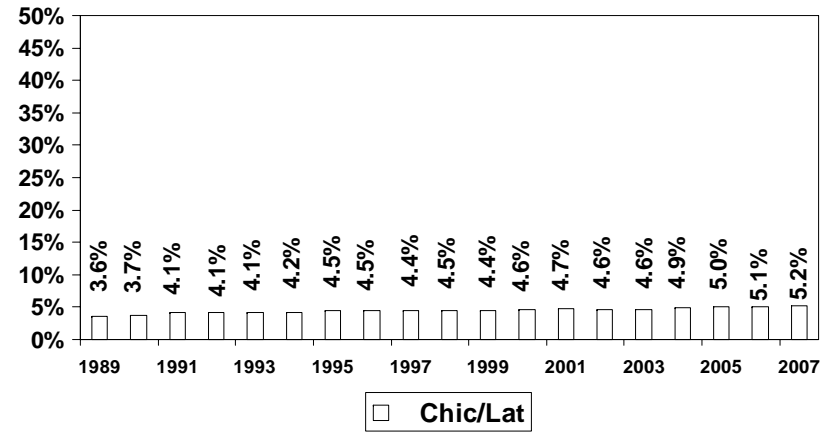
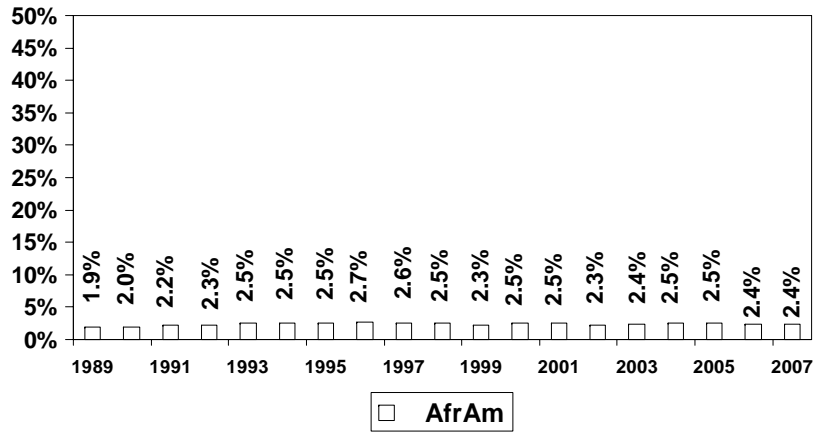
What efforts are being made to address the issues?

- President's Postdoctoral Fellowship Program
- Amendments to APM 210
- Graduate selection and fellowship award criteria

Changing Demographics of PhD Production

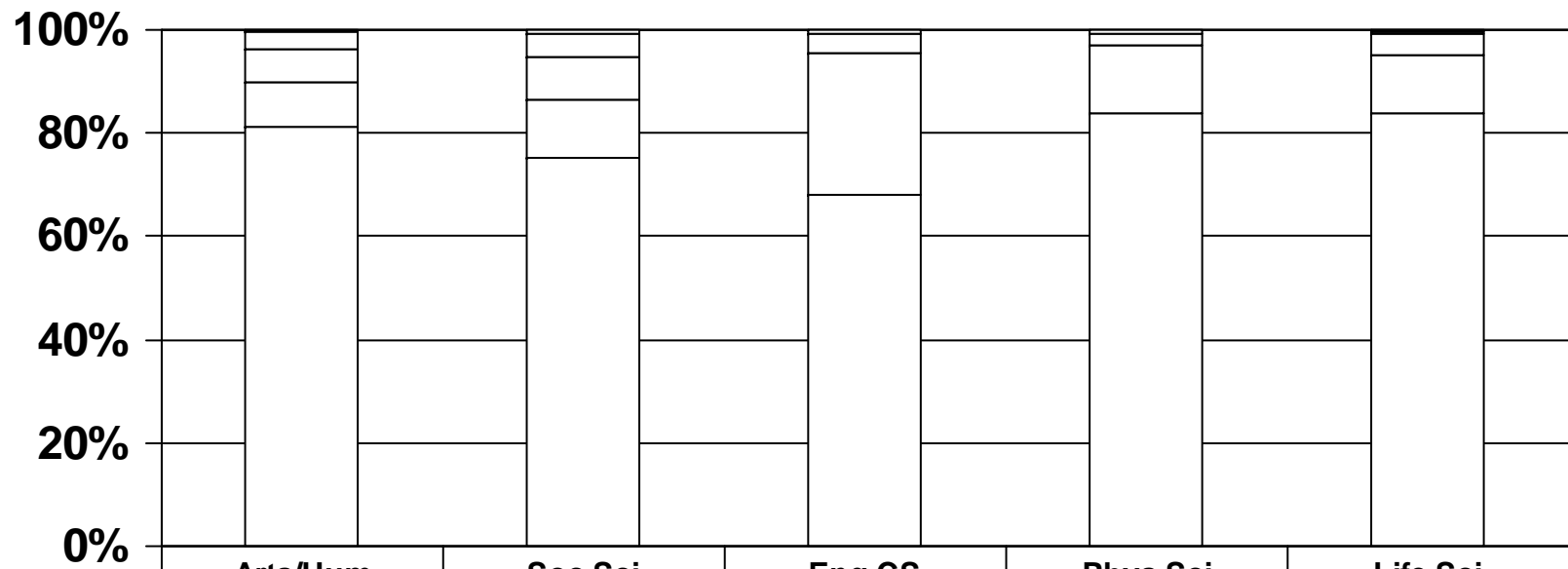


Faculty Headcount at UC 1989-2007



Faculty Headcount by Race and Field

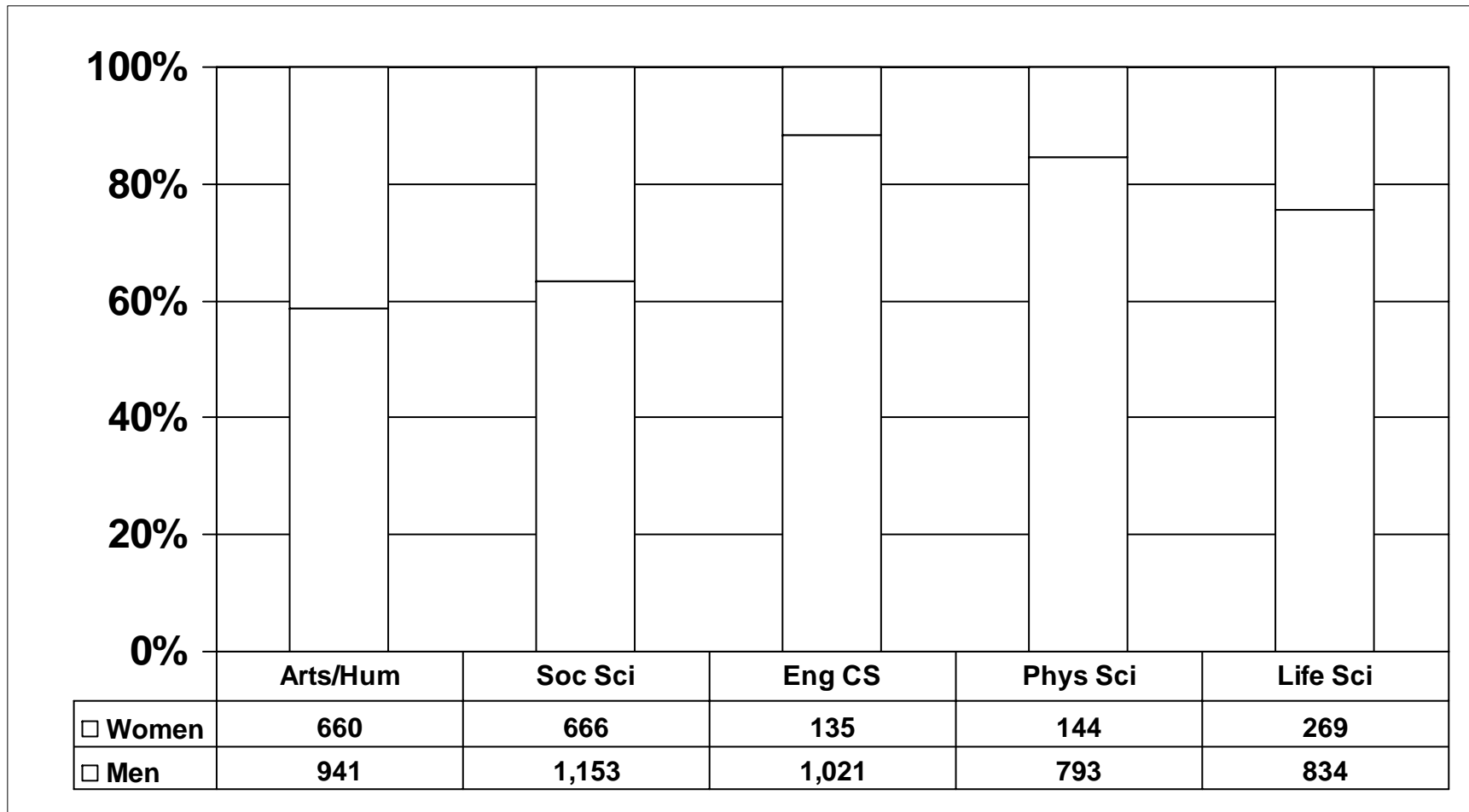
Representation varies by field for minorities *2006 Data



	Arts/Hum	Soc Sci	Eng CS	Phys Sci	Life Sci
□ Nat Am	9	17	1	1	3
□ Afr Am	52	78	7	6	6
□ Chic/Lat	102	148	45	22	43
□ Asian	140	207	317	124	128
□ White	1,298	1,369	786	784	923

