

Faculty Diversity and Gender Equity at the University of California: Demographic Trends

Sheila O'Rourke

**Assistant Vice Provost, Equity and Diversity,
University of California Office of the President**

Sheila O'Rourke is currently responsible for systemwide policies and programs addressing faculty equity and diversity. In the past year she served as the Acting Assistant Vice President for Academic Advancement at the University of California Office of the President. Her responsibilities include academic personnel policies, faculty equity and graduate advancement programs for the UC system. She directs the President's Postdoctoral Fellowship Program and is the principle investigator for the NSF UC AGEP program. Her prior appointments include Executive Director and Special Assistant to the Provost at the UC Office of the President, Assistant Provost for Academic Compliance at UC 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 is a lecturer in the freshman seminar program at UC 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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Assistant Vice Provost Equity and Diversity, UCOP

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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

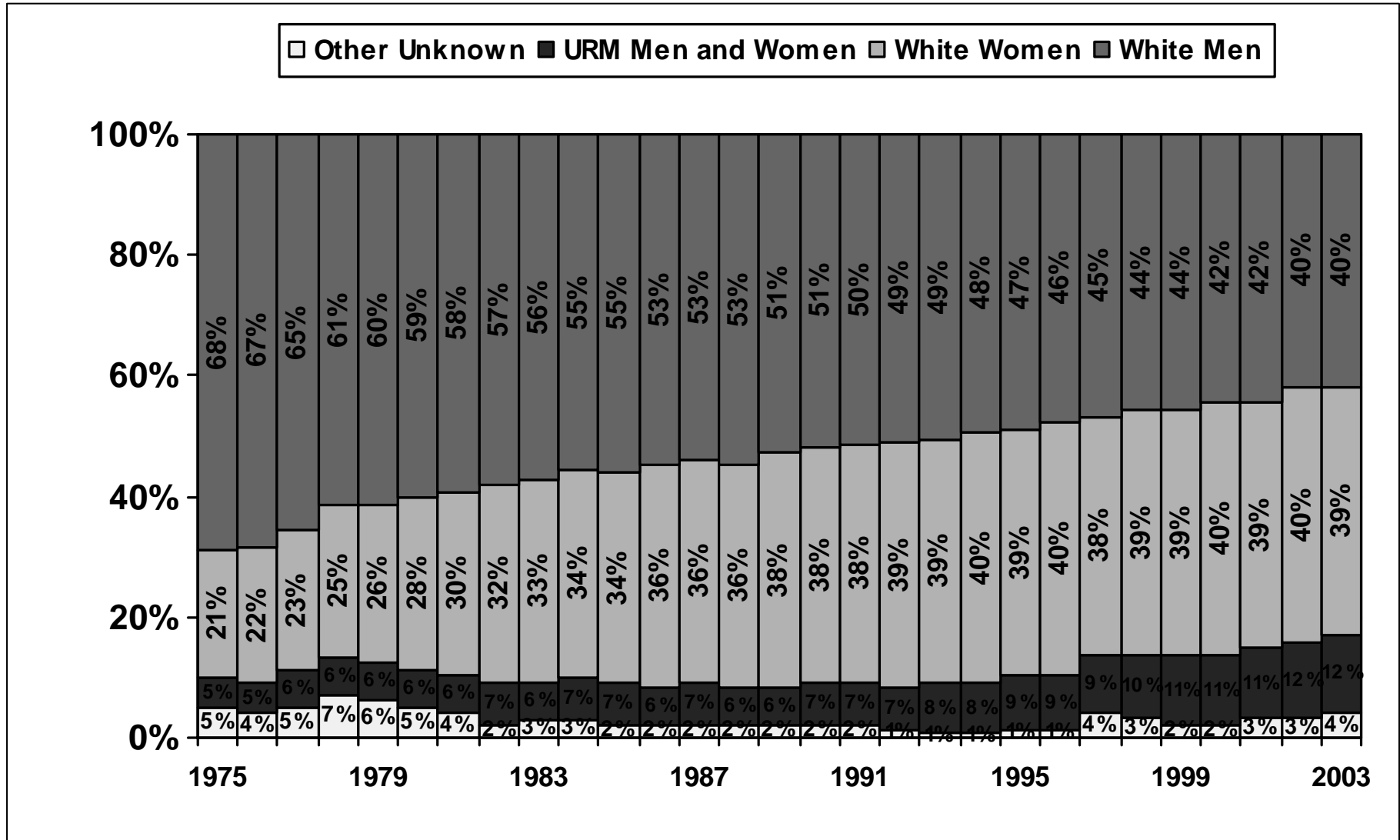
Adopted by The Regents as University Policy, September 2007

“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.”

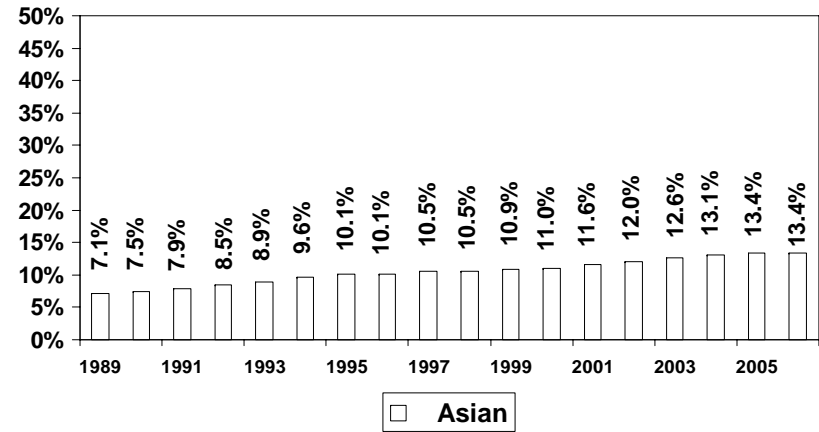
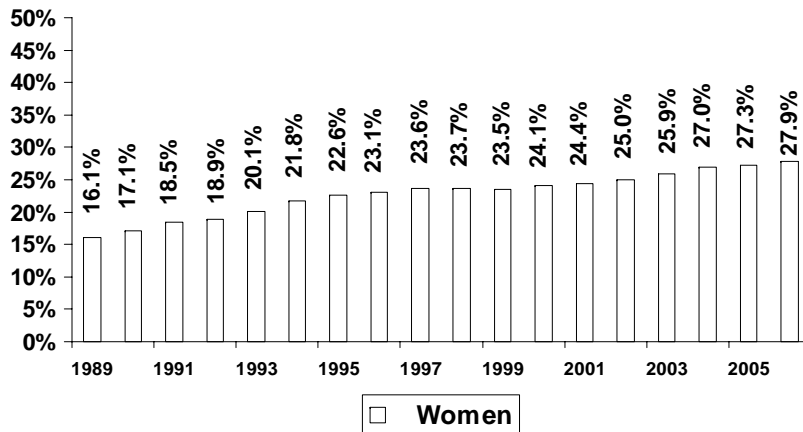
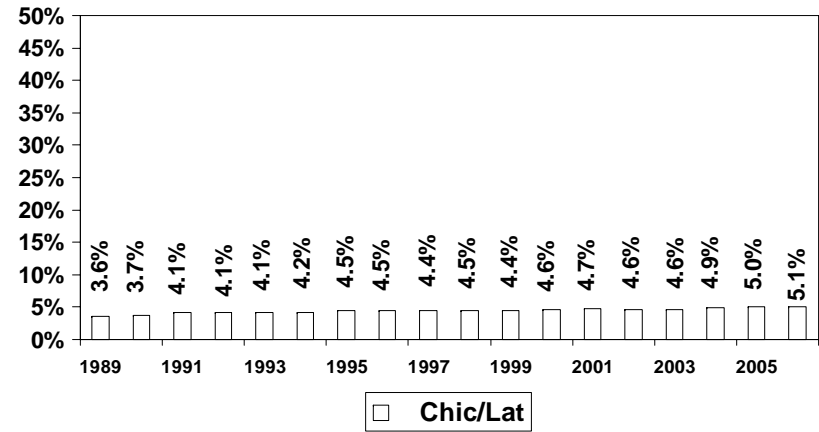
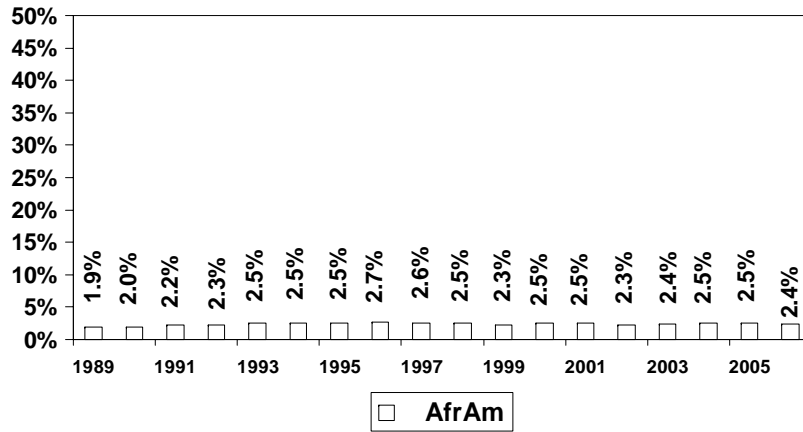
What is the Status of Faculty Diversity at UC?

