Trends and Demographics: The Academic Pipeline

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Why do we care about faculty demographics?

**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 do we mean by equal opportunity?

Equal opportunity means identifying and working to eliminate the barriers that have prevented the full participation of women and domestic minorities in academic careers.

A central premise of federal affirmative action regulations is that absent discrimination, over time, the demographic profile of any group of employees will reflect the gender, racial and ethnic profile of the pools from which the employer selects.
Trends and Demographics: The Academic Pipeline

Where are we now?

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

What efforts are being made to increase representation?

- President’s Postdoctoral Fellowship Program
- Amendments to APM 210
- Graduate selection and fellowship award criteria
PhD Recipients from U.S. Universities by Ethnicity/Gender (U.S. Citizens only), 1980-2003

Women, White/Other  Women, Asian  Women, URM  Men, URM  Men, Asian  Men, White/Other

*Under Rep. Min. includes African Americans, Hispanic Americans, and Native Americans.

Source: NSF, Survey of Earned Doctorates, taken from Webcaspar.
Faculty Headcount at UC 1989-2007
Faculty Headcount by Race and Field
Representation varies by field for minorities

*2007 Data*

<table>
<thead>
<tr>
<th>Field</th>
<th>Int’l/Unk</th>
<th>Nat Am</th>
<th>Afr Am</th>
<th>Chic/Lat</th>
<th>Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Hum</td>
<td>33</td>
<td>10</td>
<td>56</td>
<td>106</td>
<td>142</td>
<td>1,274</td>
</tr>
<tr>
<td>Soc Sci/Psych</td>
<td>35</td>
<td>17</td>
<td>75</td>
<td>140</td>
<td>193</td>
<td>1,262</td>
</tr>
<tr>
<td>Eng CS</td>
<td>32</td>
<td>1</td>
<td>7</td>
<td>44</td>
<td>311</td>
<td>764</td>
</tr>
<tr>
<td>Phys Sci/Math</td>
<td>40</td>
<td>2</td>
<td>8</td>
<td>35</td>
<td>199</td>
<td>985</td>
</tr>
<tr>
<td>Life Sci</td>
<td>19</td>
<td>1</td>
<td>7</td>
<td>47</td>
<td>117</td>
<td>942</td>
</tr>
</tbody>
</table>
Faculty Headcount by Gender and Field

Representation varies by field for women  *2007 Data*

<table>
<thead>
<tr>
<th>Field</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Hum</td>
<td>954</td>
<td>667</td>
</tr>
<tr>
<td>Soc Sci/Psych</td>
<td>638</td>
<td>1,084</td>
</tr>
<tr>
<td>Eng CS</td>
<td>149</td>
<td>1,010</td>
</tr>
<tr>
<td>Phys Sci/Math</td>
<td>189</td>
<td>1,080</td>
</tr>
<tr>
<td>Life Sci</td>
<td>285</td>
<td>848</td>
</tr>
</tbody>
</table>

*Note: The data represents the number of faculty members by gender and field in 2007.*
Within fields such as Social Sciences, representation varies between departments * October 2007 Data

<table>
<thead>
<tr>
<th>Department</th>
<th>Total Faculty</th>
<th>URM Faculty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>133</td>
<td>8</td>
<td>(6%)</td>
</tr>
<tr>
<td>Economics</td>
<td>201</td>
<td>9</td>
<td>(4.5%)</td>
</tr>
<tr>
<td>History</td>
<td>293</td>
<td>35</td>
<td>(11.9%)</td>
</tr>
<tr>
<td>Political Science</td>
<td>206</td>
<td>13</td>
<td>(6.3%)</td>
</tr>
<tr>
<td>Sociology</td>
<td>201</td>
<td>34</td>
<td>(16.9%)</td>
</tr>
</tbody>
</table>
Representation of URM faculty is concentrated in a few departments. *2007 data*
Faculty Racial Diversity is a National Problem

UC Faculty – Comparison 8 Institutions
IPEDS Fall Staff Survey 2007

- URM: UC 7.8%, Comp 8 6.2%, Comp 4 Privates 4.9%, Comp 4 Publics 7.2%
- Chicano/Latino: UC 5.1%, Comp 8 2.3%, Comp 4 Privates 1.8%, Comp 4 Publics 2.7%
- African American: UC 2.3%, Comp 8 3.6%, Comp 4 Privates 2.9%, Comp 4 Publics 4.1%
- Asian: UC 13.8%, Comp 8 9.3%, Comp 4 Privates 8.4%, Comp 4 Publics 9.6%
Faculty Gender Diversity is a National Problem

- UC: 28.6%
- Comp 8: 24.8%
- Comp 4 Privates: 23.0%
- Comp 4 Publics: 26.1%
Faculty Headcount 2007
Percentage of URM faculty by campus

- Merced: 16.9%
- Santa Cruz: 11.1%
- Riverside: 8.3%
- Los Angeles: 8.7%
- Santa Barbara: 8.3%
- Irvine: 7.0%
- Berkeley: 7.0%
- San Diego: 6.9%
- Davis: 6.4%
- San Francisco: 6.4%

Yellow: All URM
Red: URM Women
Representation of Women Faculty 2007
Percentage of Women Faculty by Campus and by Race