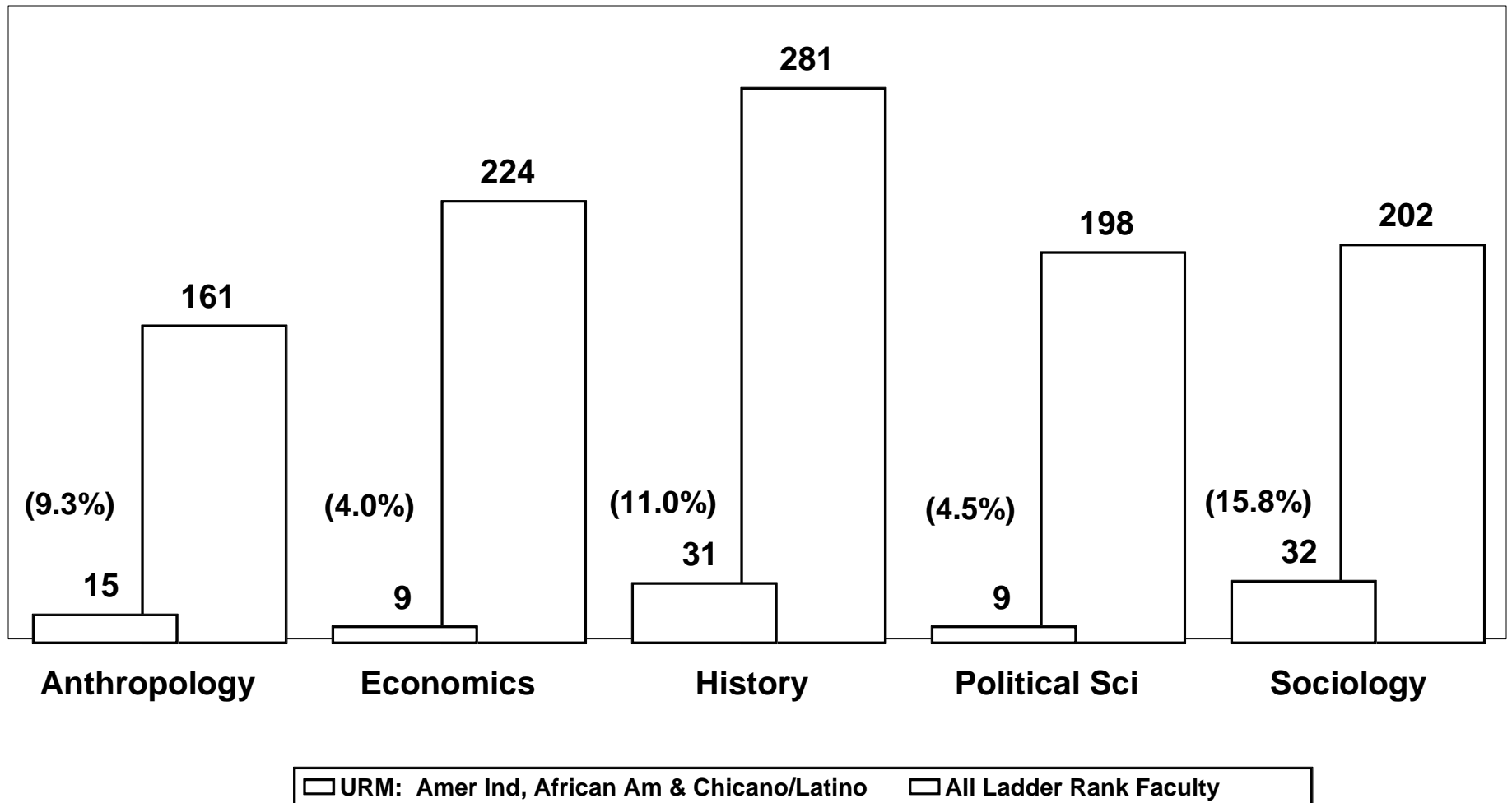
Faculty Headcount by Gender and Field

Representation varies by field for women *2006 Data



URM Faculty Representation in Selected Departments

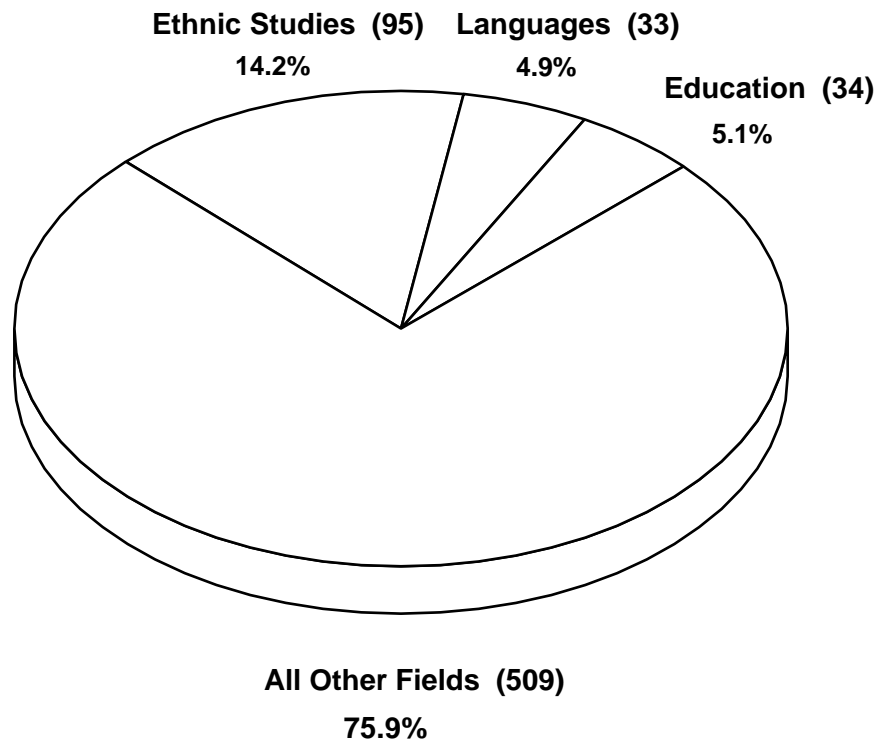
Within fields such as Social Sciences,
representation varies between departments * October 2004 Data



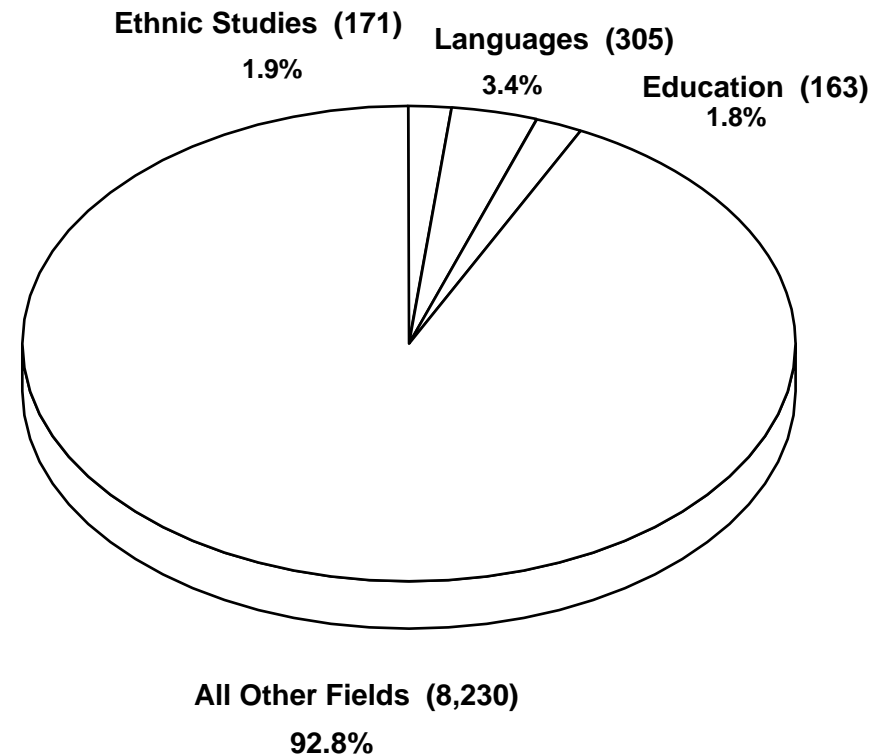
URM Faculty Headcount by Race and Department