- Demographic profile of women and minority faculty at UC
- Demographic profile of national pool and UC's peers
- Factor affecting the pipeline:
 - * graduate diversity
 - * faculty hiring
 - * rates of retention

Changing Demographics of PhD Production

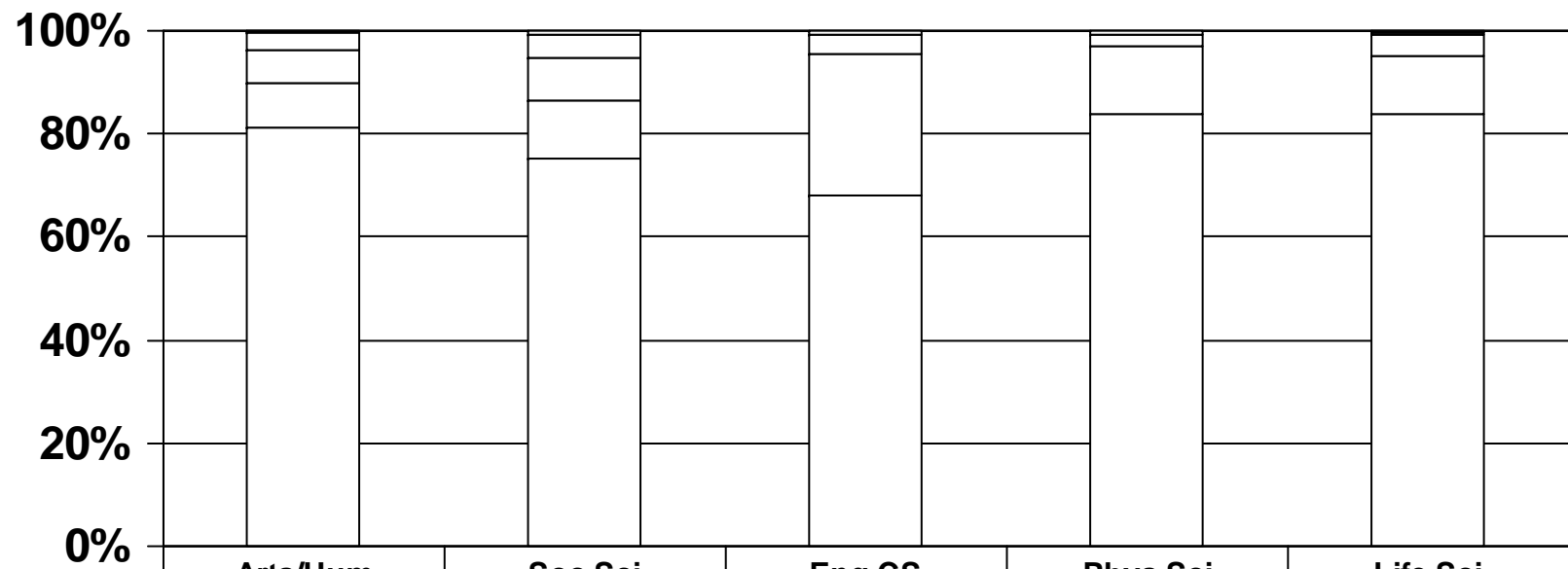


Faculty Headcount at UC 1989-2006



Faculty Headcount by Race and Field 2006

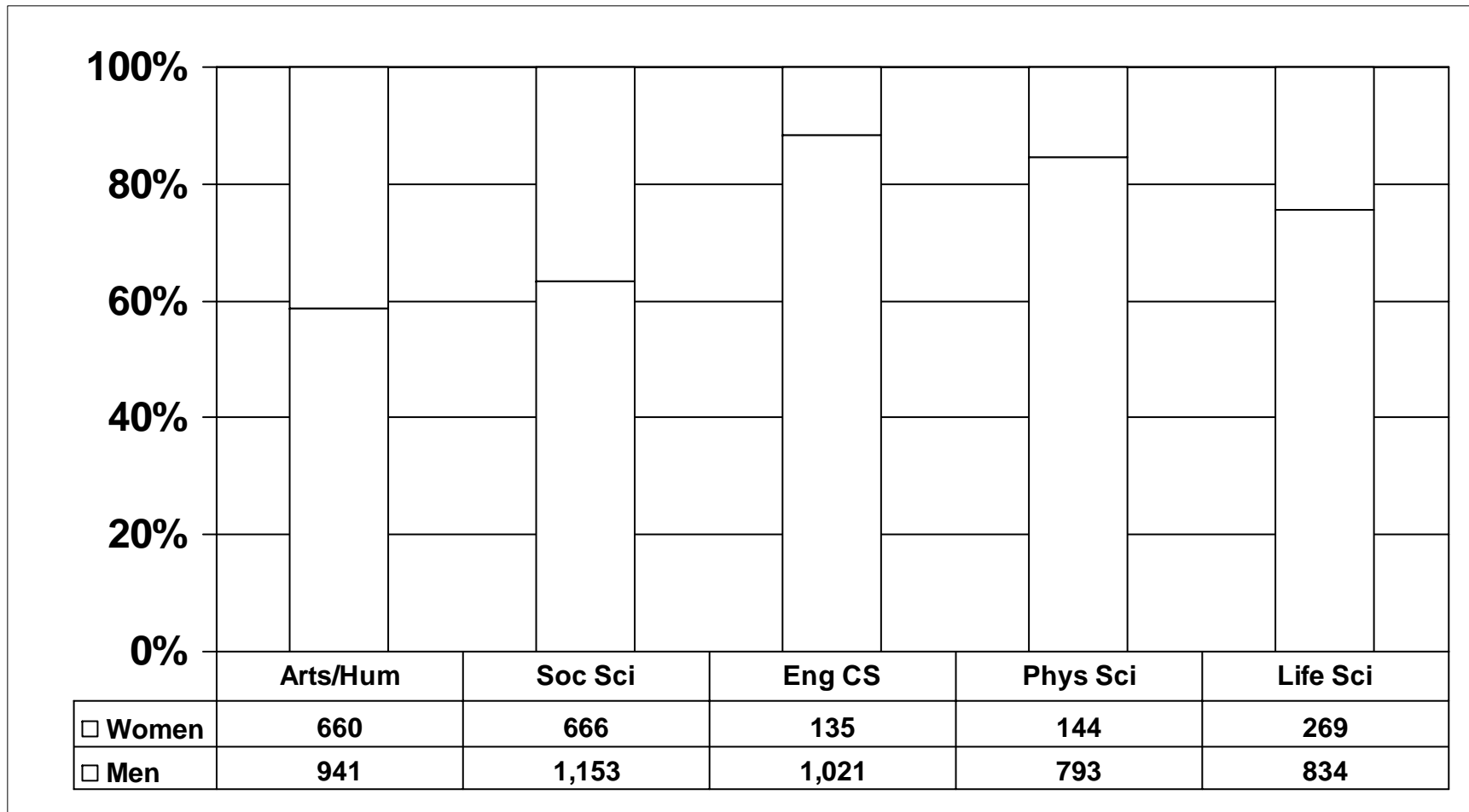
Representation varies by field for minorities