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>UCSF</th>
<th>UCSC</th>
<th>UCI</th>
<th>UCD</th>
<th>UCSB</th>
<th>UCM</th>
<th>UCB</th>
<th>UCR</th>
<th>UCLA</th>
<th>UCSD</th>
<th>U-WIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM</td>
<td>2.3%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>3.1%</td>
<td>4.8%</td>
<td>2.0%</td>
<td>2.9%</td>
<td>2.8%</td>
<td>1.8%</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.9%</td>
<td>5.3%</td>
<td>4.5%</td>
<td>3.1%</td>
<td>6.0%</td>
<td>2.0%</td>
<td>5.2%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>2.4%</td>
<td>4.0%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>29.1%</td>
<td>22.2%</td>
<td>22.3%</td>
<td>23.3%</td>
<td>18.1%</td>
<td>22.2%</td>
<td>19.6%</td>
<td>19.4%</td>
<td>16.6%</td>
<td>16.6%</td>
<td>21.2%</td>
<td></td>
</tr>
</tbody>
</table>
At some campuses, numbers of URM faculty are very low

*2007 data*
Percentage of Newly Hired Faculty

Hiring of URM fell after 1995, but increased after 2000

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Ten</th>
<th>Tenured</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-95</td>
<td>130</td>
<td>99</td>
<td>144</td>
</tr>
<tr>
<td>1996-00</td>
<td>58</td>
<td>38</td>
<td>96</td>
</tr>
<tr>
<td>1997-01</td>
<td>58</td>
<td>38</td>
<td>96</td>
</tr>
<tr>
<td>2001-05</td>
<td>175</td>
<td>66</td>
<td>241</td>
</tr>
<tr>
<td>2006-07</td>
<td>69</td>
<td>33</td>
<td>102</td>
</tr>
</tbody>
</table>
Hiring of Chicano/Latino faculty fell after 1995 and recovered.
Hiring of tenured African American faculty fell after 1995 and has not recovered.
Faculty Hiring 1984-2008

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

Prop 209 Audit
Pipeline from High School to UC Faculty

The Shape of the Pipeline Varies for URM, Women and Whites
Pipeline for Women from High School to UC Faculty by Field

- CA HS: 58%
- UC UG: 44%
- UC Grad: 25%
- UC Hiring: 12%
- UC Faculty: 12%

Women in Math

- CA HS: 58%
- UC UG: 20%
- UC Grad: 23%
- UC Hiring: 15%
- UC Faculty: 12%

Women in Eng/CS
Pipeline for Women from High School to UC Faculty by Field

Women in English

Women in Political Science
UC hires women faculty below availability in most fields
Faculty Hiring vs. Availability 2004-05 to 2007-08

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

<table>
<thead>
<tr>
<th></th>
<th>Tenured Faculty</th>
<th>Chancellors</th>
<th>EVC</th>
<th>Vice Chancellors</th>
<th>Vice Provosts</th>
<th>SMG Deans</th>
<th>Academic Deans</th>
<th>Dept Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM</td>
<td>535</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Asian Am</td>
<td>862</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>45</td>
</tr>
<tr>
<td>White</td>
<td>5,950</td>
<td>7</td>
<td>9</td>
<td>35</td>
<td>15</td>
<td>77</td>
<td>114</td>
<td>501</td>
</tr>
<tr>
<td>Total</td>
<td>7,487</td>
<td>10</td>
<td>10</td>
<td>43</td>
<td>17</td>
<td>89</td>
<td>130</td>
<td>580</td>
</tr>
</tbody>
</table>
### Demographics of UC Academic Leadership

#### Number & Percentage

October 2007

<table>
<thead>
<tr>
<th>Role</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Faculty</td>
<td>1,935</td>
<td>5,552</td>
<td>7,487</td>
</tr>
<tr>
<td>Chancellors</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
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<td>8</td>
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<td>7</td>
<td>17</td>
</tr>
<tr>
<td>SMG Deans</td>
<td>25</td>
<td>64</td>
<td>89</td>
</tr>
<tr>
<td>Academic Deans</td>
<td>33</td>
<td>97</td>
<td>130</td>
</tr>
<tr>
<td>Dept Chairs</td>
<td>136</td>
<td>444</td>
<td>580</td>
</tr>
</tbody>
</table>

#### Demographics:

- **Women**: 25.8% tenured faculty, 90.0% vice provosts, 74.6% academic deans, 76.6% total.
- **Men**: 10.0% tenured faculty, 20.0% vice provosts, 25.4% academic deans, 23.4% total.

#### Notes:

- Number of women and men across different roles.
- Total number of academic leadership roles across all categories.
- Percentage distribution of women and men in leadership roles.

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**Gender Distribution by Role**

- **Women**: 1,935/7,487 (25.8%)
- **Men**: 5,552/7,487 (74.2%)

**Total**: 7,487

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**Department Chairs**

- Total: 580
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.
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

- Inclusion and Equity in Graduate Programs
  - Selection and Admissions
  - Fellowship support

- The President’s Postdoctoral Fellowship Program
  [http://www.ucop.edu/acadadv/ppfp/](http://www.ucop.edu/acadadv/ppfp/)
“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 Fall Meeting Oakland
September 17, 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.