Representation of URM faculty is concentrated in a few departments *2004 data

American Indian, African American
& Chicano/Latino



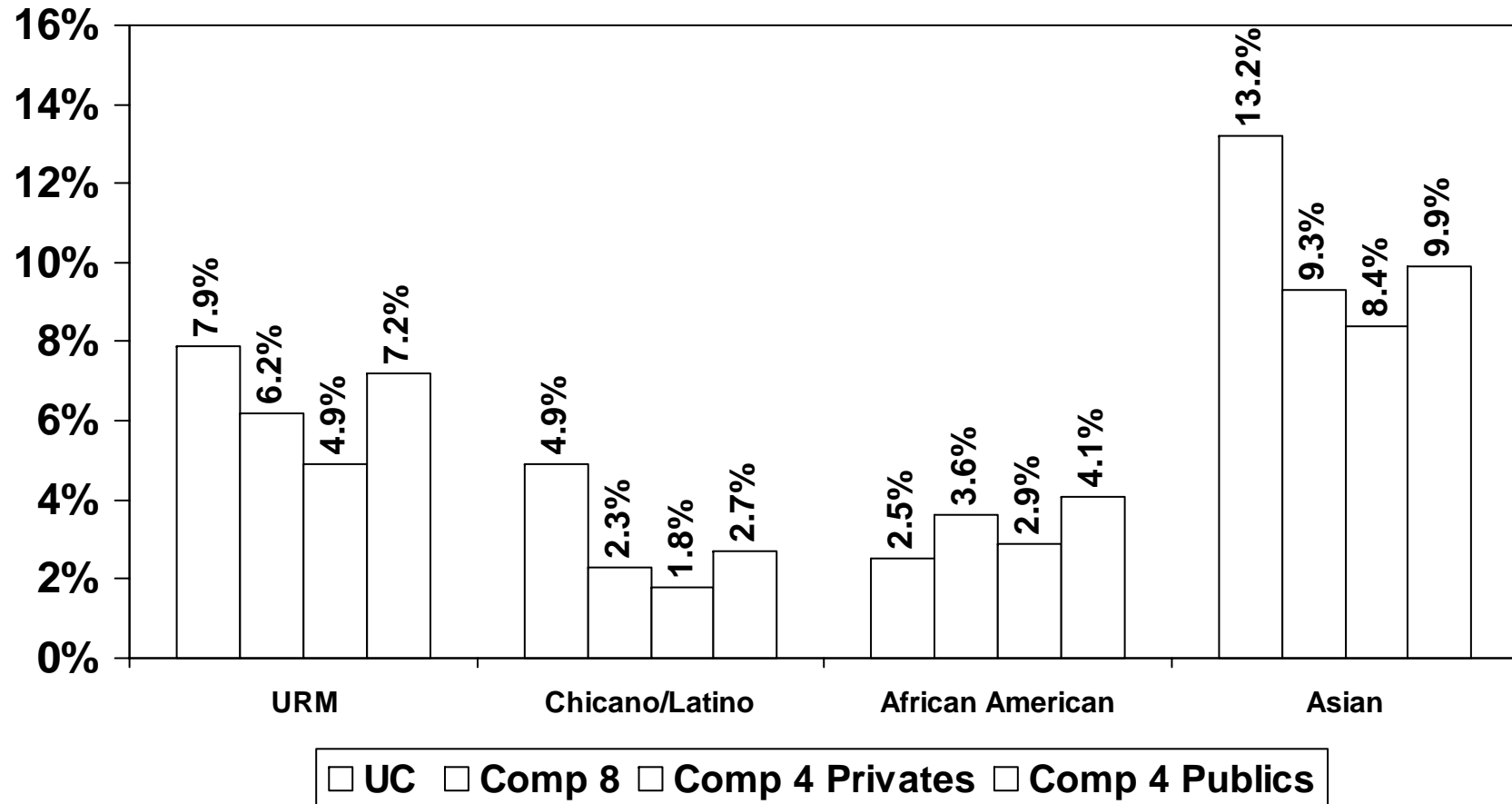
All Ladder Rank
Faculty



UC Faculty – Comparison 8 Institutions

IPEDS Fall Staff Survey 2005

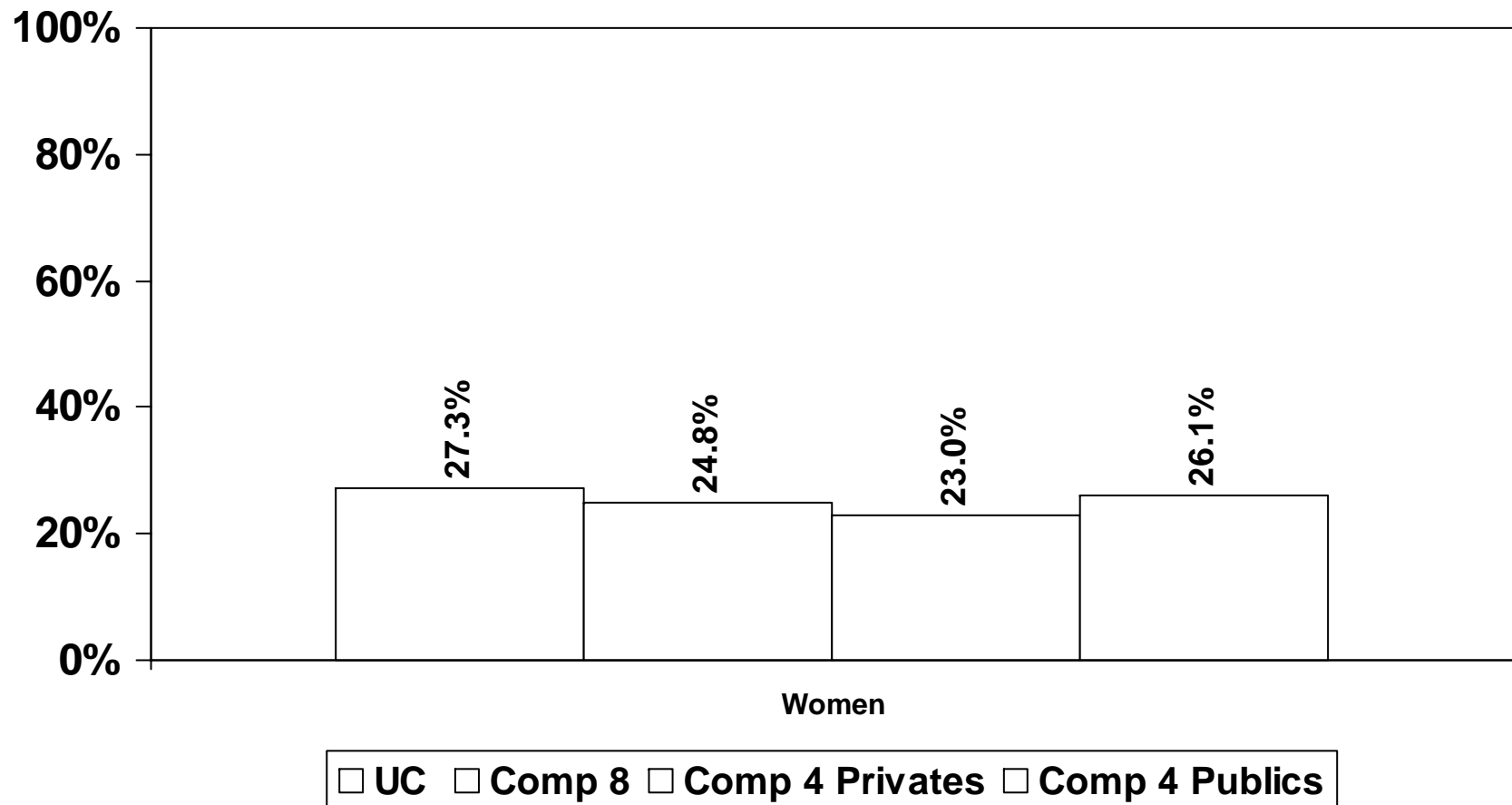
Faculty Racial Diversity is a National Problem