	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

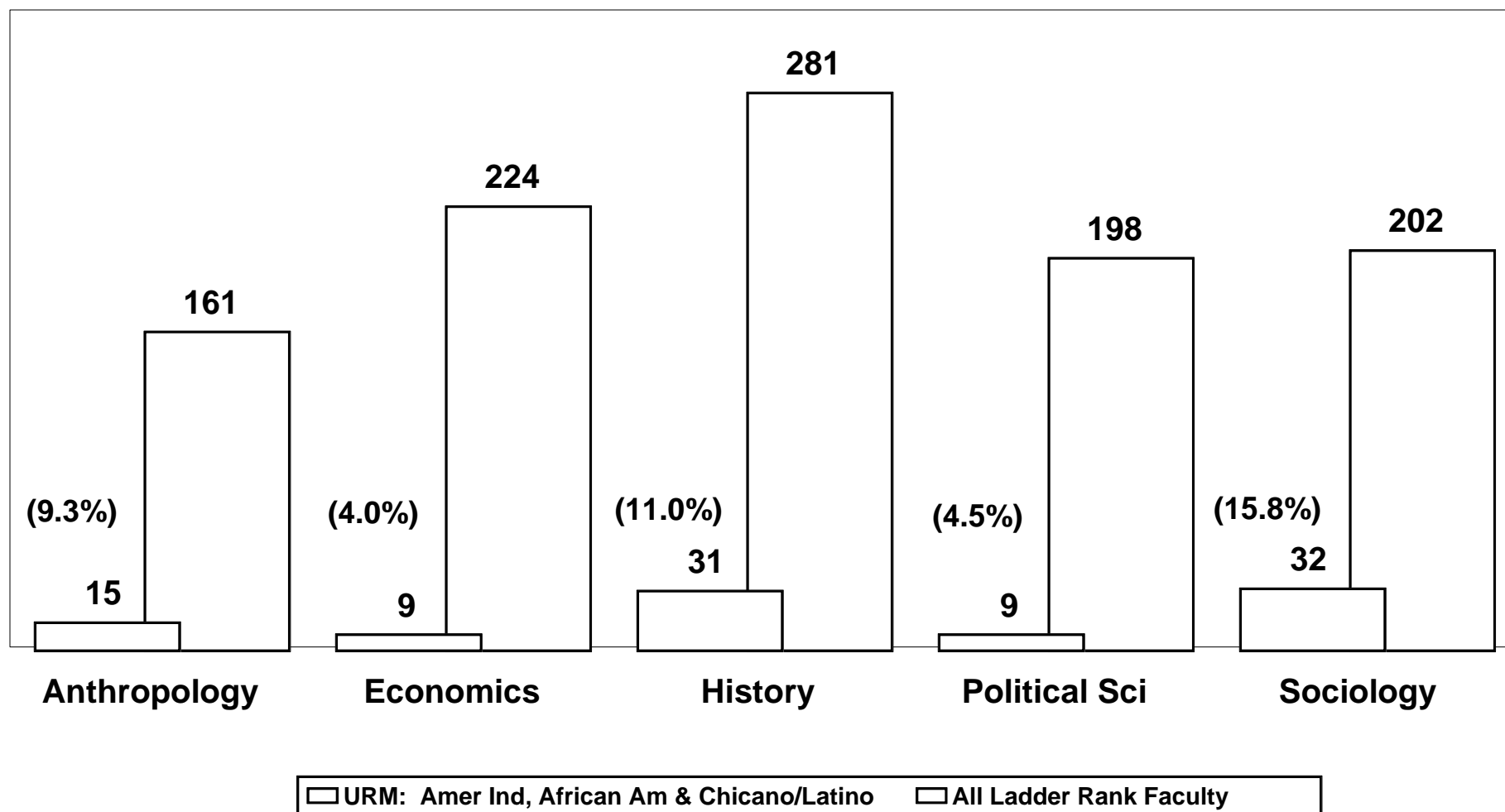
Faculty Headcount by Gender 2006

Representation varies by field for women



Ladder Rank Faculty in Selected Departments - October 2004

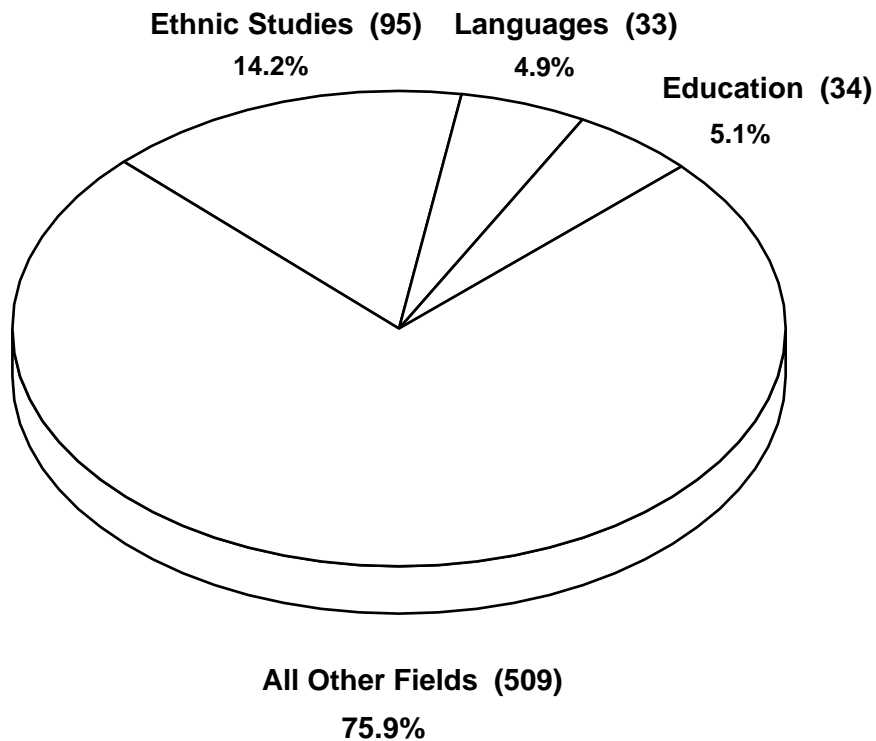
Within fields such as Social Sciences,
representation varies between departments