UC Faculty – Comparison 8 Institution

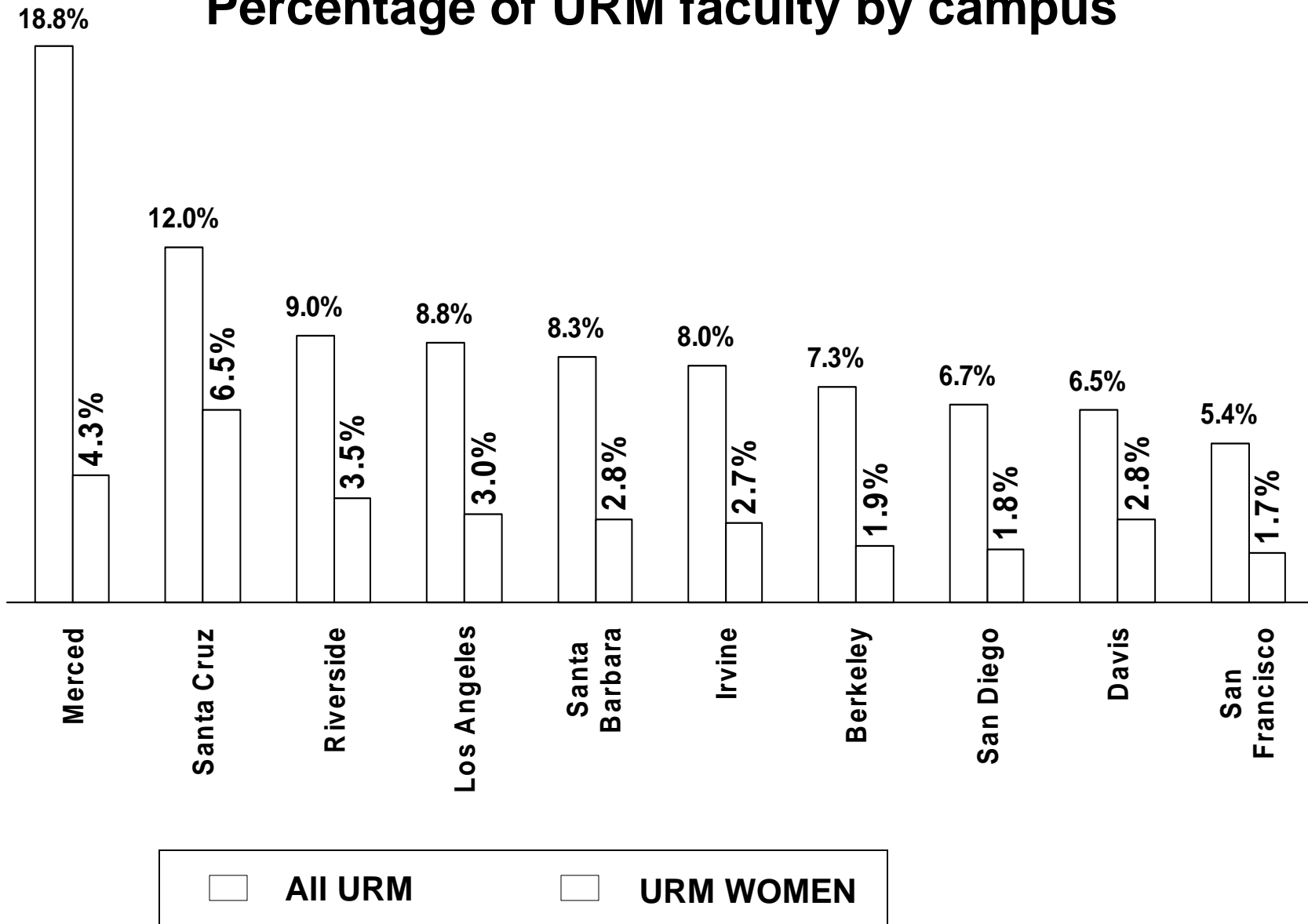
IPEDS Fall Staff Survey 2005

Faculty Gender Diversity is a National Problem



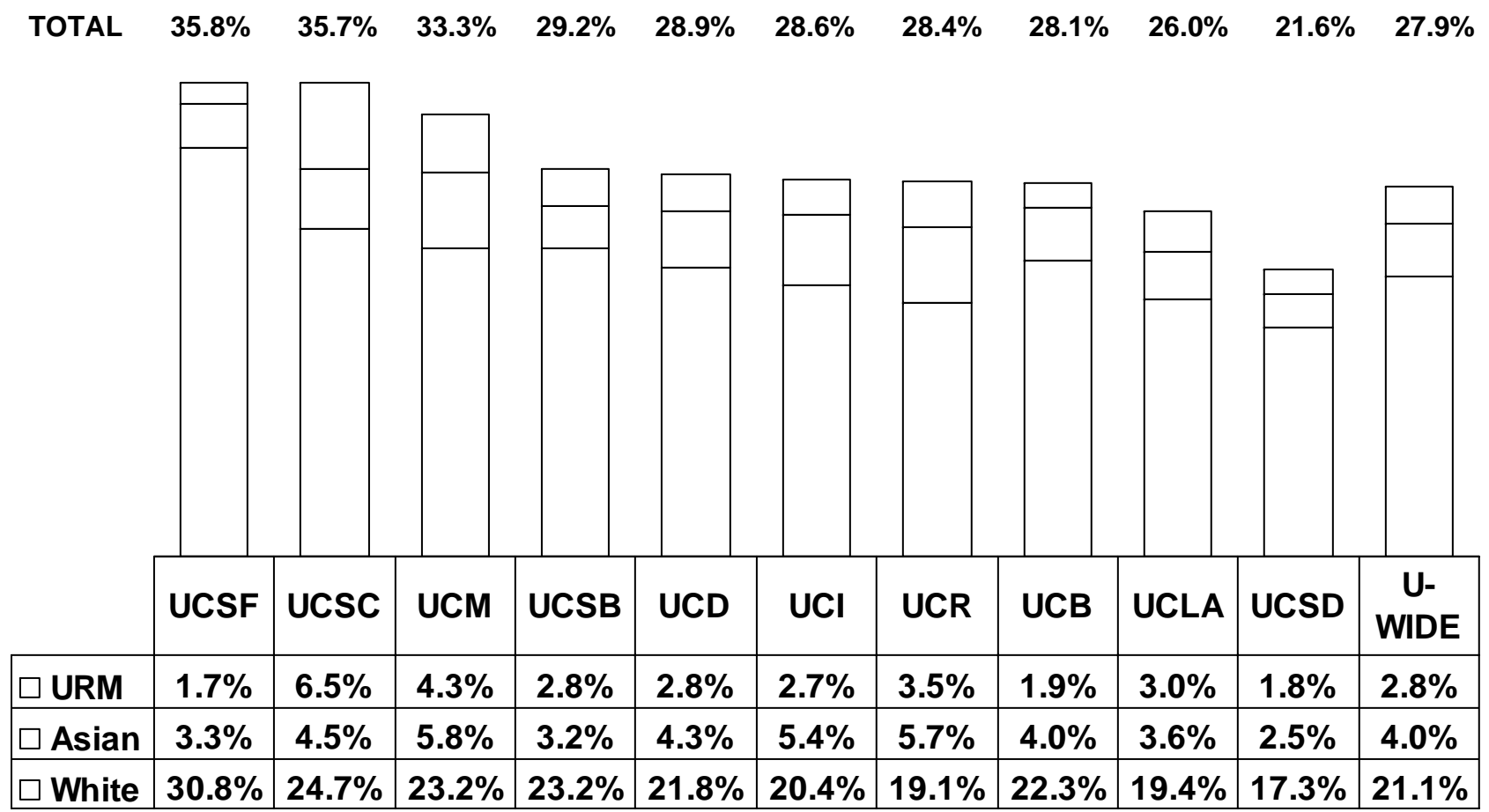
Faculty Headcount 2006

Percentage of URM faculty by campus



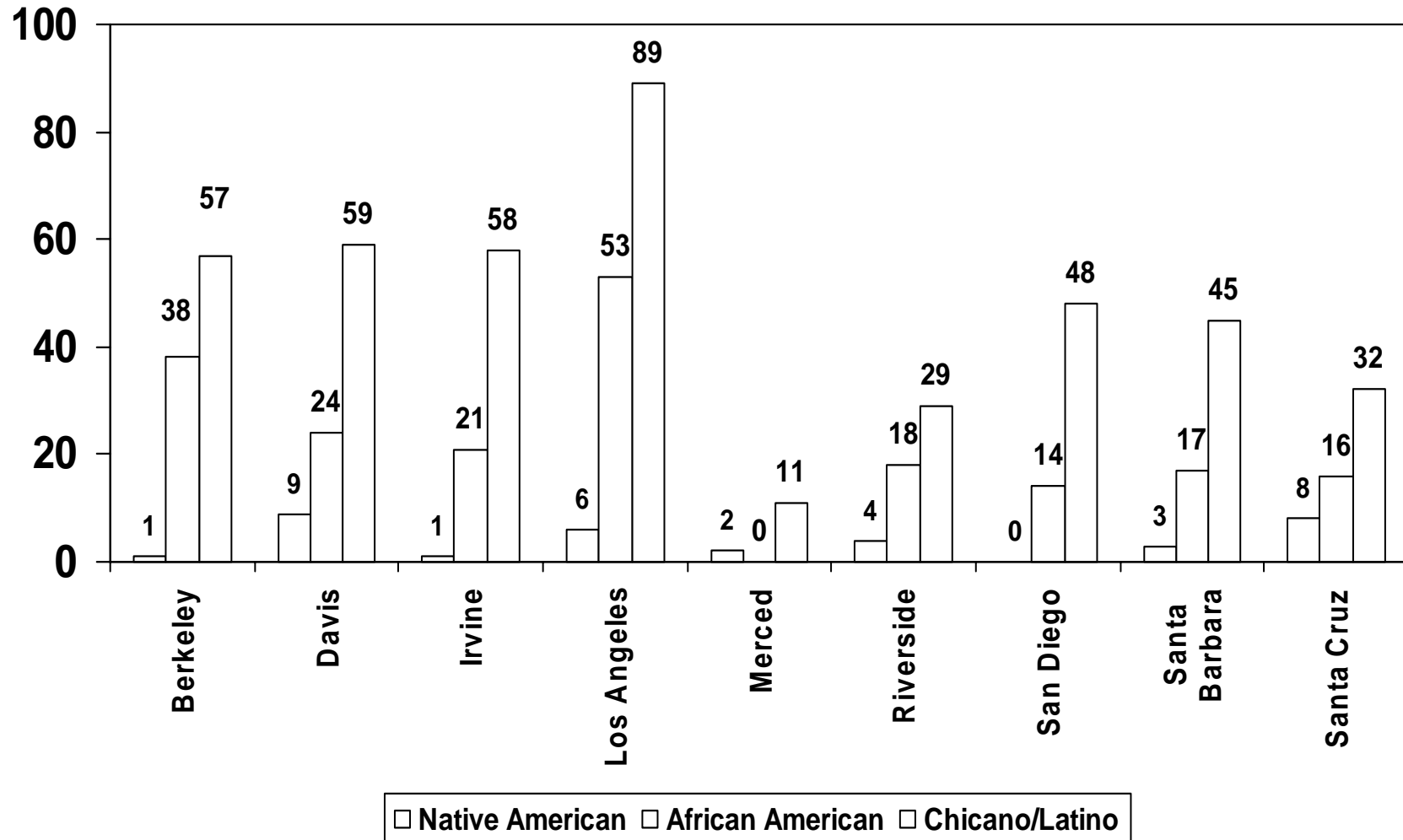
Representation of Women Faculty 2006

Percentage of Women Faculty by Campus and by Race



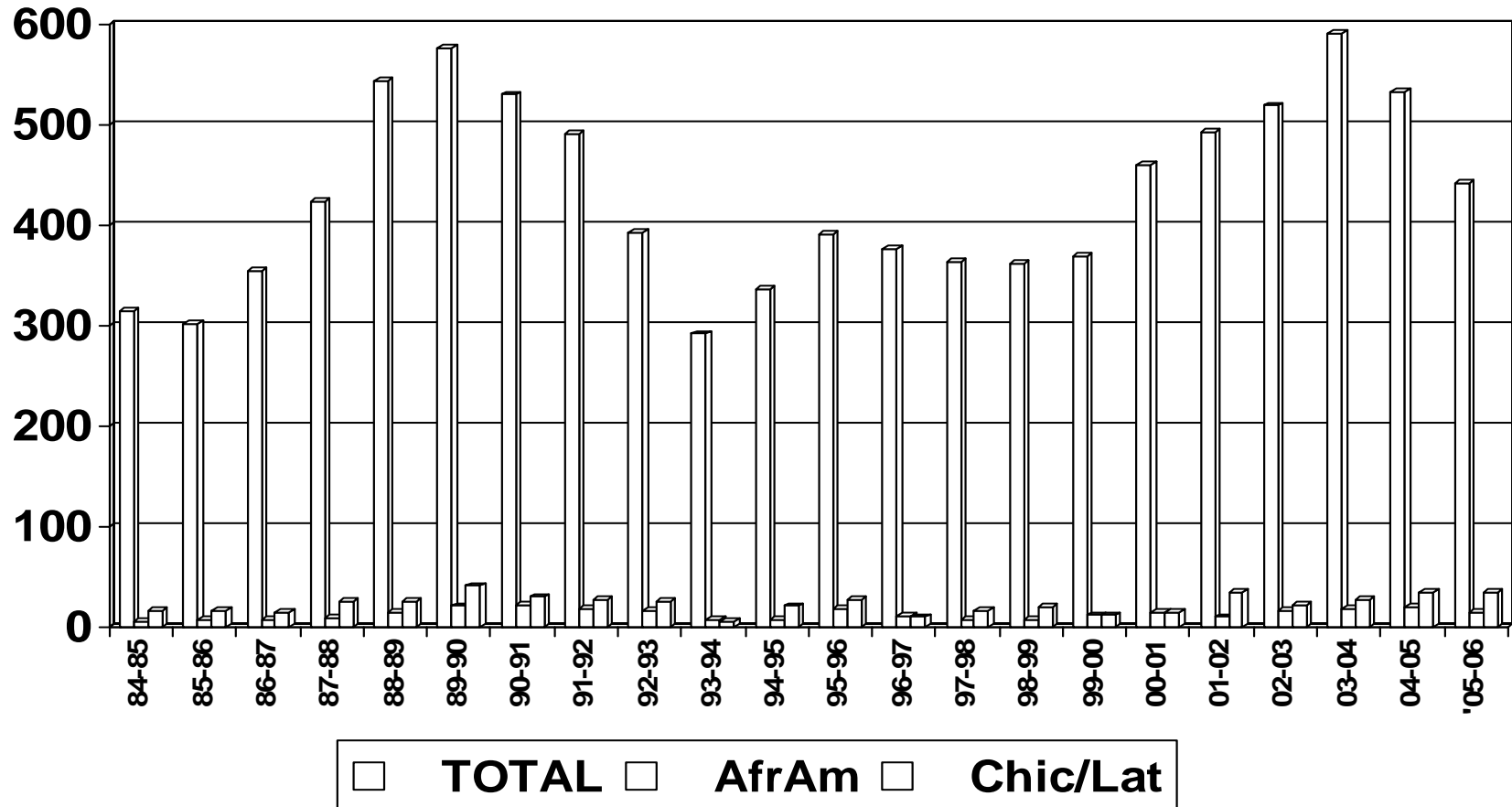
Faculty Headcount

At some campuses, numbers of URM faculty are very low *2006
data



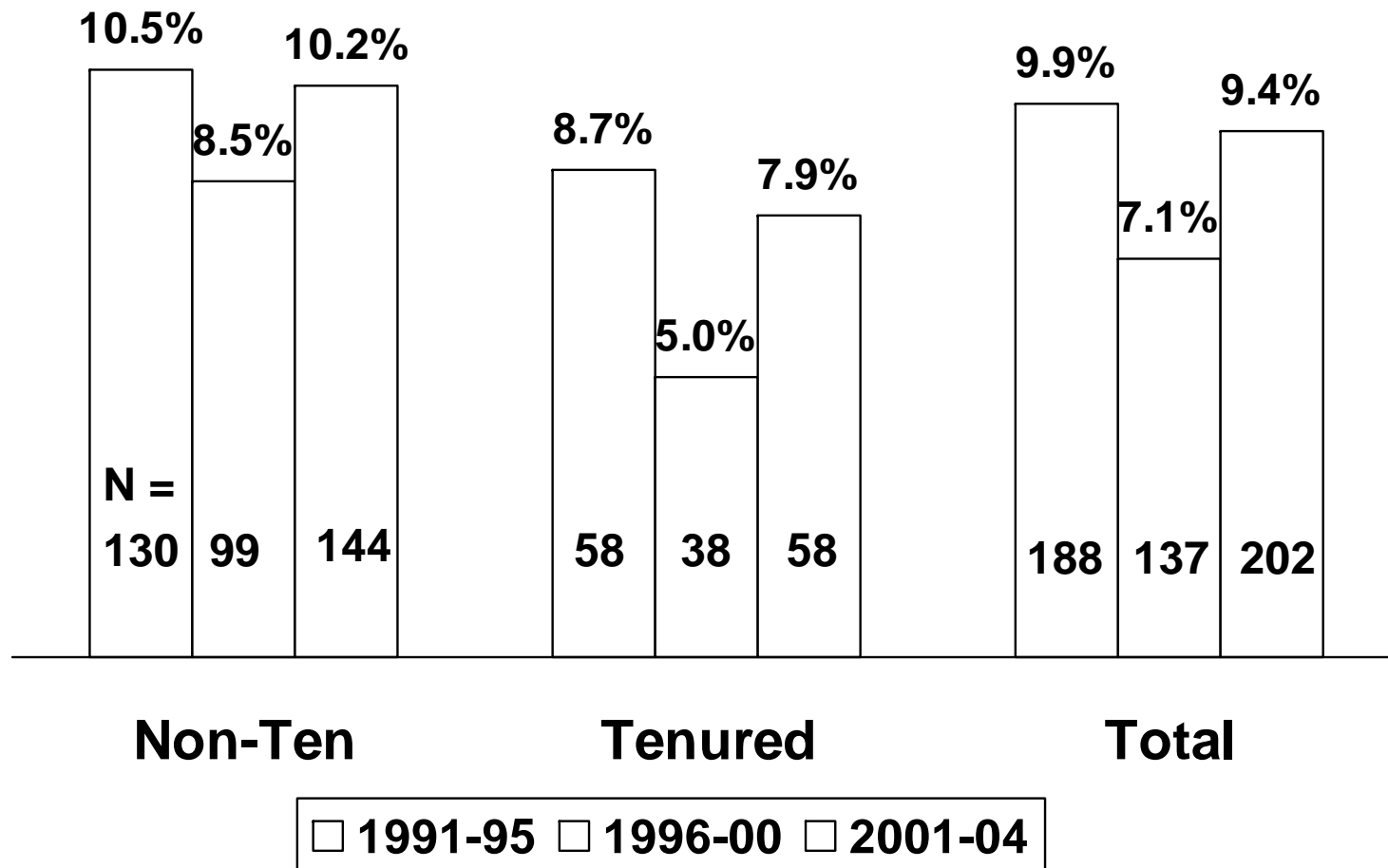
Faculty Hiring 1984-2006

Hiring of URM faculty flat over time, but up recently



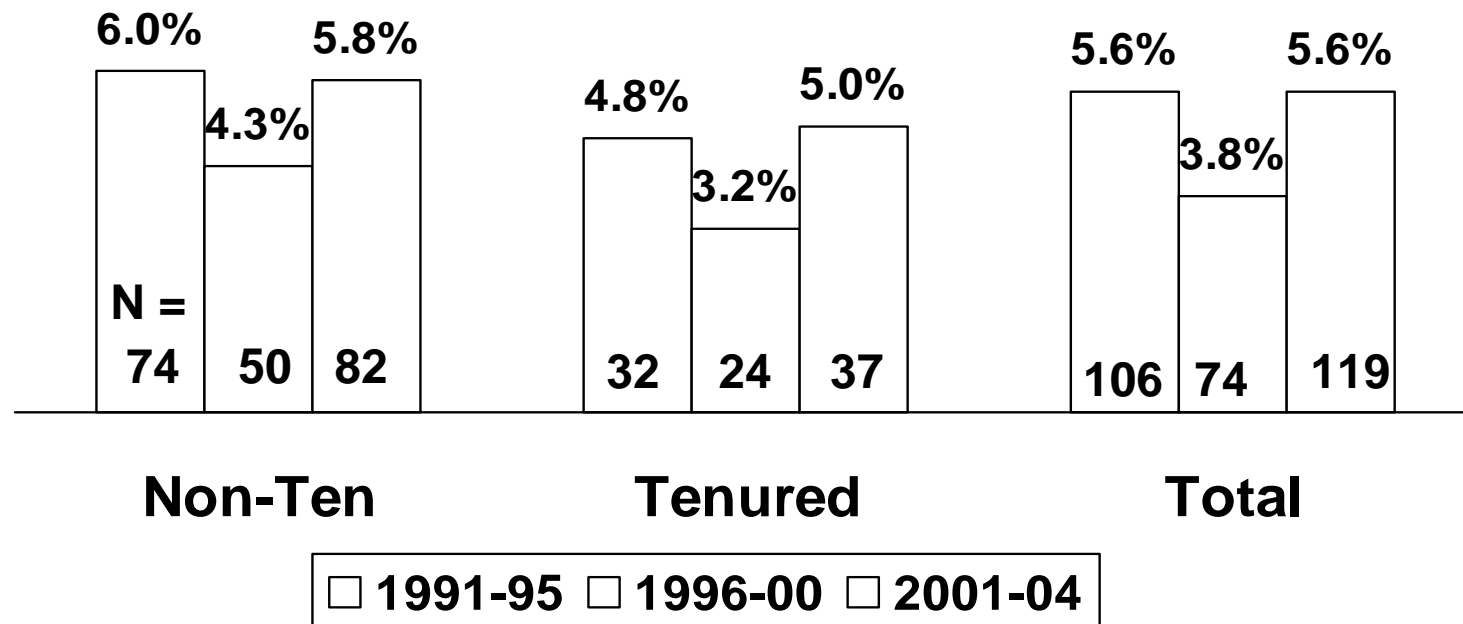
Percentage of Newly Hired Faculty

Hiring of URM fell after 1995, but increased after 2000



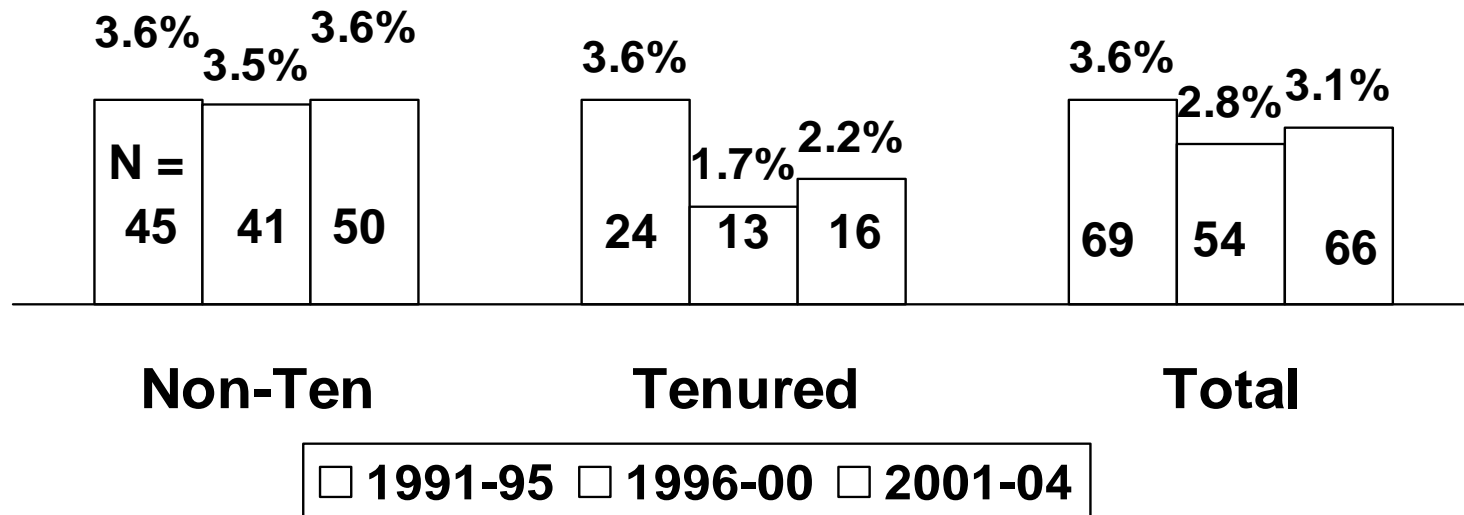
Percentage of Newly Hired Faculty

Hiring of Chicano/Latino faculty fell after 1995 and recovered



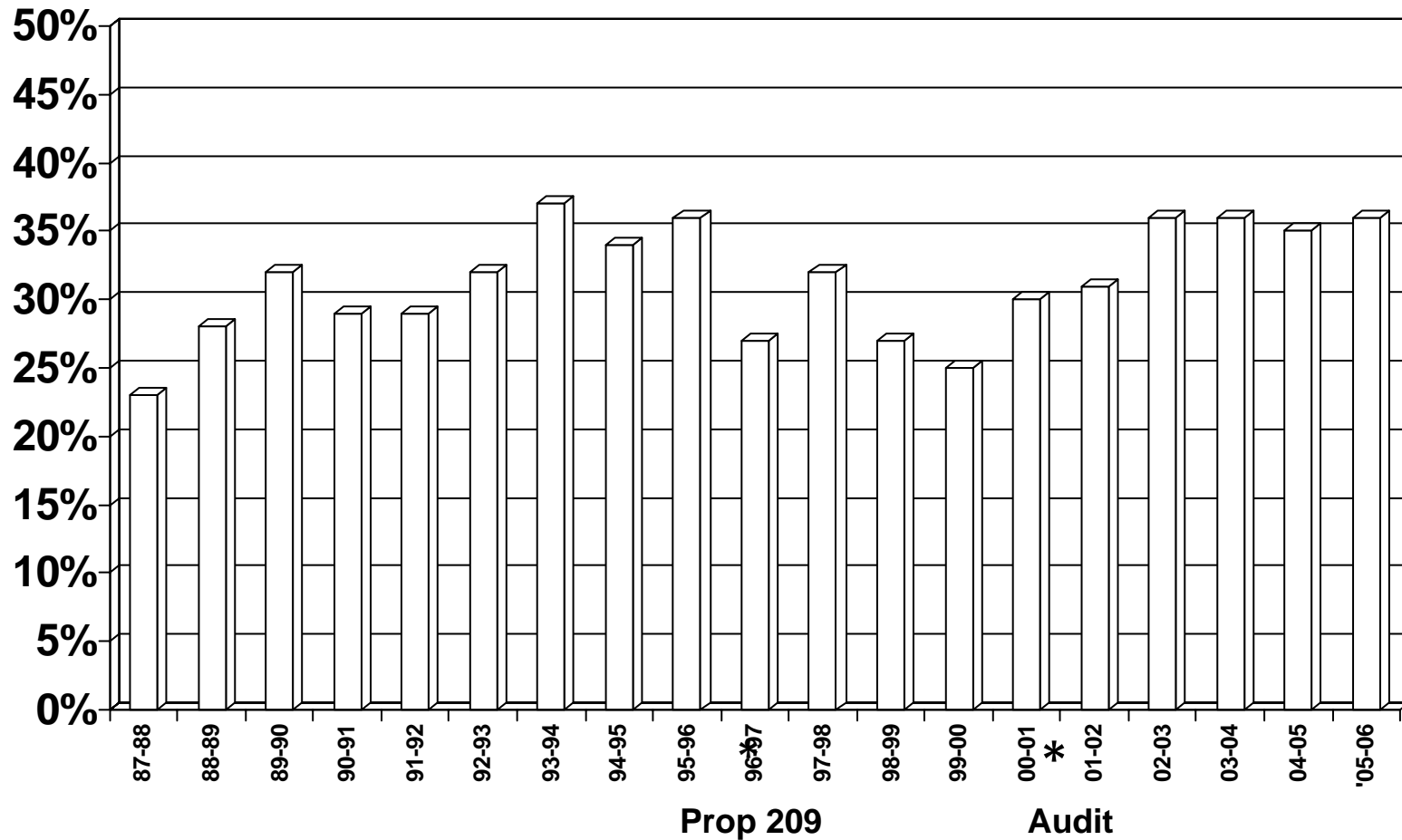
Percentage of Newly Hired Faculty

Hiring of tenured African American faculty fell after 1995 and has not recovered



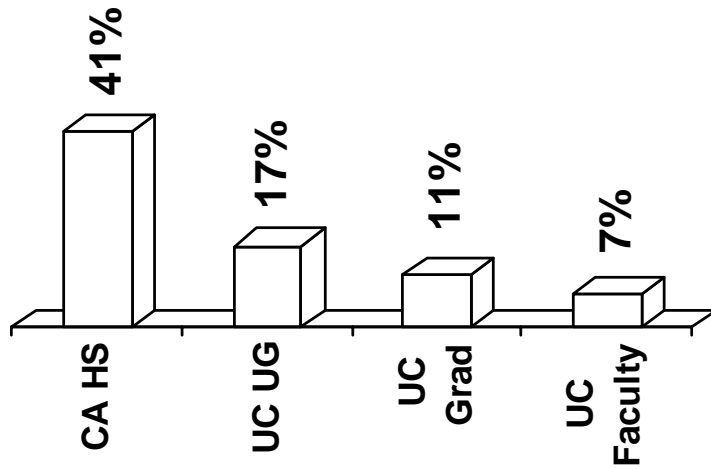
Faculty Hiring 1984-2006

Hiring of Women dropped after 1995,
then recovered after the BSA Gender Equity Audit in 2000