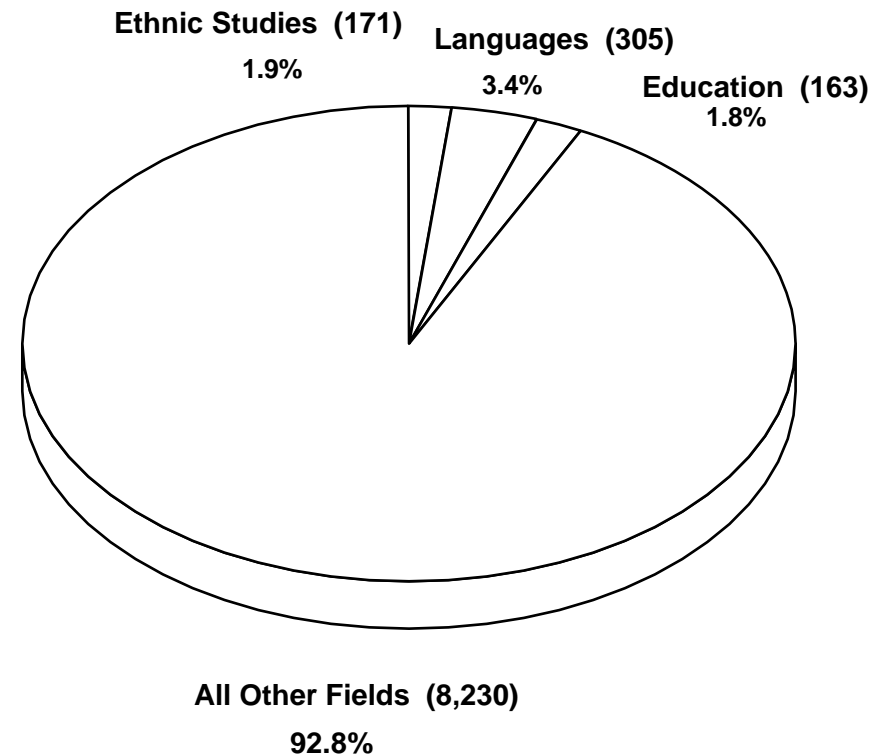
Faculty Headcount by Race 2004

Representation of URM faculty is concentrated in a few departments

**American Indian, African American
& Chicano/Latino**



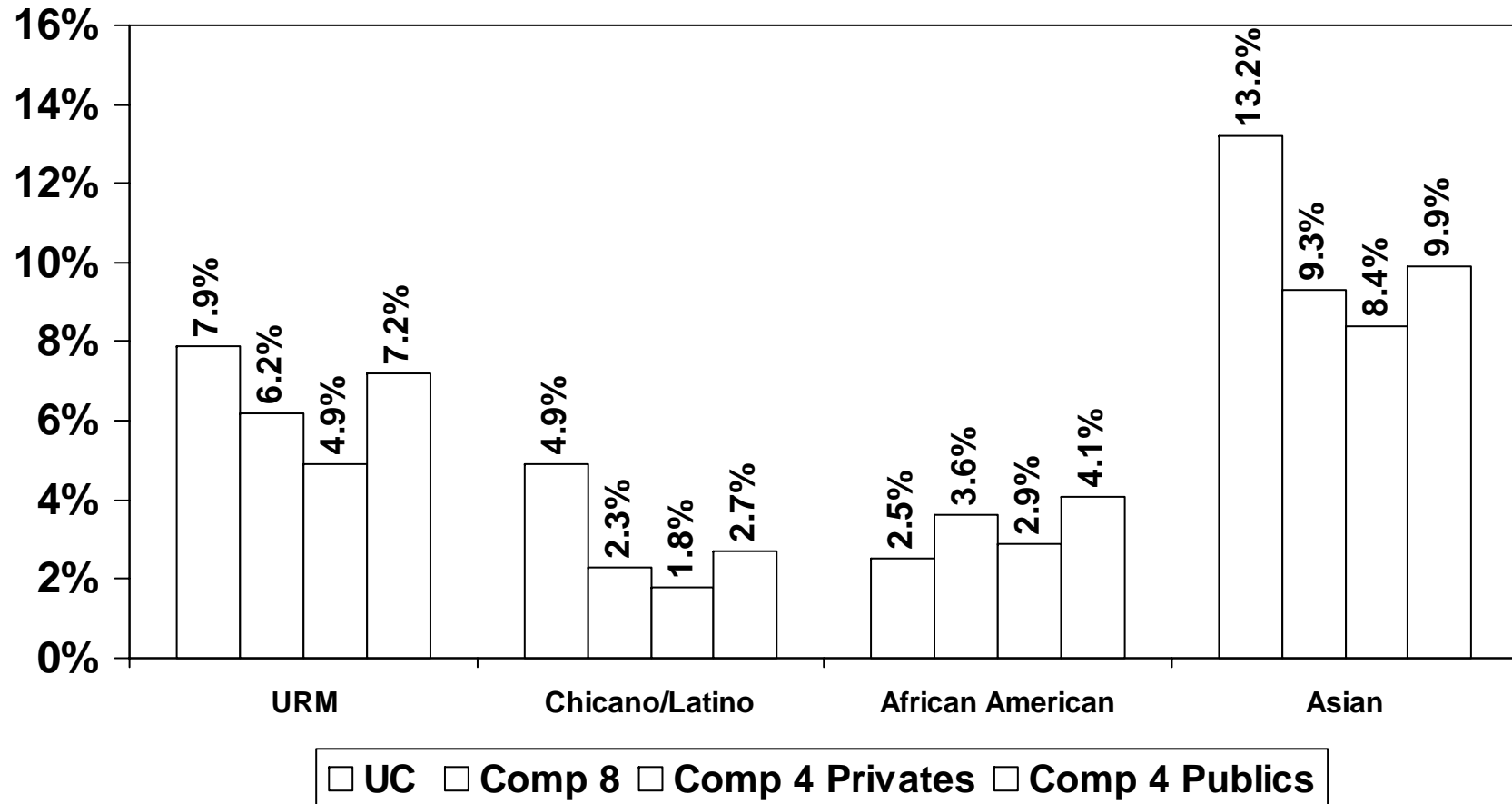
**All Ladder Rank
Faculty**



UC Faculty – Comparison 8 Institutions

IPEDS Fall Staff Survey 2005

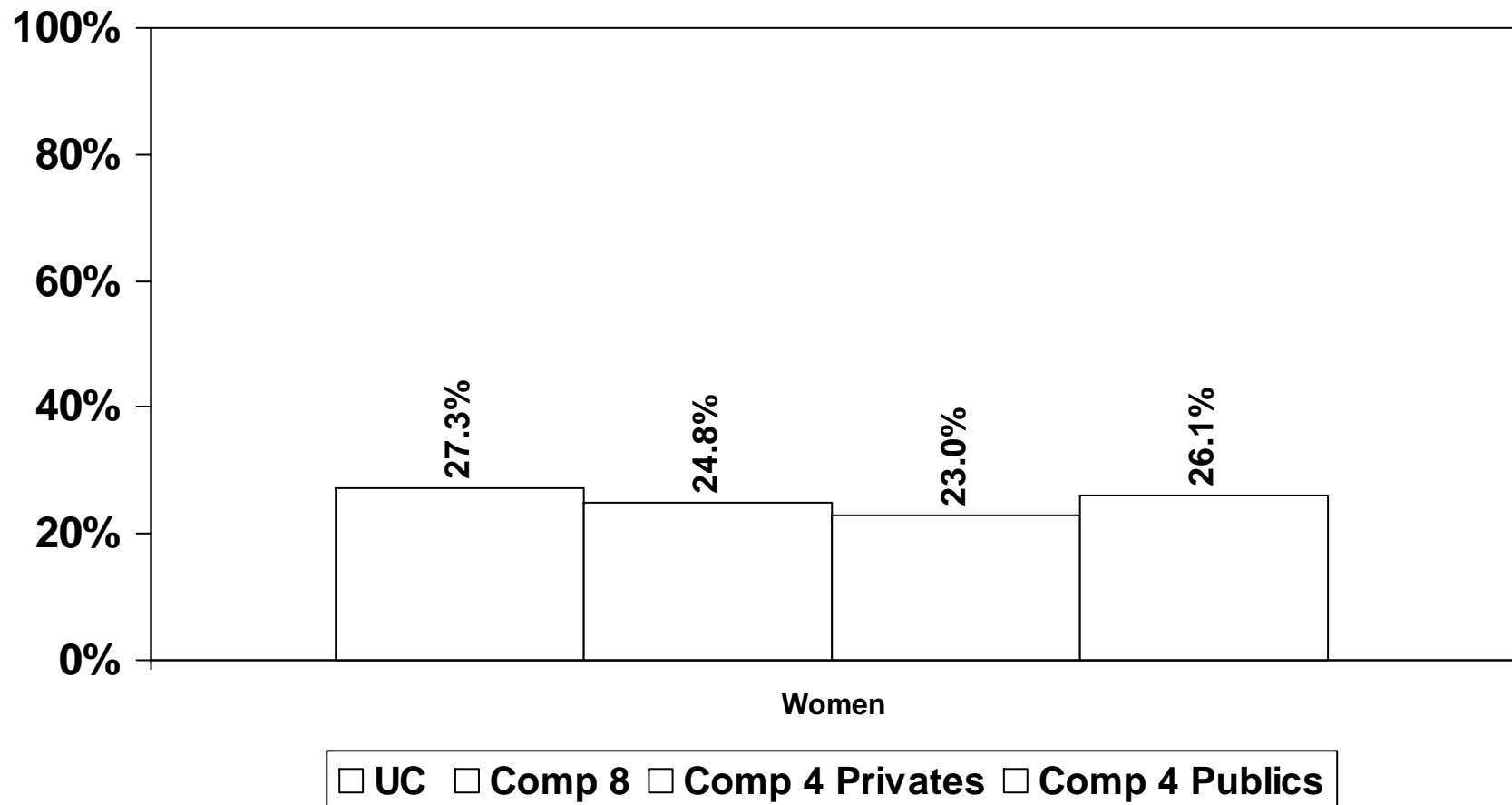
Faculty Racial Diversity is a National Problem