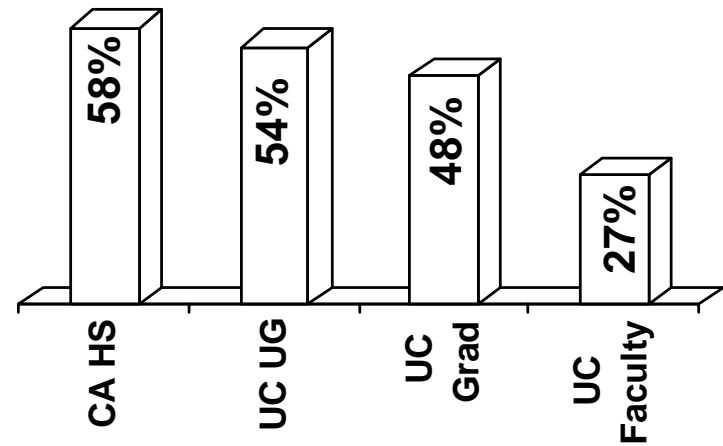


Pipeline from High School to UC Faculty

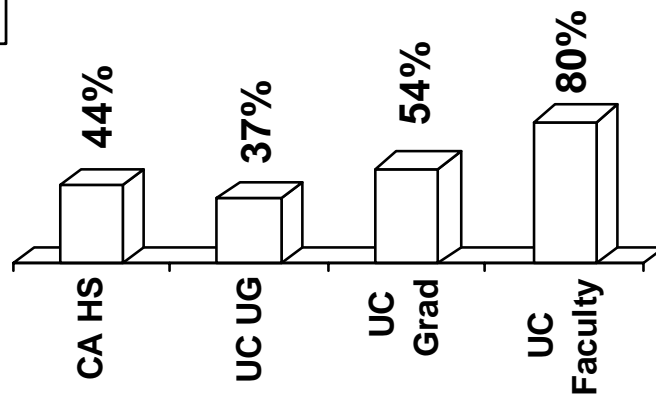
The Shape of the Pipeline Varies for URM, Women and Whites



□ URM

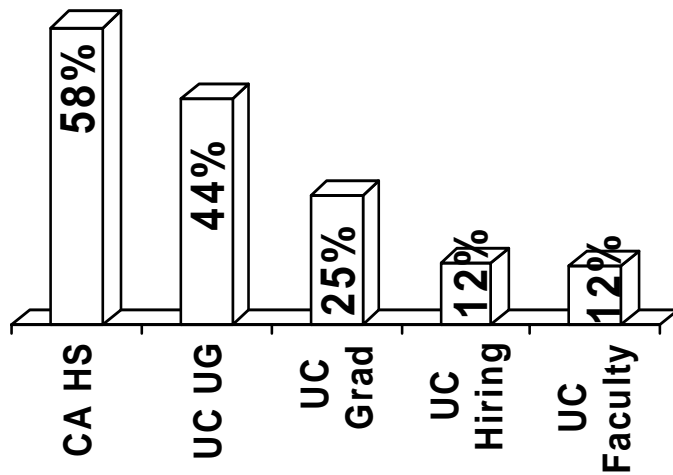


□ Women

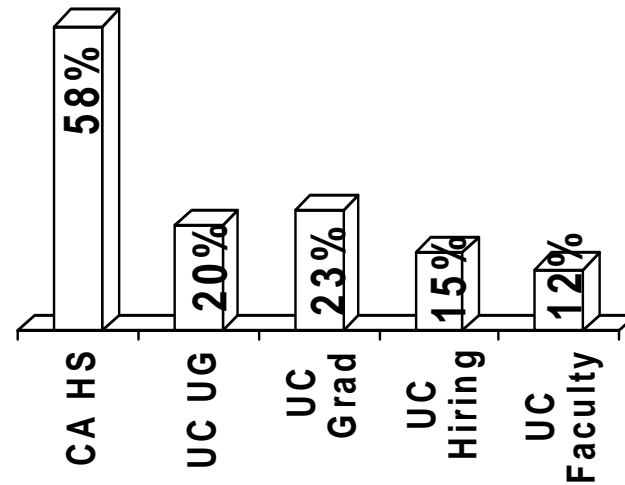


□ Whites

Pipeline for Women from High School to UC Faculty by Field



□ Women in Math

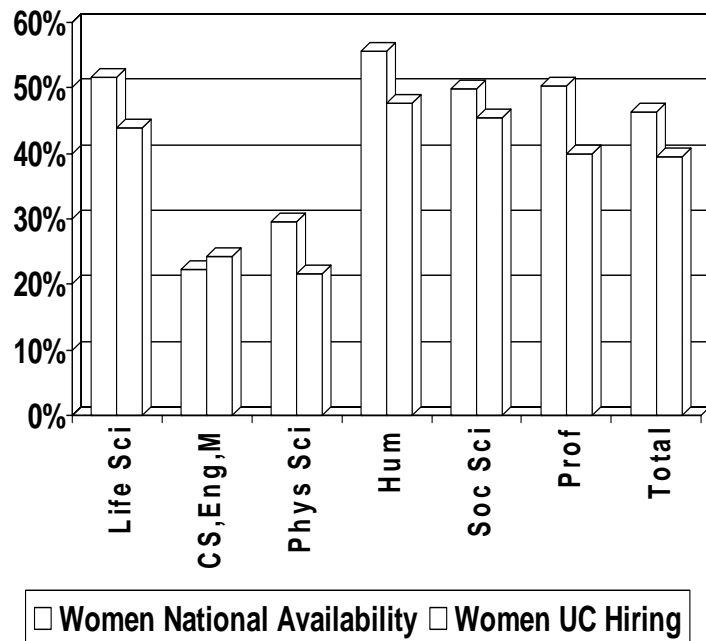


□ Women in Eng/CS

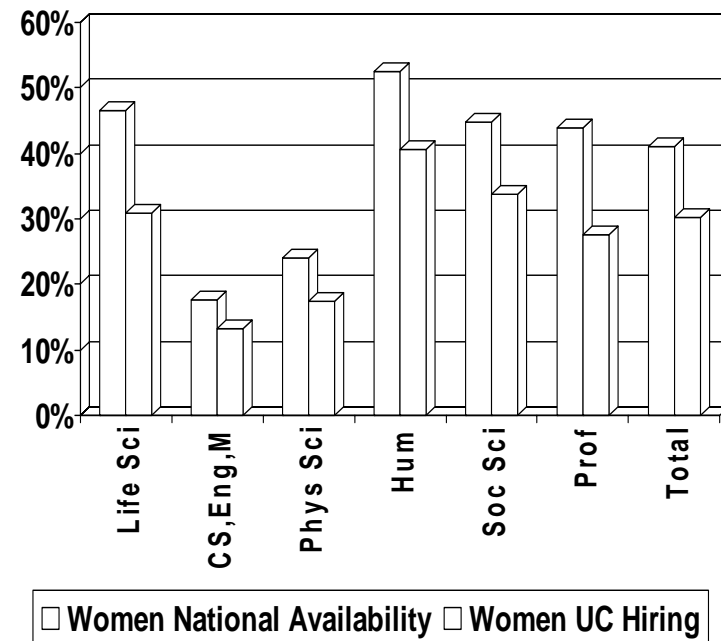
Faculty Hiring vs. Availability 2002-03 to 2005-06

UC hires women faculty below availability in most fields

Assistant Professors



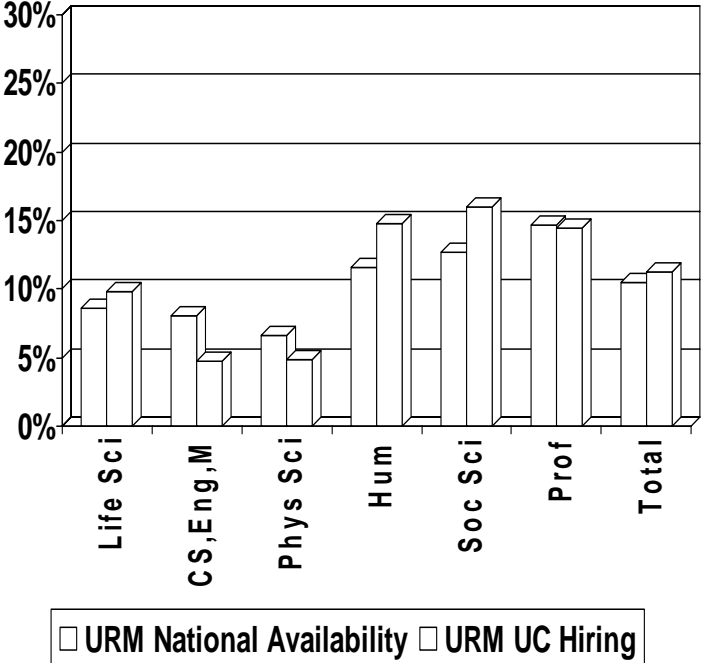
Assoc & Full Professors



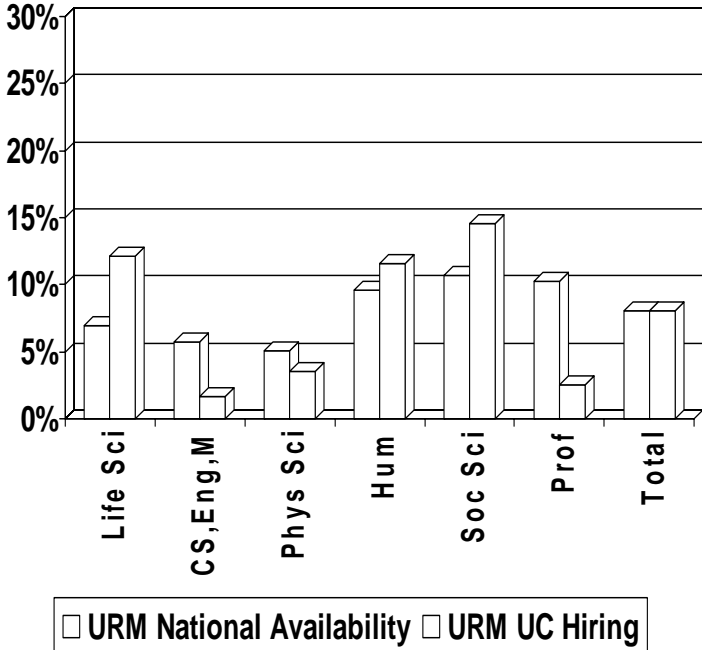
Faculty Hiring vs. Availability 2002-03 to 2005-06

UC hires URM below availability in some fields and above in others

Assistant Professors

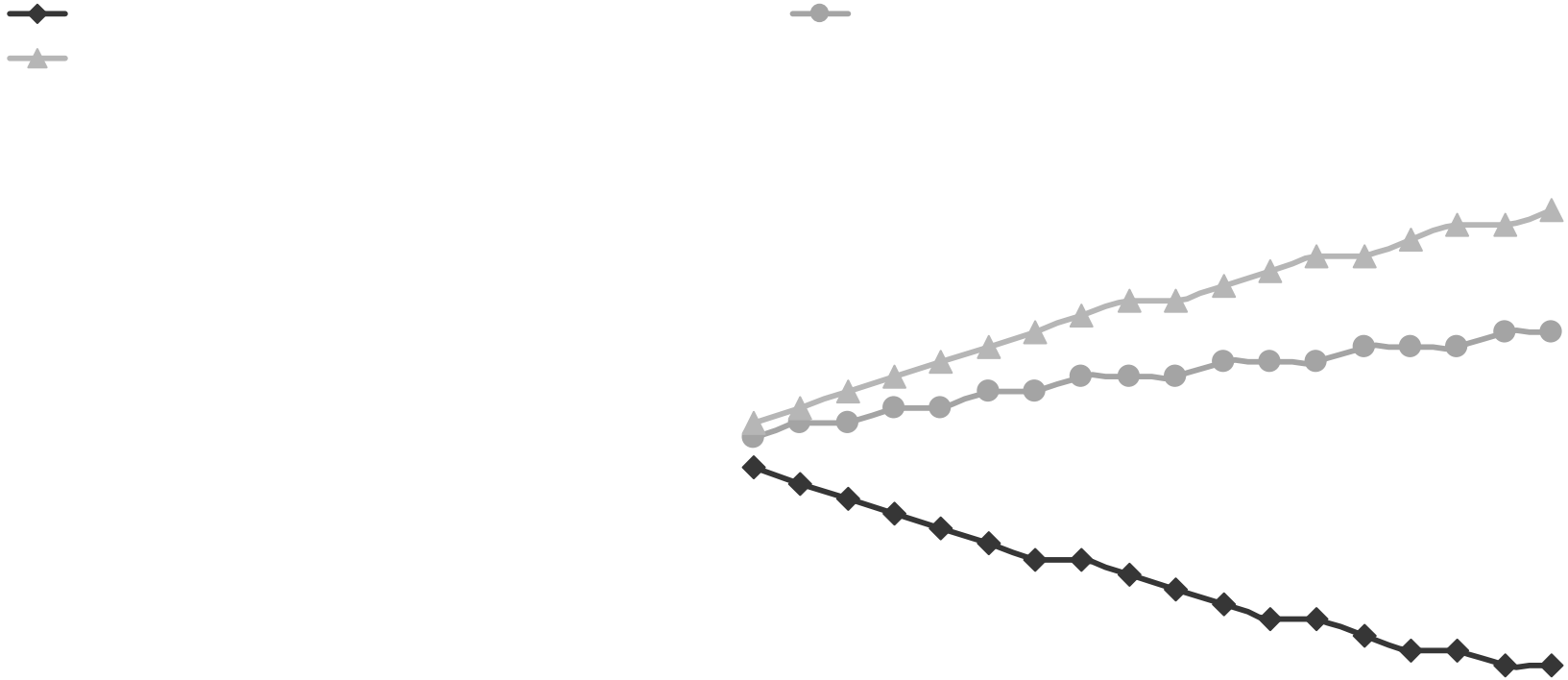


Assoc & Full Professors



URM Faculty as a Percent of All UC Faculty Actual, and Future Projections

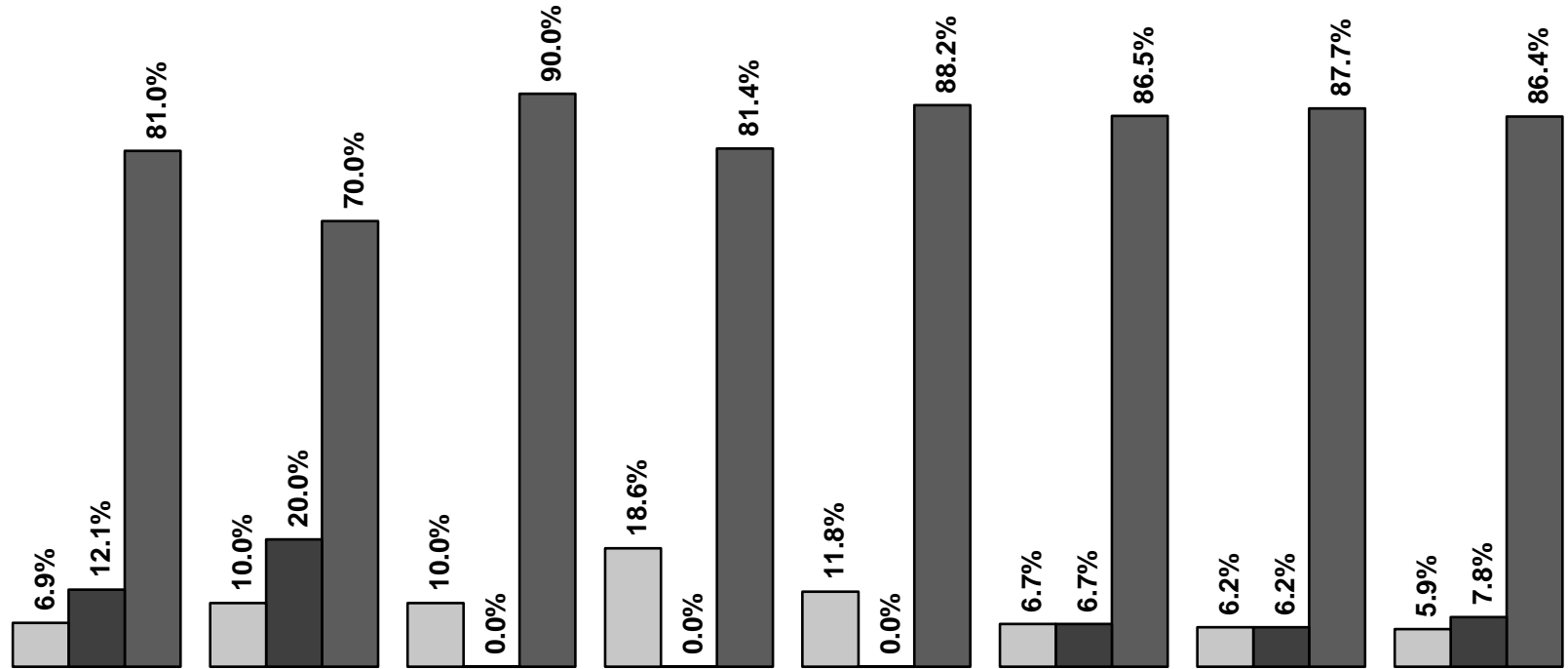
Comparing 1996 Hiring to 2004 Hiring Patterns**



**Separation rates are based on 1996-2004 data.

Demographics of UC Academic Leadership

Number & Percentage
October 2007

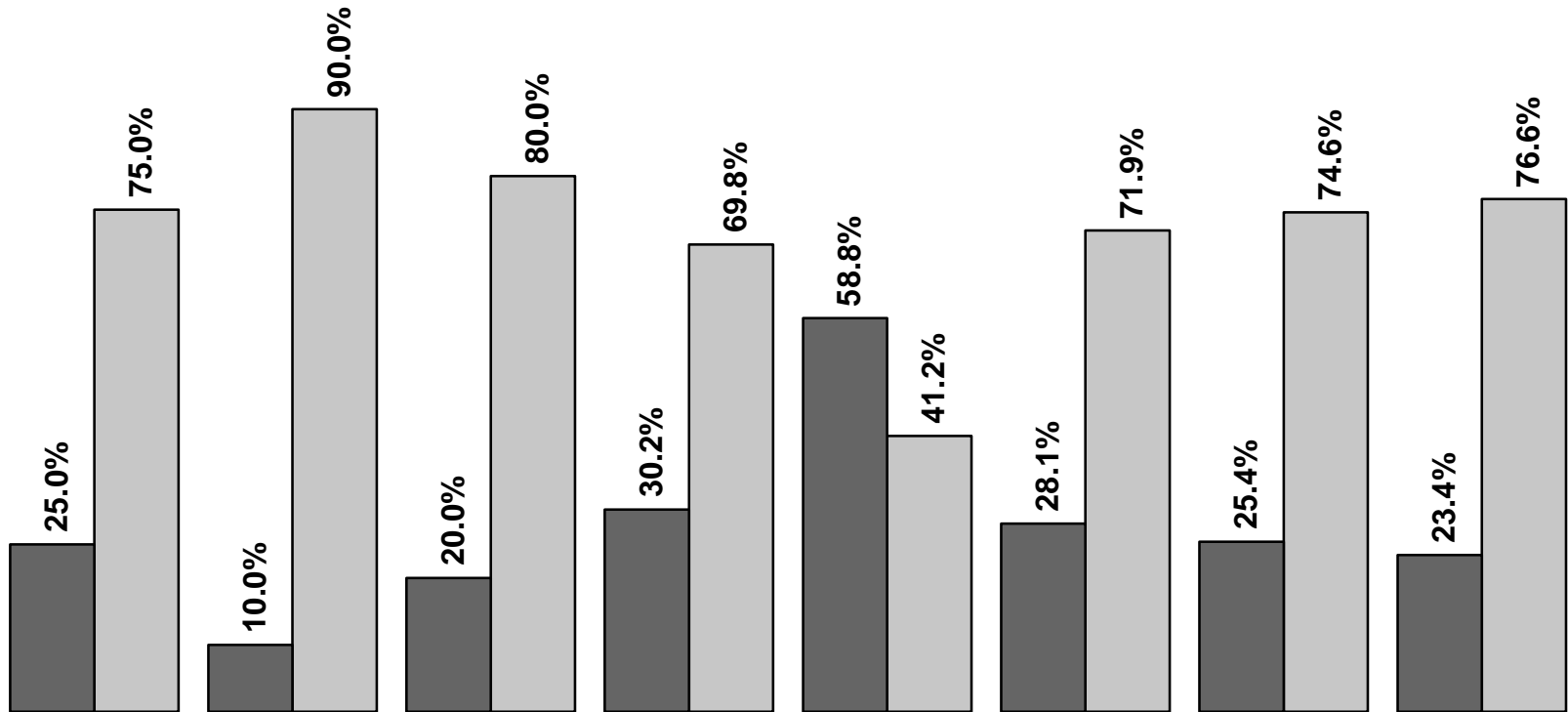


URM Asian Am White

Demographics of UC Academic Leadership

Number & Percentage

October 2007



■ Women ■ Men

University of California President's Task Force on Faculty Diversity

May 2006

Summary of the Recommendations of the Task Force

■ LEADERSHIP

- Strong leadership is critical to institutional change.

■ ACADEMIC PLANNING

- Diversity will not thrive unless it is incorporated into academic planning at every level.

■ RECRUITMENT AND RETENTION

- Campuses can do more to promote faculty diversity through recruitment, hiring and retention practices.

■ RESOURCES AND REWARDS

- Resources and rewards are essential to influence action in support of diversity and equal opportunity.

■ ACCOUNTABILITY

- Create an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.

Study Group on University Diversity

Report to The Regents September 2007

FINDINGS

- **Diversity is fundamental to UC's mission, quality, and service to the state of California.** The importance of diversity to our University is very well expressed in the Academic Senate's Diversity Statement, which reads in part, "Because the core mission of the University...is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and...its employees."
- **Change is needed** to more effectively seek and support diversity. While there are many pockets of success and innovation, the University needs to focus greater and sustained attention on its diversity efforts.
- **Clear, consistent, and regularly produced data are necessary** to "shine a light" on the University's efforts to increase and support diversity and to hold University leaders accountable for progress in this area.

Study Group on University Diversity

Report to The Regents September 2007

RECOMMENDATIONS:

- Adopt as Regents Policy the University of California Diversity Statement adopted by the Assembly of the Academic Senate in May 2006
- Affirm that change is needed to achieve a level of diversity among students, faculty, and staff appropriate to our mission, as well as an open and inclusive climate on each of our campuses
- Require the President of the University to report annually to The Regents on the status of diversity at the University.

Faculty Diversity in Action at UC: Expanding the Definition of Merit

- **Amendments to APM 210 ~
Faculty Appointment and Promotion**
<http://www.universityofcalifornia.edu/senate/committees/ucaad/apm210.pdf>
- **Inclusion and Equity in Graduate Programs**
 - Selection and Admissions
 - Fellowship support
- **The President's Postdoctoral Fellowship Program**
<http://www.ucop.edu/acadadv/ppfp/>

Considering Faculty Contributions to Diversity and Equity

Amendments to APM 210 – July 2005

UC Policy on Appointment and Promotion of Faculty

“The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate’s qualifications.