UC Faculty – Comparison 8 Institution

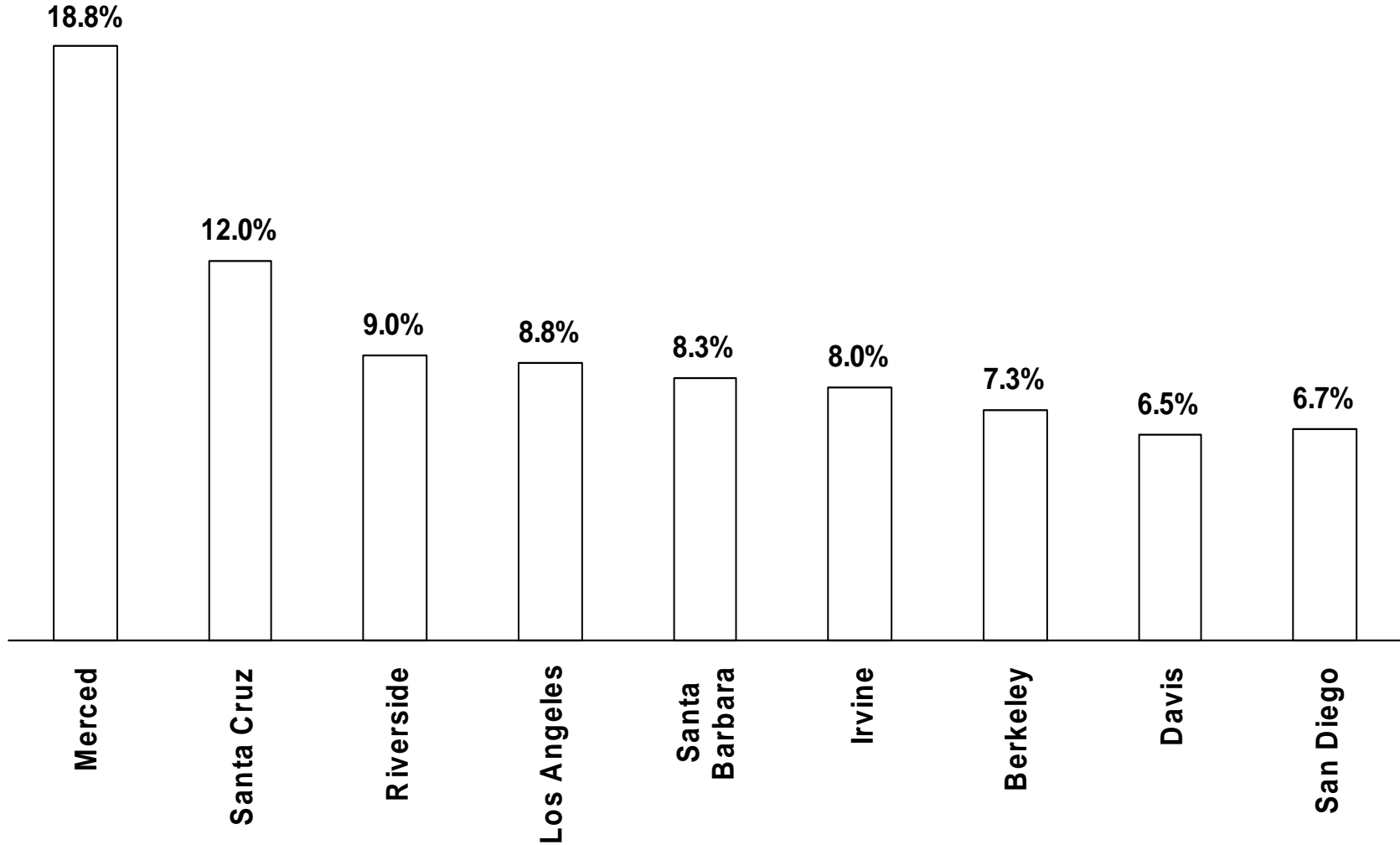
IPEDS Fall Staff Survey 2005

Faculty Gender Diversity is a National Problem



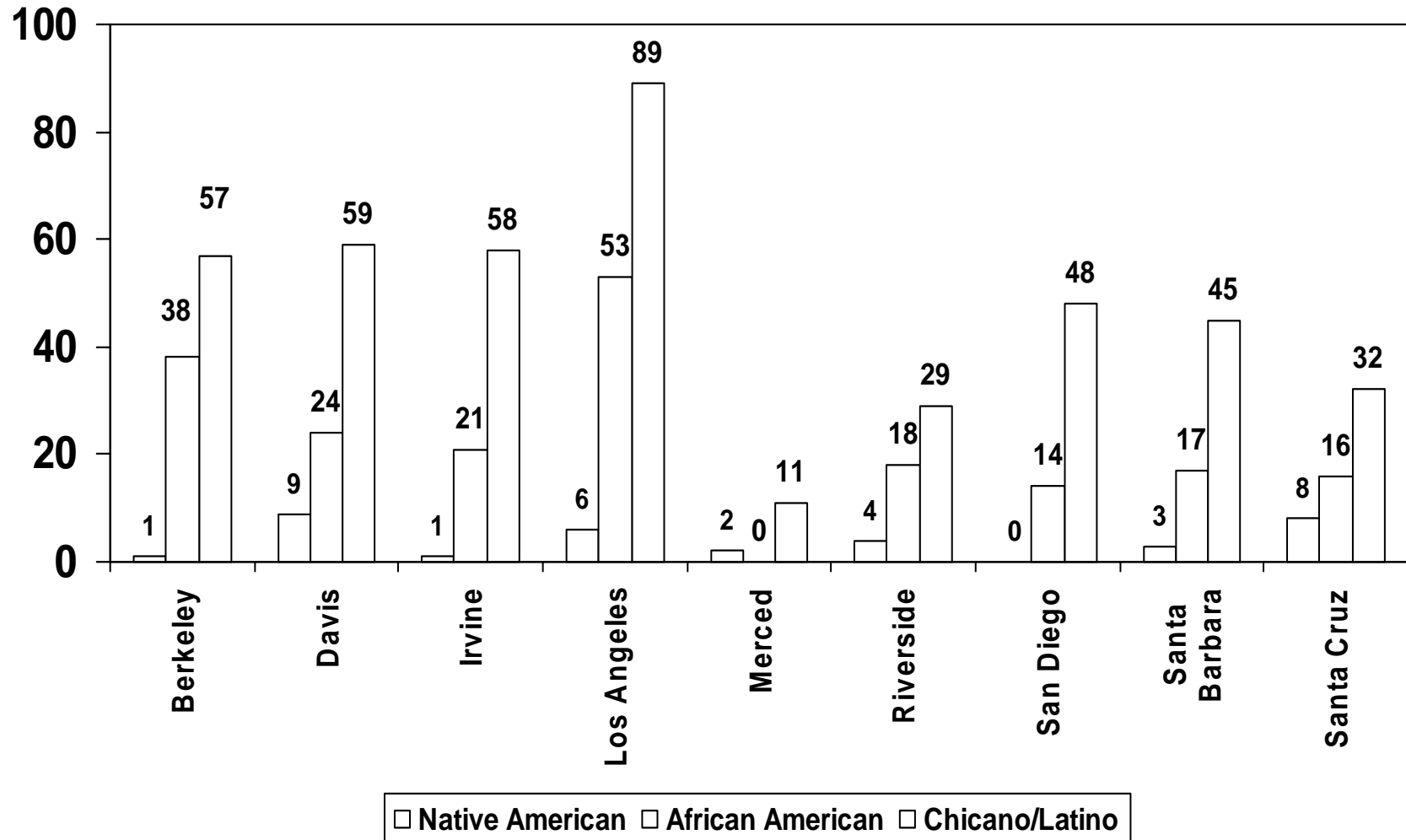
Faculty Headcount 2006

Percentage of URM faculty by campus



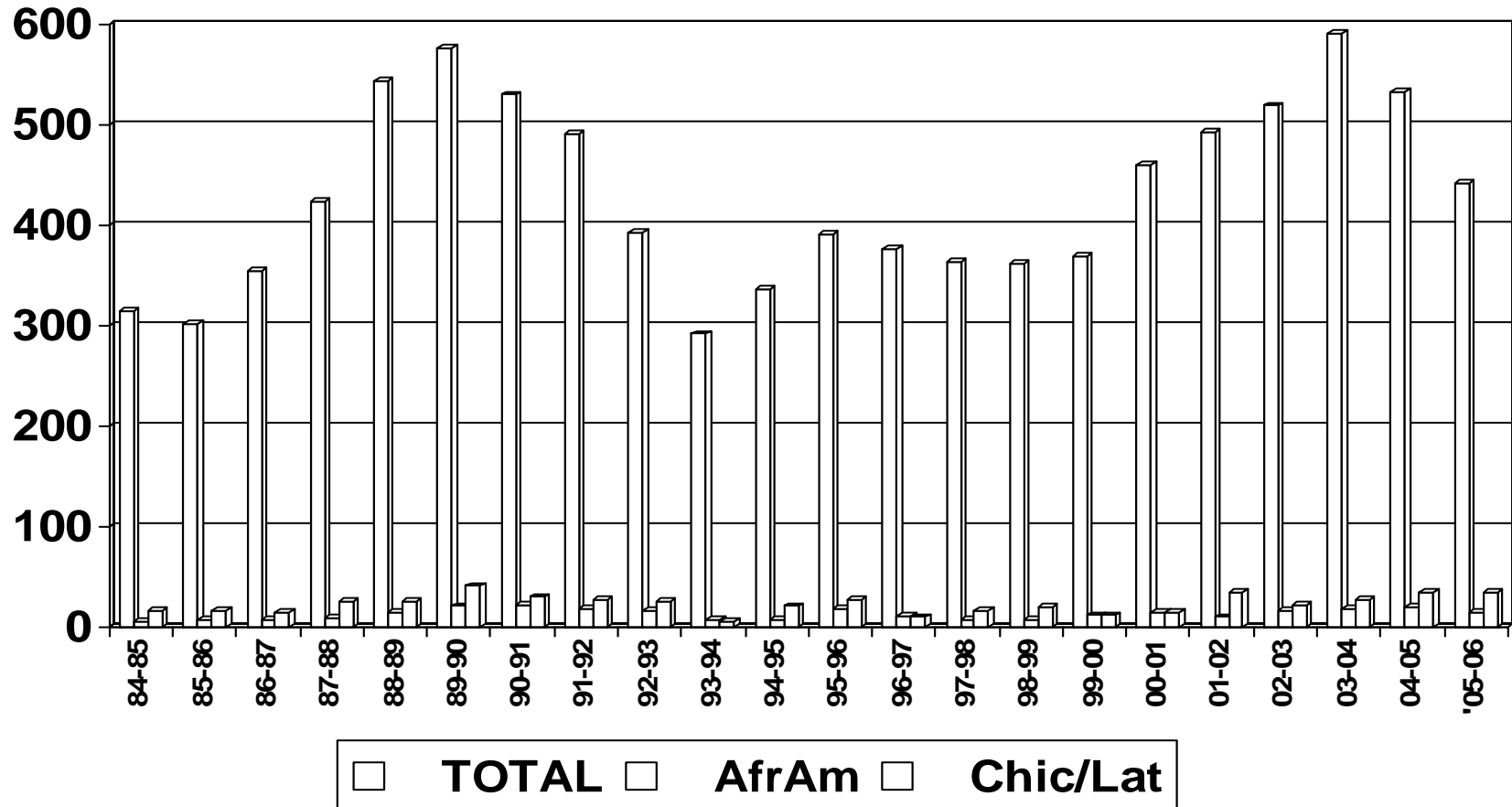
Faculty Headcount 2006

At some campuses, numbers of URM faculty are very low



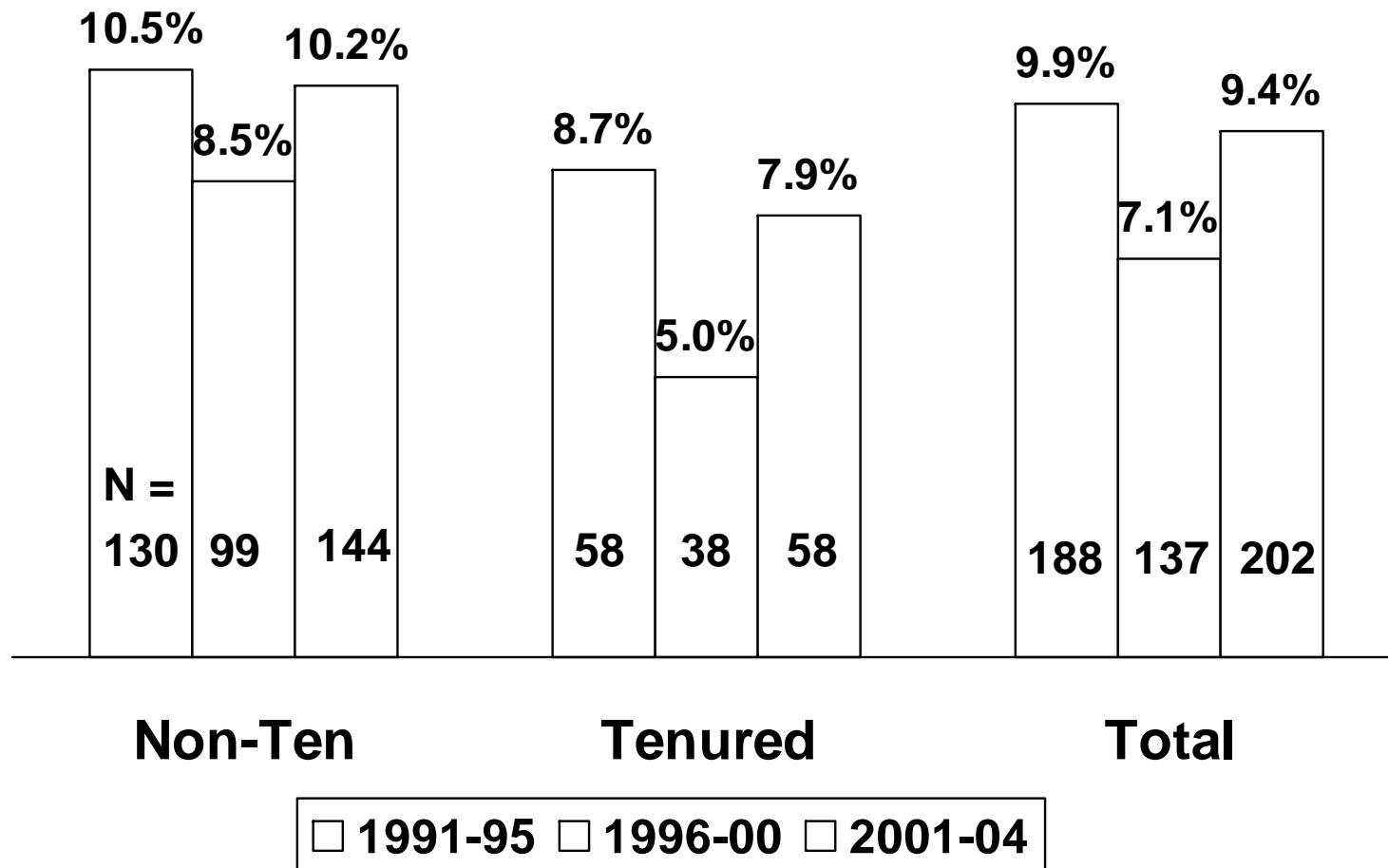
Faculty Hiring 1984-2006

Hiring of URM faculty flat over time, but up recently



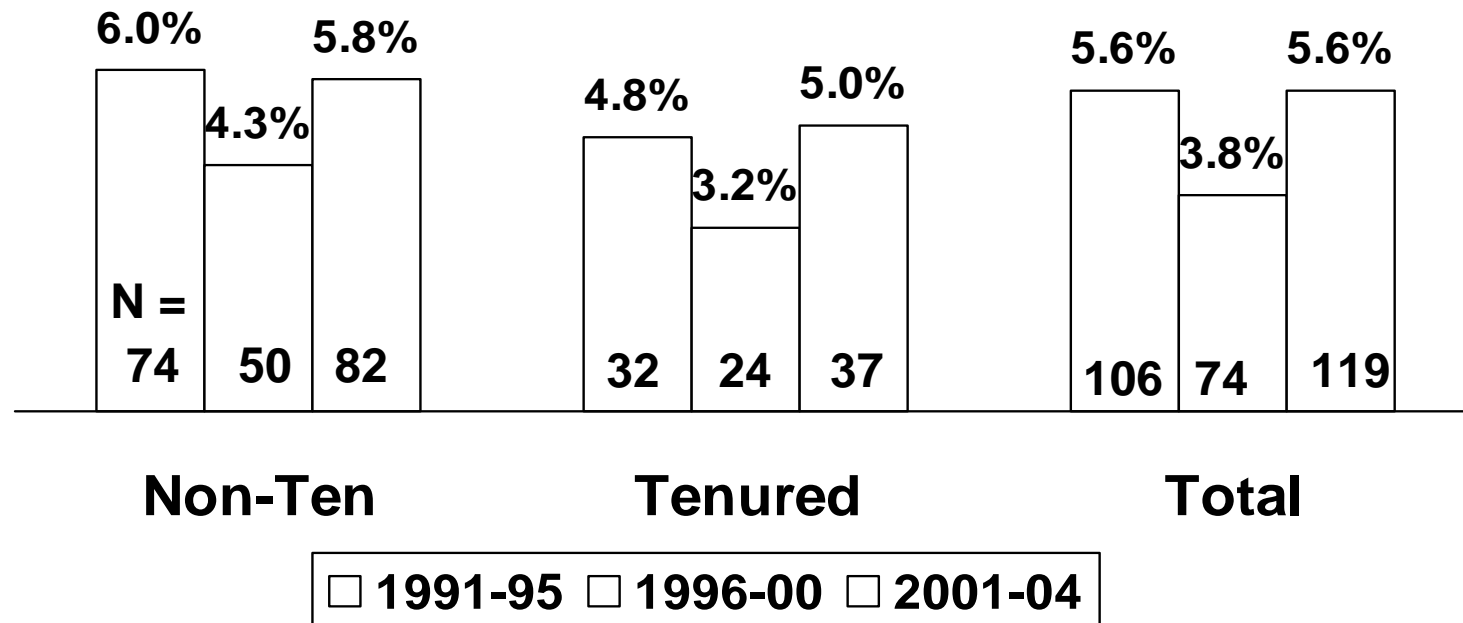
Percentage of Newly Hired Faculty

Hiring of URM fell after 1995, but increased after 2000



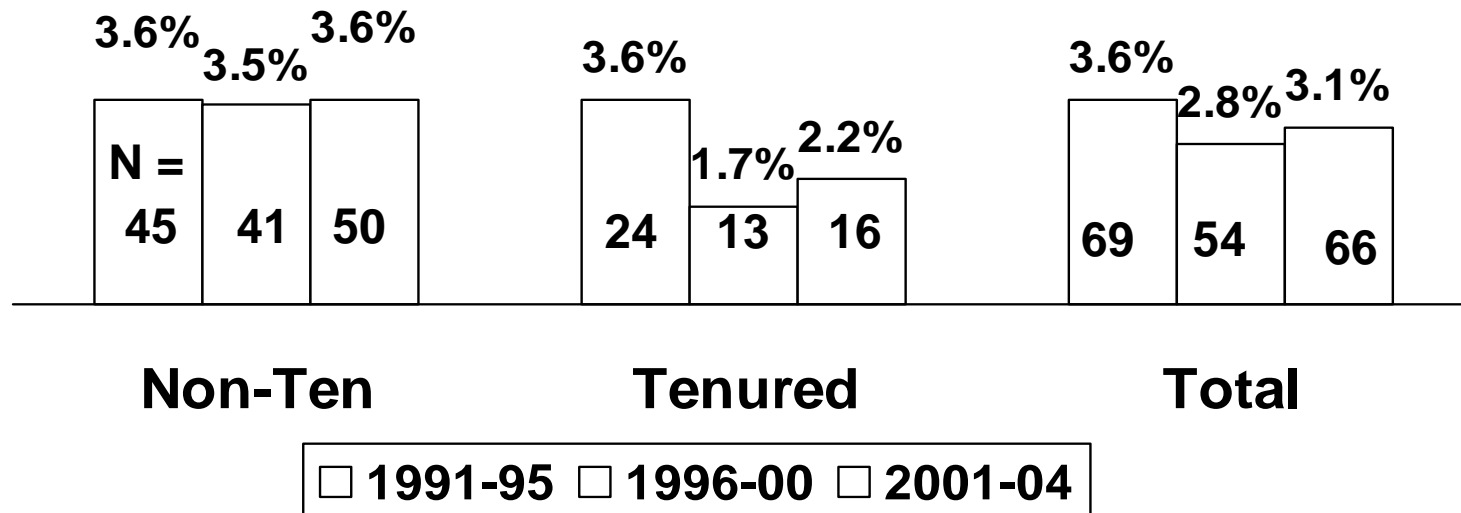
Percentage of Newly Hired Faculty

Hiring of Chicano/Latino faculty fell after 1995 and recovered



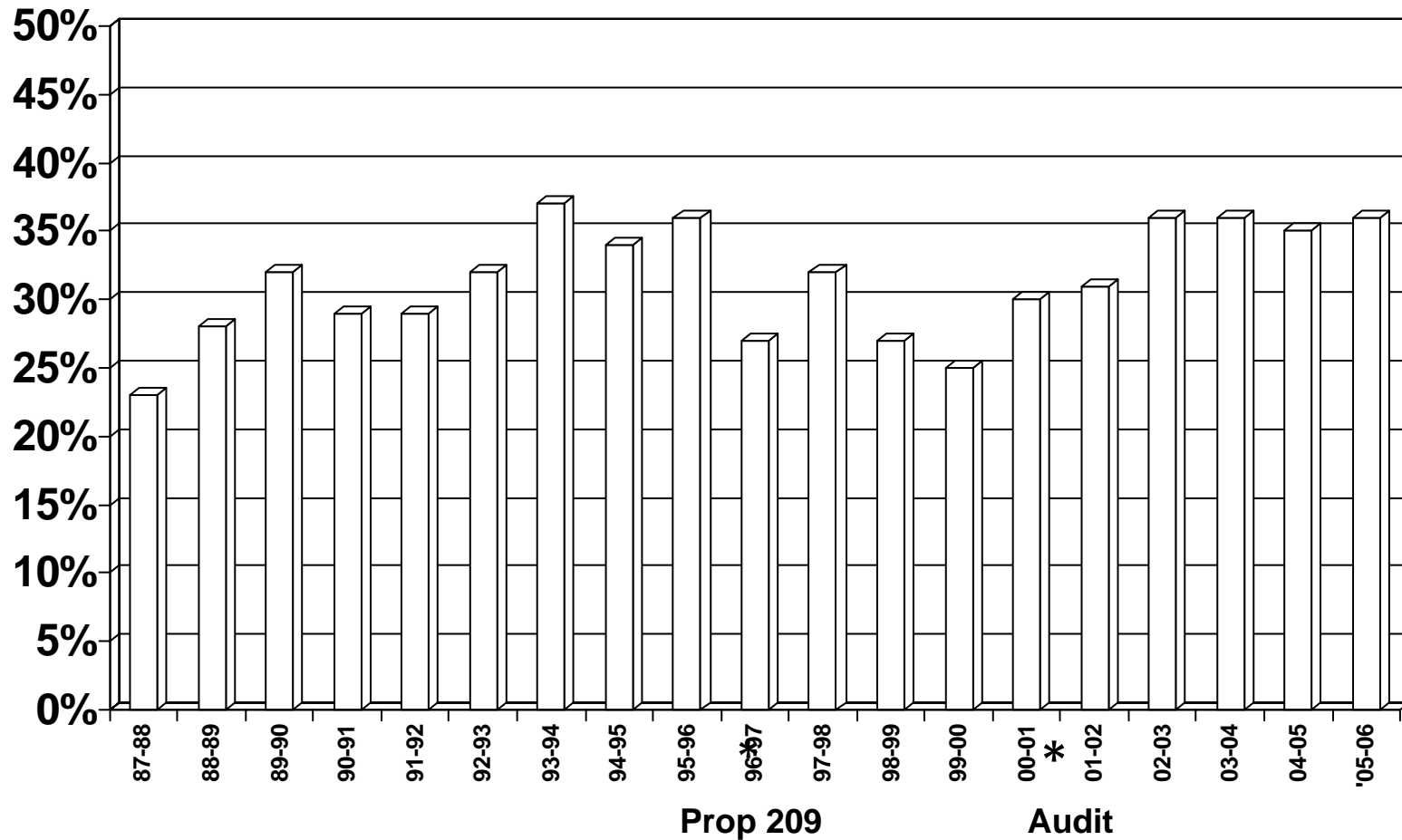
Percentage of Newly Hired Faculty

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



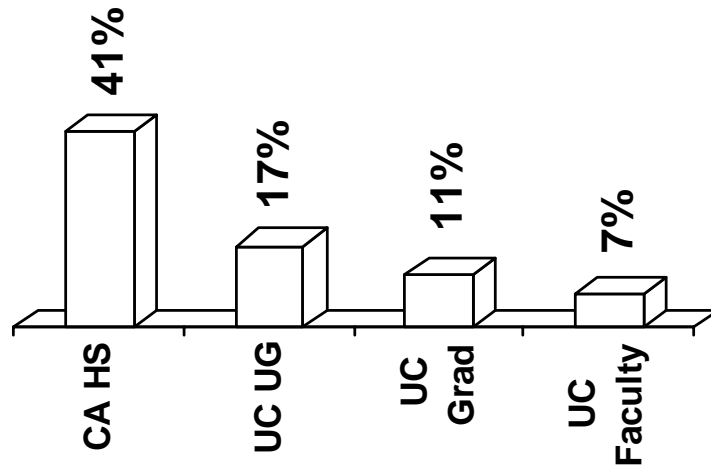
Faculty Hiring 1984-2006

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

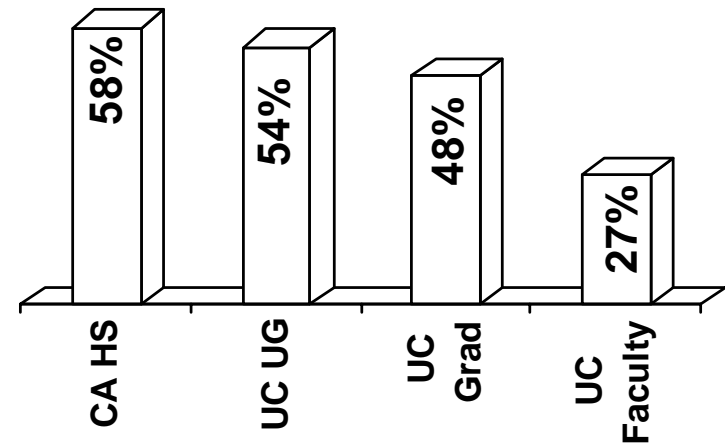


Pipeline from High School to UC Faculty

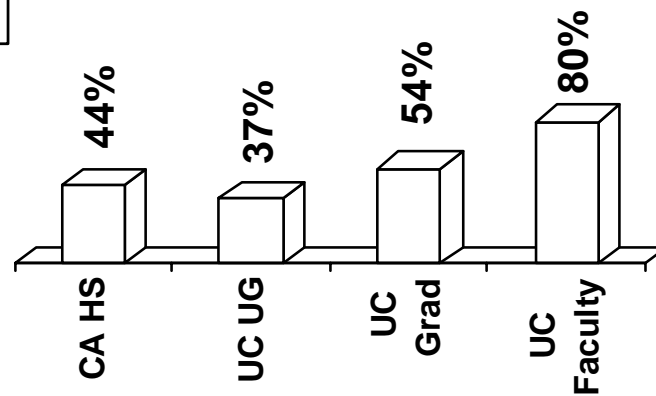
The Shape of the Pipeline Varies for URM, Women and Whites



□ URM



□ Women

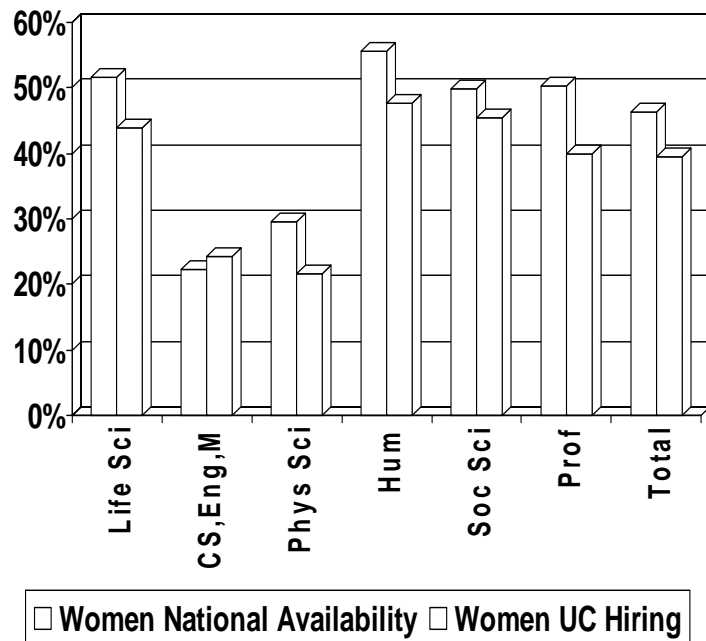


□ Whites

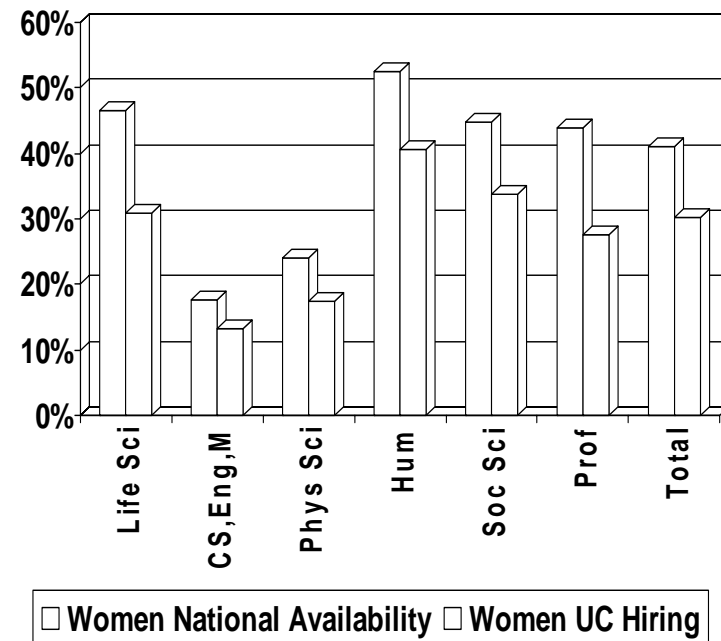
Faculty Hiring vs. Availability 2002-03 to 2005-06

UC hires women faculty below availability in most fields

Assistant Professors



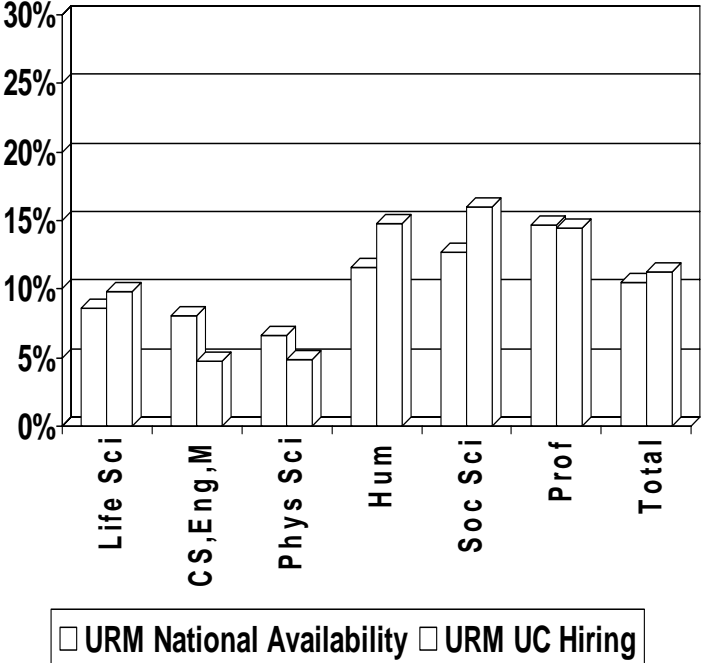
Assoc & Full Professors



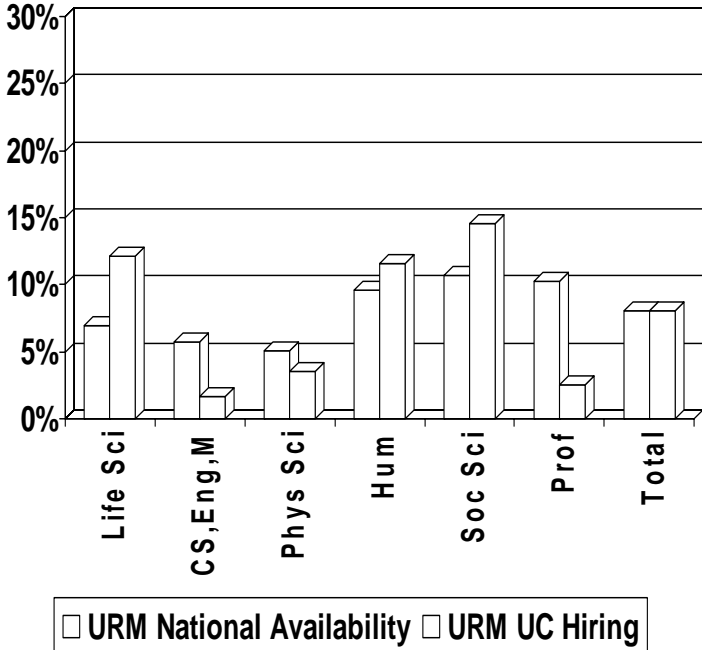
Faculty Hiring vs. Availability 2002-03 to 2005-06

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

Assistant Professors



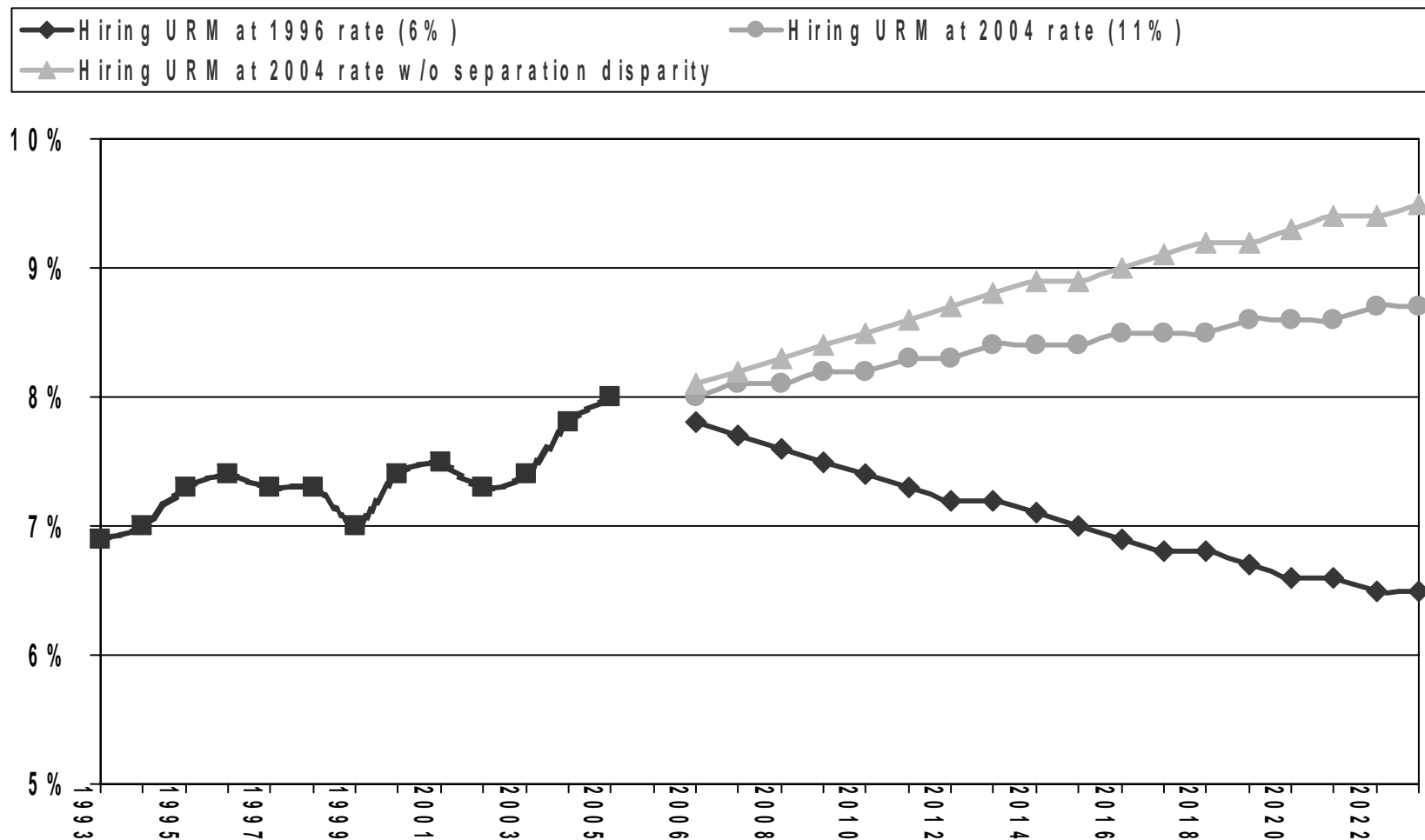
Assoc & Full Professors



URM Faculty as a Percent of All UC Faculty

Actual, and Future Projections

Comparing 1996 Hiring to 2004 Hiring Patterns**

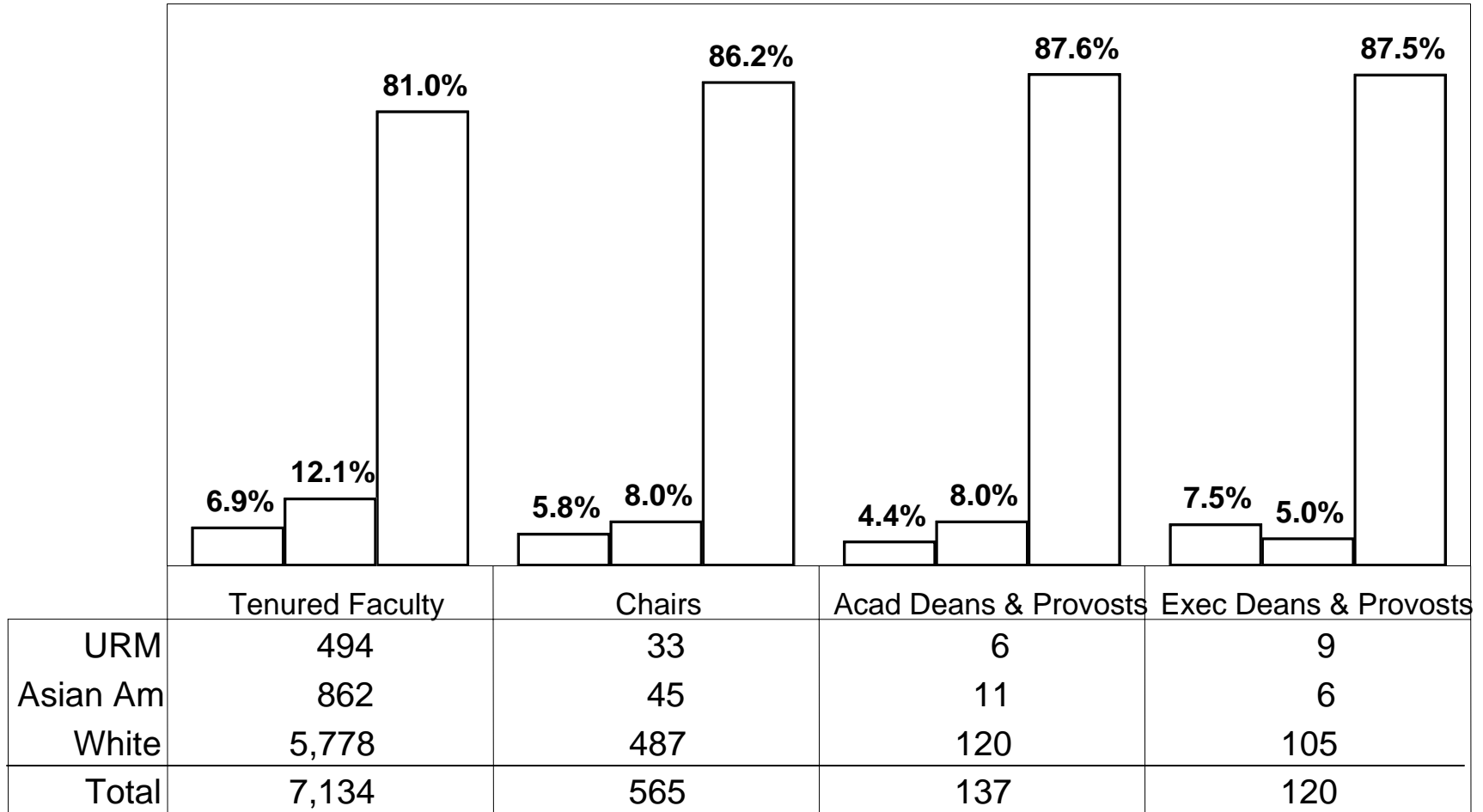


**Separation rates are based on 1996-2004 data.

Deans, Provosts, Department Chairs and Tenured Faculty

Number & Percentage

October 2006



URM
 Asian Am
 White

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.

Summary of the Status of Faculty Diversity at UC

- The pool of URM and women scholars grows, but UC faculty changes more slowly.
- Disaggregating data is essential to understanding problem areas.
- Retention, in addition to hiring, plays a critical role.
- The underrepresentation of minority faculty is a national problem.
- UC can increase the national pool of URM faculty by improving graduate diversity, especially in the STEM fields.

“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

The changing paradigm:

- In the past, studies have been conducted, reports have been published, and search committees have been briefed.
- Now, faculty, department chairs, deans and senior administrators must engage resources to achieve a more diverse and inclusive faculty.
- The University must be a national leader in addressing faculty diversity, consistent with its position as a pre-eminent public intellectual institution in the most diverse state in our nation.