These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research in a scholar’s area of expertise that highlights inequalities.”

Considering Diversity in Graduate Admission and Fellowships

Selection Criteria

- Applicants with the potential to bring to their academic careers the critical perspective that comes from their non-traditional educational background or their understanding of the experiences of groups historically under-represented in higher education;
- Applicants who have the potential to contribute to higher education through their understanding of the barriers facing women, domestic minorities, students with disabilities, and other members of groups underrepresented in higher education careers, as evidenced by life experiences and educational background;
- Applicants who have demonstrated significant academic achievement by overcoming barriers such as economic, social or educational disadvantage;

Considering Diversity in Graduate Admission and Fellowships

Selection Criteria (cont)

- Applicants with the potential for academic service to advance equitable access to higher education for women and racial minorities in fields where they are underrepresented;
- Applicants with the potential for leadership among students from groups that have been historically underrepresented in higher education;
- Applicants who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse cross-section of the academic community;
- Applicants who have research interests focusing on underserved populations and understanding issues of racial or gender inequalities.

UC President's Postdoctoral Fellowship Program

- Selects scholars who will contribute to the diversity of UC through their teaching, research and service
- 20-25 new fellows appointed each year for a total of 45
- 50% of the current fellows are in STEM and life science fields
- Hiring incentive ~ 50% placement rate to UC faculty positions

**PPFP Spring Retreat ~ Lake Arrowhead
April 17-19 2009**

“I have been here 32 years and have sat in a lot of faculty meetings where comments were made about the importance of considering diversity in our hiring. About as much attention was paid as when people sit on an airplane and are told how to buckle a seatbelt...except there the plane won't leave until the seatbelt is buckled.”

-A UC senior administrator during a site visit

Summary

- **Although the pool is limited, graduate admissions and faculty hiring fail to take advantage of the potential talent available.**
- **UC is in a unique position to improve the pool on a national scale by increased attention to graduate selection and fellowship support criteria.**
- **A commitment to equity and inclusion may require an exploration of how we define merit in academic careers.**

UC must be a national leader consistent with our position as a pre-eminent public intellectual institution in the most diverse state in our nation.

From the issue dated September 26, 2008

COMMENTARY

Diversity and Merit: How One University Rewards Faculty Work That Promotes Equity

By SHEILA O'ROURKE

Any university that is seriously committed to equity must value faculty contributions to diversity made through teaching, research, and service. If diversity is truly part of the core academic mission, it should be included in the criteria used to evaluate and reward faculty achievement. Toward this end, the faculty of the University of California's 10-campus system, through the Academic Senate, has recently developed amendments to the instructions for faculty-review committees that give recognition to faculty work promoting diversity and equal opportunity.

The system's policy on faculty appointment and promotion calls for the highest standards of excellence in teaching, research, and service. The amended policy states: "The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications."

The policy articulates examples in each area of faculty evaluation, stating: "These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities."

The new policy language acknowledges the history of exclusion that has created lasting disparities in higher education and society as a whole. It recognizes that these disparities are public problems that can and should be addressed by the teaching, research, and service work of the University of California's faculty members.

Some faculty members have objected to considering contributions to diversity in the evaluation process, citing the imposition of "political correctness" and limitations on academic freedom. These objections, however, overlook the necessity for colleges and universities to allocate resources to deal with the changing demands on higher education. Seeking faculty members who can contribute to a university's diversity mission is no different from seeking faculty members with technology or science backgrounds in order to build expertise in those growing areas of need.

The language on diversity is part of a much-longer list of the types of activities that should be recognized as teaching, research, and service for appointment and advancement. No professor would be "punished" for not doing diversity work, but in the past, faculty members who did such work were sometimes disadvantaged. Diversity work has been devalued at many research universities and not seen as legitimate academic achievement. The new policy creates an explicit framework for faculty members to receive credit for this work in their appointment and promotion cases.

When professors' contributions to diversity are understood as an integral part of excellence, colleges and

universities can allocate resources to reward these contributions. This commitment does not require additional money; instead, existing funds can be reallocated, and even nonmonetary resources like parking or office space can be engaged to reward and inspire diversity efforts.

The Berkeley Diversity Research Initiative is an excellent example of how faculty contributions to diversity through research can be rewarded. In response to the initiative's call for proposals to spark faculty searches in interdisciplinary topics focusing on diversity, Berkeley professors identified about 25 new areas of research focusing on ethnic and racial disparities of concern to the State of California and the nation.

In 2006, the university announced it would search for faculty members doing scholarly work in three areas: diversity and democracy, racial inequities in urban public schools, and race-based health disparities. These searches produced a diverse pool of highly competitive candidates, demonstrating that excellence and diversity can be achieved by allocating resources to the development of important new research directions.

One of the first faculty hires under the initiative is Mahasin Mujahid, a newly appointed assistant professor whose research considers the impact of neighborhoods on health inequalities experienced by racial and ethnic groups. Her record reflects considerable academic achievement, as well as a clear scholarly commitment to improve the health status of marginalized populations.

Another example of rewarding faculty members' contributions to diversity is the \$30,000 Chancellor's Award for Advancing Institutional Excellence. One recipient in 2006 was William A. Lester Jr., a chemistry professor who is widely recognized for supporting minority students in the sciences and programs like the College of Chemistry Scholars Program. Another was Rhona S. Weinstein, a psychology professor who is noted for exemplary teaching and outstanding leadership in the development of CAL Prep, an innovative new charter-school collaborative established by the university and Aspire Public Schools, a nonprofit organization that builds and operates public charter schools to prepare urban students for college.

The appointment and promotion into academic leadership of professors with outstanding records of advancing diversity and equity is another important way to reward faculty contributions to diversity. For example, Mark Richards, Berkeley's dean of physical sciences, has demonstrated achievement in promoting diversity in his multiple roles as a faculty member, department chair, and dean. He served on the search committee that appointed the first woman to a tenure-track faculty position in the department of earth and planetary sciences, and is credited with supporting a sea change in gender equity in the department.

Dean Richards also has been instrumental in the creation of Cal Teach, a program to prepare math, science, and engineering majors for K-12 teaching. This program helps students find rewarding careers and addresses the critical shortage of qualified math and science teachers in California public schools.

Neil Henry, dean of Berkeley's Graduate School of Journalism, is another example of an academic leader who has advanced diversity in many dimensions of scholarship, teaching, and academic leadership. His extensive contributions to the study of race in journalism and deep engagement with underrepresented students have had a significant impact in his field.

Faculty involvement in the diversity discussion is vital to achieve institutional transformation. The Assembly of the Academic Senate of the University of California voted unanimously to adopt a diversity statement that defines diversity as "the variety of personal experiences, values, and worldviews

that arise from differences of culture and circumstance." It adds: "Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more."

The statement also states the value of diversity to the educational mission: "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." This statement — written by the faculty, endorsed by the president, and adopted by the regents — serves as a unifying policy platform in support of faculty diversity.

Valuing faculty contributions to diversity not only allows the university to participate in creating the conditions for a more equitable society, but also provides a path through the uncertain legal terrain with regard to the consideration of race and gender in more-traditional, faculty affirmative-action efforts.

While the U.S. Supreme Court upheld the consideration of race for student admissions in the University of Michigan cases, it is not clear how this ruling applies to faculty hiring and promotion. Although at least one state court upheld the consideration of race or gender as a factor in a faculty diversity hiring incentive program, university legal counsel tend to discourage race- and gender-conscious programs that affect faculty appointment and tenure. Further, in some states, ballot initiatives have led to laws that prohibit "preferential treatment" in public institutions, eliminating the consideration of race or gender as even one factor among many in faculty employment decisions.

Valuing faculty members' contributions to diversity through their teaching, research, and service also overcomes some of the limitations that plagued earlier faculty affirmative-action programs. Under the old model of affirmative action, "opportunity" hiring programs left women and minority scholars vulnerable to accusations of special treatment and second-rate scholarship. Some departments interpreted "affirmative action" to mean reviewing the list of candidates who were not selected for interviews to look for women and minorities. These practices, while well intentioned, reinforced the mind-set that a commitment to diversity meant asking departments to consider less-qualified candidates on the basis of their race or gender.

At the same time, women and minority scholars in the academy suffer under disproportionate loads of student advising and service directly related to their visibility as "the only one" of their group in the department. These faculty members report that this extra service is expected only for underrepresented scholars, while their academic interests in studying pressing social, political, and economic questions involving race and gender are often devalued in the faculty-promotion process.

Research and experience have shown that faculty diversity serves two important institutional interests: excellence and legitimacy. A diverse faculty promotes academic excellence by incorporating the breadth and depth of a wide range of experiences, perspectives, and scholarly interests. A diverse faculty promotes legitimacy by demonstrating that the path to scholarly achievement is open to all, including groups that have been historically excluded from higher education.

Recognizing faculty contributions to diversity through research, teaching, and service places diversity where it belongs: in the center of the core academic mission. Rewarding faculty work to advance educational equity and access counteracts the stigma and stereotypes associated with earlier efforts, and it compensates underrepresented faculty for their unpaid labor supporting the diversity mission. Valuing these contributions also sends a clear message that the responsibility for a more-diverse and inclusive future rests on the shoulders of all faculty members.

Sheila O'Rourke is assistant provost of academic affairs and faculty equity at the University of California at Berkeley. She previously served as a civil-rights attorney for the U.S. Department of Education's Office for Civil Rights, and she teaches a freshman seminar on civil-rights law in higher education at Berkeley.

<http://chronicle.com>

Section: Diversity in Academe

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DRAFT

Graduate Diversity Fellowship Program
Clarification of Diversity Score Guidelines*

The University of California policy governing the appointment and advancement of faculty states,

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. (APM 210-1-d)

<http://www.universityofcalifornia.edu/senate/committees/ucaad/apm210.pdf>

In order to create a diverse pool of scholars for faculty appointments, the selection criteria for graduate diversity fellowship shall reflect the Academic Personnel Manual commitment to recognizing contributions to diversity and equal opportunity as follows:

- Applicants with the potential to bring to their academic careers the critical perspective that comes from their non-traditional educational background or their understanding of the experiences of groups historically under-represented in higher education;
- Applicants who have demonstrated significant academic achievement by overcoming barriers such as economic, social or educational disadvantage;
- Applicants who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse cross-section of the academic community;
- Applicants who have the potential to contribute to higher education through their understanding of the barriers facing women, domestic minorities, students with disabilities, and other members of groups underrepresented in higher education careers, as evidenced by life experiences and educational background. For example,

* The criteria in these guidelines have been approved by the UC Office of the General Counsel and were reviewed by the Council of Graduate Deans Spring 2008.

- attendance at a minority serving institution;
 - ability to articulate the barriers facing women and minorities in science and engineering fields;
 - participation in higher education pipeline programs such as Puente, MESA, Summer Research Opportunity Program (SROP) or McNair Scholars;
- Applicants with the potential for academic service to advance equitable access to higher education for women and racial minorities in fields where they are underrepresented;
- Applicants with the potential for leadership among students from groups that have been historically underrepresented in higher education;
- Applicants who have research interests focusing on underserved populations and understanding issues of racial or gender inequalities. For example,
- research that addresses issues such as race, gender, diversity and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights and other questions of interest to historically underrepresented groups;
 - artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities;