

STUDY GROUP ON UNIVERSITY DIVERSITY



OVERVIEW REPORT TO THE REGENTS

September 2007

STUDY GROUP ON UNIVERSITY DIVERSITY
OVERVIEW REPORT TO THE REGENTS

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STUDY GROUP ON UNIVERSITY DIVERSITY OVERVIEW REPORT TO THE REGENTS

SUMMARY FINDINGS AND RECOMMENDATIONS

Diversity has been a key principle and defining characteristic of the state of California and its University since our inception and is fundamental both to the unique character of our state and to the quality and depth of the University's contribution to the state and its citizens. In examining the recent history and current status of diversity at UC, the Study Group on University Diversity identified three overarching themes.

- 1) **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."
- 2) **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.
- 3) **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.

Consistent with these findings, the Study Group on University Diversity recommends that The Regents:

- 1) Adopt as Regents Policy the University of California Diversity Statement adopted by the Assembly of the Academic Senate in May 2006
- 2) 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
- 3) Require the President of the University to report annually to The Regents on the status of diversity at the University.

It must be stressed that these overview findings and recommendations represent only the first step in the Study Group's work. Individual work teams conducted extensive additional research and developed recommendations that are summarized in this report and will be published very soon. These detailed recommendations will guide the President, the Chancellors, and the Academic Senate in their efforts to effect the change the Study Group has identified as necessary.

STUDY GROUP ON UNIVERSITY DIVERSITY OVERVIEW REPORT TO THE REGENTS

I. Background

The Study Group on University Diversity was established by President Robert Dynes and then-Chair of the Board of Regents Gerald Parsky in fall 2006, in response to the July 2006 request from Regents Maria Ledesma and Fred Ruiz that the University “undertake a holistic study of the long-term impact of Proposition 209 on the University’s ability to serve the State and fulfill its mission as the leading public university in one of the nation’s most diverse states.”¹ The Regents agreed on the need to identify actions the University can take to increase diversity in undergraduate and graduate enrollment and faculty hiring and to foster a climate on every UC campus that is welcoming and inclusive.

The Study Group, which Regent Parsky co-chaired along with Provost and Executive Vice President Rory Hume, was charged to:

- Review and report on recent trends with respect to diversity within UC’s undergraduate, graduate, and faculty populations
- Survey campus climate with respect to diversity and inclusion
- Study the interactions among undergraduate, graduate, and faculty diversity and campus climate
- Identify “best practices” in student preparation, recruitment, and admissions, faculty hiring and retention, and efforts to create a welcoming and inclusive campus climate
- Recommend actions that the University and its individual campuses and programs can take, respecting federal and state laws, to increase diversity and inclusiveness at UC.²

Respecting the very broad scope of its charge, the Study Group formed itself into four work teams³, which looked in depth at four aspects of diversity at UC:

- Undergraduate student diversity
- Graduate and professional school diversity (which also addressed postdoctoral researchers)
- Faculty diversity
- Campus climate.

¹ See Regents Item RE-75, Appendix A.

² See list of members and charge letter, Appendix B.

³ See work team rosters, Appendix C.

The Regents and the Study Group also affirmed the importance of addressing issues of staff diversity and the critical role UC staff members play in creating a diverse and welcoming environment. At the suggestion of staff advisors, to maximize focus and cohesion, these topics were referred to a standing body, the University's newly chartered Staff Diversity Council. The Staff Council, which reports directly to the President of the University, began meeting in April and has developed and begun implementing a work plan to address staff diversity issues. Implementation of the recommendations of the Staff Council will proceed in concert with those of the full Study Group and its four work teams.⁴

The four work teams met independently throughout the 2006-07 academic year and produced findings and recommendations that were reviewed, discussed, and endorsed by the full Study Group. The details of these will be separately reported by each of the work teams. While this overview report summarizes these recommendations, we strongly recommend that The Regents carefully review the individual work team reports, which will guide the President, the Chancellors, and the Academic Senate in their efforts to enhance diversity at UC.

II. Core Findings and Recommendations

As the full Study Group reviewed and discussed the research, data, and conclusions developed by each of the work teams, three central themes emerged:

- The fundamental importance of diversity to UC's mission and service to the state of California
- The need for change
- The value of clear and consistent data.

The Fundamental Importance of Diversity to UC's Mission and Service to the State of California

Diversity has been a key principle and defining characteristic of the state of California and its University since our inception and is fundamental both to the unique character of our state and to the quality and depth of the University's contribution to the state and its citizens. The Organic Act of 1868 set the tone for a pluralistic and inclusive University by pledging that the University should be nonsectarian; should seek out students from throughout all geographic areas of the state; should enroll women "on an equal footing" with men; and should offer opportunity to students without regard to wealth or class by striving to remain "tuition-free." The University's commitment in the 1970s and 1980s to genuinely open the University to a much more racially and ethnically diverse student body mirrored the emergence of California as a state whose economic, intellectual, and

⁴ For a list of members of the Staff Diversity Council and other materials, see Appendix D.

social dynamism is driven in important ways by the remarkable and complex diversity of its population.

The wisdom of a commitment to create a diverse University community is validated by numerous national studies that demonstrate the value of diversity to the *students* who learn in such an environment, to the *institution* whose quality of intellectual life is deepened and broadened, and—perhaps most importantly—to the larger *economic and civic society* in which students are being trained to participate as citizens and leaders. In her expert report for the University of Michigan, part of a body of evidence the U.S. Supreme Court in its rulings in *Grutter v Bollinger* and *Gratz v Bollinger* (2003) found to be compelling regarding the educational value of diversity, Professor Patricia Gurin wrote,

*“A racially and ethnically diverse university student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in a diverse educational environment, and they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting. In fact, patterns of racial segregation and separation historically rooted in our national life can be broken by diversity experiences in higher education.”*⁵

In her majority opinion in the *Grutter* case, Justice O’Connor affirmed, “These benefits are not theoretical but real, as major American businesses have made clear that the skills needed in today’s increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints.”⁶

In May 2006, the UC President’s Task Force on Faculty Diversity issued a groundbreaking report that began by articulating that “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.”⁷ Following the release of that report, the Academic Senate adopted a broader statement on the value of diversity to the University which reads, in part, “the diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state’s history...[and is] a defining feature of California’s past, present, and future...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.”⁸ This statement was adopted by the Academic Assembly in May 2006 and endorsed by the President in June 2006.

⁵ Expert Report of Patricia Gurin in *Gratz v. Bollinger* and *Gutter v. Bollinger*, reprinted in 5 *Michigan Journal of Race and Law* 363, 364 (1999).

⁶ 539 U.S 306, 330 (2003).

⁷ UC President’s Task Force on Faculty Diversity, *The Representation of Minorities Among Ladder Rank Faculty* (May 2006).

⁸ For full text of Academic Senate statement, see Appendix E.

RECOMMENDATION #1

The Regents of the University of California should adopt as Regents Policy the University of California Diversity Statement adopted by the Assembly of the Academic Senate in May 2006 and endorsed by the President in June 2006.

The Need for Change

Throughout the course of our work, the Study Group as well as the four work teams reviewed extensive data regarding the status of diversity at UC today and how this has changed—or not changed—in recent years. While we found important pockets of success, our overall conclusion was that UC has not kept up with the pace of demographic change in California.

At the undergraduate student level, advances in diversity seen in the 1980s and early 1990s have reversed direction. While in recent years the proportion of underrepresented students in our Universitywide incoming class has reached and exceeded pre-Proposition 209 levels, this change has occurred against a backdrop of considerably more rapid demographic transformation among California’s high school population. In other words, relative to the increasing diversity of California’s students, we are losing ground. Furthermore, gains in undergraduate diversity have been concentrated at a few campuses and underrepresented students have significantly lower admission rates on virtually all of our campuses.

Among academic graduate students, proportions of underrepresented minorities have changed little over the past decade and women and non-Asian minorities are particularly underrepresented in the science, technology, engineering, and math (STEM) fields so central to California’s economic future. During the past decade, the enrollment percentage of underrepresented minorities has essentially recovered to pre-Proposition 209 levels in UC medical schools, has shown some progress toward recovery at UC’s law schools, and has exhibited little or no progress at UC’s business schools. This clearly limits the University’s ability to contribute to a diverse leadership cadre for California.

Among faculty, women and minority scholars also continue to be substantially underrepresented, despite their growing numbers among Ph.D. recipients. The numbers of underrepresented faculty on each campus are low and have not improved since the late 1980s. And, while the proportion of women faculty has increased, they remain well below parity. Women and minority scholars are concentrated in a few fields (e.g., humanities and social science); many departments across the University have zero underrepresented minority faculty and some have zero women faculty.

Finally, numbers do not tell the whole story with respect to achieving the benefits of a diverse University. Structural diversity—that is, adequate representation of people from different groups and backgrounds—is not enough. We must address campus climate: the quality and extent of interaction between diverse groups and individuals and the degree to which the University’s research and teaching reflect an open and inclusive approach. Yet the University of California has not conducted or reported any comprehensive campus-wide assessments of climate; those reports we have seen address climate only in a specific setting or for a specific subpopulation (e.g., women or graduate students).

After reviewing data assembled by the work teams, the Study Group concluded that change is urgently needed to bring UC to the level of diversity it needs to fulfill its mission and to create campus climates that support this diversity and ensure that all members of the campus community receive the full benefits of a diverse environment. The specific reports of the work teams provide excellent guidance to the President, the Chancellors, and the Academic Senate in identifying areas for change.

RECOMMENDATION #2

The Regents of the University of California should affirm the finding of the Study Group on University Diversity that change is needed to achieve a level of diversity among students, faculty, and staff appropriate to our mission, as well as a climate on each of our campuses that is open and inclusive of individuals from all backgrounds. The reports of the Study Group’s work teams provide direction for this change.

The Value of Clear and Consistent Data

Transparency and accountability have become watchwords of reform efforts in education across the nation as well as in business. Having recognized the fundamental importance of diversity to the University’s excellence and its service to the state of California, as well as the pressing need for change in this area, the Study Group concluded emphatically that more, better, and more consistent data are needed. This finding also emerged from each of our four work teams, as well as the Staff Diversity Council, relative to their specific areas of focus, and their reports offer important suggestions and examples of the type, level, and specificity of data that are needed. (For example, the faculty diversity work team developed a prototype “dashboard indicators” report for monitoring faculty diversity and similarly condensed, graphic presentations may be appropriate in other areas as well.)

Clear, consistent, and regularly reported data are necessary to “shine a light” on the University’s successes as well as its weaknesses in increasing and supporting diversity and to hold University leaders accountable for progress in this area. Compiling this

information is the responsibility of the President, working with the Chancellors. But careful scrutiny of the data and questioning of trends they reveal must be a fundamental responsibility of The Regents.

RECOMMENDATION #3

The Regents of the University of California should require the President of the University, as a fundamental component of his or her responsibilities, to report annually to The Regents on the status of diversity at the University. This report should include consistent and clear metrics of diversity among students, faculty, and staff. It should (1) identify trends, including areas of progress or concern; (2) allow for meaningful comparisons among campuses and, where appropriate, among academic fields; and, (3) include appropriate contextual data that illuminate University performance (for example, demographic trends among California public high school graduates provide context for trends in the enrollment of new undergraduates). In addition, while issues of campus climate are not easily tracked using statistical data, the report should address climate issues each year—for example, by reporting the results of new surveys or qualitative research performed for the system as a whole or for individual campuses.

III. Summary of Work Team Findings

Each of the four work teams of the Study Group on University Diversity spent many hours reviewing data and research, discussing and articulating findings, and formulating recommendations in the specific areas under their purview. These findings will be reported separately and in greater depth by those four work teams and their more detailed recommendations will guide the efforts of the President, the Chancellors, and the Academic Senate to create the change the Study Group has identified as necessary.

Below we highlight some of the key findings of the Study Group's four work teams.

Undergraduate Work Team

The Undergraduate Work Team examined issues related to K-12 preparation for University study, UC academic preparation programs, undergraduate admissions and eligibility, programs to encourage students to apply and enroll at UC, undergraduate student financial support, and undergraduate academic outcomes. Summary findings and recommended actions from the Work Team include:

- California's K-12 educational system is characterized by severe and long-standing educational disparities associated with racial/ethnic and socio-economic factors. The Office of the President should develop a comprehensive "education pipeline repair plan" to address disparities in qualified teachers, physical facilities, college preparatory courses, textbooks, college counselors, and other educational resources.
- Although UC's Student Academic Preparation and Educational Partnership (SAPEP) programs have been demonstrated to be effective in helping prepare students for college, they have sustained budget cuts of 63 percent since 2001 and state funding has been proposed for elimination every year for the past six years. Funding for SAPEP programs and other K-12 work should be stabilized and augmented.
- UC's current method for determining statewide eligibility for freshman admission relies on a narrow set of quantitative measures that do not adequately reflect the context in which students have learned and include factors (e.g., the SAT Subject Examinations) whose educational value may not justify their use. The Academic Senate should reexamine its current approach to determining freshman eligibility.
- UC campus freshman admission processes vary in their implementation of Academic Senate policies regarding individualized review, achievement in context, and appropriate use of test scores. The 2007 freshman selection outcomes at UCLA seem to indicate that selection processes better aligned with best practices in this area can improve admission rates for underrepresented students. The University's administration and Academic Senate should promulgate, and campuses should align their processes to, "best practices" in freshman selection. Shared admissions processing across the undergraduate campuses would facilitate the adoption of best practices. The administration, in consultation with the Senate, should move ahead with proposals to share application reading across all campuses.
- Transfer admission has not reached its full potential to contribute to the University's diversity because of lower transfer rates among underrepresented groups that reflect disparities in educational opportunity similar to those found in California's primary and secondary schools. In partnership with the other segments of higher education in California, UC needs to direct increased attention to invigorating the transfer pathway.
- Enrollment data show that admitted underrepresented students whose GPA and test scores place them among the top one-third of UC's admitted students choose to enroll at UC at considerably lower rates than other students in the top one-third of the admitted class. UC should work to increase competitiveness for these students by developing campus-specific "high-touch" recruitment programs and improving relations with communities and schools where UC has been less successful in recruiting students.

- Despite receiving greater amounts of need-based aid, underrepresented undergraduates at UC borrow more frequently, and in larger amounts, to finance their UC educations and are more likely to be “price-sensitive” with respect to the cost of education. UC should consider a broader assessment of financial aid need that might better account for differences in wealth (as opposed to income) known to exist between underrepresented and non-underrepresented families. Additionally, UC should continue to encourage community organizations external to UC to create scholarships to attract underrepresented students while maintaining compliance with Proposition 209.
- While gaps in academic outcomes for underrepresented students and non-underrepresented students have been narrowing since the mid-1990s, underrepresented students are still less likely to graduate. UC needs to continue to support and expand academic support programs that facilitate academic integration and success.
- UC Merced and UC Riverside currently meet the requirements to qualify for additional federal funding as “Hispanic-Serving Institutions” (HSIs) under Title VI of the Higher Education Act. UC campuses should be encouraged to qualify and apply for federal recognition as HSIs.
- UC’s Office of the General Counsel and external legal experts agree that interpretation of the actions permitted and prohibited by Proposition 209 is not clear-cut. At the same time, federal regulations interpreting Title VI of the Civil Rights Act of 1964 prohibit recipients of federal funds from using processes that appear to have “the effect of” discriminating on the basis of race or ethnicity (“disparate impact” analysis). Although the existence of disparities in selection rates alone do not violate these regulations, sufficiently large disparities do trigger scrutiny for possible violations. Most campus selection processes produce sufficient disparities to trigger disparate impact analysis. UC should use all appropriate means to eliminate this adverse impact and should continue to explore actions that would increase the enrollment of underrepresented students without violating applicable state and federal laws.

These findings and recommendations are described in detail in the report of the Undergraduate Work Team.

Graduate and Professional School Work Team

In examining trend data on graduate and professional school enrollments, the Graduate and Professional School Work Team observed that:

- The proportion of underrepresented minorities at UC decreases steadily at each successive level within the academic community—e.g., from high school graduates to undergraduate students, from B.A. recipients to graduate/

professional students, and from graduate students to postdoctoral scholars and faculty.

- The proportion of underrepresented students enrolled in UC graduate academic programs has changed little over the past decade. In particular, African Americans comprise a lower proportion of graduate students at UC than at our competitor institutions, although UC does enroll a higher percentage of Latino graduate students than do our “Comparison Eight” institutions. Underrepresented enrollments vary by discipline, with fewer underrepresented students found in science, technology, engineering, and math (STEM) fields.
- Enrollment of underrepresented students in UC professional schools declined substantially following Proposition 209. During the past decade, the percentage of underrepresented students enrolled at UC medical schools has essentially recovered to pre-Proposition 209 levels and has shown progress toward recovery at UC’s law schools. Underrepresented student enrollment in UC’s business schools has shown little improvement since the mid-1990s.
- At the postdoctoral level, trends are similar to those in graduate programs, but underrepresentation is more acute. One-half of UC’s postdoctoral scholars are international students.
- Underrepresented students are more financially needy than other students and those in graduate and professional programs—like undergraduates—tend to borrow more often and in larger amounts to finance their graduate education. Cumulative debt for all students has risen substantially in recent years and is particularly high at UC medical schools.
- Although women enroll as new students in graduate academic programs in virtually equal proportions to men, their proportions decrease at higher academic levels. Women enroll in lower proportions in the STEM fields and in MBA programs. High proportions of women are found in some health science programs, including nursing, veterinary medicine, and pharmacy.

The Work Team concluded that for UC to offer educational opportunity for all, the demographic profile of UC students should generally reflect the gender, racial, and ethnic pools from which UC recruits and selects students. To achieve this goal,

- Strong academic leadership is needed: UC senior administrators must take proactive steps to maintain excellence by enrolling a diverse graduate and professional student body.
- Academic planning should incorporate diversity goals and support programs that will attract diverse scholars—particularly in disciplines such as the STEM fields and business, where underrepresentation is particularly severe.

- Adequate funding is needed to support diversity programs and promote strong leadership and accountability in enhancing diversity. The success of academic units in supporting and improving diversity should be one factor in their overall evaluation.
- To improve recruitment and retention of a diverse graduate student body, UC should address and attempt to reduce the financial barriers to enrollment, strengthen existing academic preparation programs and create new ones, and maximize “in-reach” to UC and CSU undergraduate pools from which UC can draw diverse graduate students.

Faculty Work Team

In examining the current status of diversity among UC’s faculty, the Faculty Work Team built on the findings of the 2006 President’s Task Force on Faculty Diversity. Key findings of that Task Force included:

- While the underrepresentation of women and minorities in faculty careers is a national problem, disaggregated data show that UC tends to lag behind its public comparison institutions in the representation of women and behind both its private and its public comparison institutions in the representation of African Americans. Although hiring rates for women and minorities at UC have increased in recent years, in many fields they remain lower than would be expected based on Ph.D. demographic data.
- Poor retention plays a critical role in perpetuating underrepresentation among UC faculty. Women and minority scholars are highly sought after in the national market and receive substantial outside offers from competitor institutions. Higher rates of turnover may also be affected by a lack of “critical mass” in many departments and by perceptions of a hostile climate in California.
- Because faculty careers can last up to 40 years, demographic change is particularly slow. Even if the increased hiring rates UC has experienced in recent years continue and retention disparities are corrected, the proportion of women and minority faculty will increase only marginally in the next ten years. However, the unprecedented levels of faculty turnover UC will experience in the next decade (due to the retirement of faculty hired in the 1970s) present a one-time opportunity to accelerate the rate of change. We are already a third of the way through this phase: if substantial steps are not taken now, the opportunity to recruit a new generation of faculty who reflect California’s diversity will be lost.

To address these challenges, the 2006 Task Force made specific recommendations in the areas of leadership, academic planning, resource allocation, faculty recruitment and retention, and accountability. The Work Team endorses the recommendations of the 2006 Task Force and urges The Regents to support and monitor their implementation.

Campus Climate Work Team

Key findings and recommendations of the Campus Climate Work Team include the following:

- Campus climate is a measure of the real or perceived quality of interpersonal, academic, and professional interactions on a campus. A healthy climate is grounded in respect for others, nurtured by dialog between those of differing perspectives, and evidenced by a pattern of civil interactions among community members. The University of California strives to promote healthy climates where students, staff, and faculty feel welcomed, supported, included, and valued.
- Campus climate is directly associated with academic outcomes and, therefore, is central to the University's mission. Hostile climates negatively affect a student's ability to transition successfully into college and positive intergroup interactions contribute to retention and academic success.
- Campus climate is informed by, and reflected in, five primary dimensions: structural diversity (i.e., the meaningful representation of people from different groups and backgrounds), institutional action, intergroup interaction, research and teaching, and the campus's socio-historical context.
- All members of a campus community benefit from a healthy climate and addressing issues of campus climate should be the purview of all campus units—not just Student Affairs or units specifically charged with diversity programs.
- UC has not conducted or reported any comprehensive assessments of campus climate. Without data and comprehensive, sustained assessment, the source and significance of individual perceptions and anecdotes regarding climate cannot be quantified nor understood. UC should study climate on every campus every three to five years and report the findings of these studies to The Regents.
- Reports and assessments must be accompanied by direct action. Intentional programs to support academic and professional success should be enhanced and unhealthy climate factors should be addressed. Campuses and individual departments must work to confront and eliminate harassment, racism, and discrimination by engaging in open dialog, utilizing faculty expertise, and promoting opportunities to increase understanding.

The Campus Climate Work Team reviewed the example of one campus, UC Riverside, whose diversity profile and campus climate have been substantially transformed in recent years and suggested that while every campus varies, some of the lessons learned at Riverside may be instructive for other campuses.

Study Group Conclusion

The full Study Group reviewed and endorsed the work of the individual work teams. Their findings provide important direction for the University's efforts to become more diverse and inclusive and, in so doing, to better serve the State of California. Adoption of the three core recommendations of the full Study Group is a first step in this direction. The next step will be continued work to ensure that the reports and recommendations of the work teams receive full and energetic consideration by the President, the Chancellors, and the Academic Senate, as appropriate.

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APPENDICES

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RE-75

Office of the Secretary

TO MEMBERS OF THE COMMITTEE ON EDUCATIONAL POLICY:

DISCUSSION ITEM

For the Meeting of July 19, 2006

THE UNIVERSITY OF CALIFORNIA AND PROPOSITION 209: TEN YEARS LATER

Regent Ruiz and Regent Ledesma intend to request, following discussion and input at the Committee's July 19, 2006 meeting, that the Office of the President be asked to coordinate a holistic study, the results of which will be reported to the Board of Regents' Committee on Educational Policy no later than May 2007, on the state of UC admissions and enrollment ten years after Proposition 209.

In November 1996, Californians adopted Proposition 209 prohibiting the consideration of race and ethnicity, as well as other factors, in the operation of State government. While Proposition 209 eliminated the University's ability to consider race and gender in graduate and undergraduate admissions and in a vast array of other University-sponsored activities, the University of California must continue to fulfill its stated commitment to achieve excellence through diversity in the classroom, the research laboratory, and the workforce. Regent Ruiz and Regent Ledesma thus recommend that the Committee on Educational Policy discuss the merits of undertaking a holistic study to examine the University of California's undergraduate admissions and enrollment, and graduate and professional school admissions and enrollment in order to fully assess current trends and inform planning for future enrollment objectives. A holistic study would also address the newly released Task Force on Faculty Diversity report by responding to issues of faculty hiring and retention.

Regent Ruiz and Regent Ledesma recommend that The Regents commission a comprehensive report, to be undertaken by Office of the President staff in collaboration with other members of the University community, to better understand the state of UC admissions and enrollment in a post-Proposition 209 environment. Such a report is intended to be forward-thinking and will offer recommendations about how the UC can work within legal parameters to enhance the excellence and diversity of the University. As the world's premier public research university system, the findings and recommendations gleaned from such a report have the potential to inform the University of California's current long-range planning efforts, as well as to contribute to statewide and national discussions around higher education.

University of California

Study Group on University Diversity

Membership

Co-Chairs: Chair of The Regents Gerald M. Parsky
Provost and Executive Vice President Rory Hume
Vice Chair: Regent Joanne C. Kozberg

Members:

Regent Eddie Island
Regent Frederick Ruiz
Regent Peter Preuss
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Student Regent (through June 2007) Maria C. Ledesma
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Faculty Representative John B. Oakley
Faculty Representative Michael T. Brown
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Chancellor France A. Cordova
Chancellor Henry T. Yang
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THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

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Dear

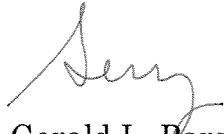
Thank you for agreeing to serve as a member of the Study Group on University Diversity.

Enclosed is a copy of Regents' Item RE-75, which The Regents discussed at their July 19th meeting. At that meeting, The Regents requested a group be formed to advise on the current status of diversity at the University of California and on what can be done to improve diversity and support a climate of inclusion on each of our campuses. The Study Group on University Diversity is charged with undertaking this task on behalf of The Regents, the President, and the University community. At their September 21st meeting, The Regents discussed the following objectives for the Study Group's work:

- review and report on recent trends with respect to diversity within UC's undergraduate, graduate, and faculty populations;
- examine campus climate with respect to diversity and inclusion;
- study the interactions among undergraduate, graduate, and faculty diversity and campus climate;
- identify "best practices" in student preparation, recruitment, and admissions; and
- recommend actions that the University and its individual campuses can take, respecting federal and State laws, to increase diversity and inclusiveness at UC.

Again, we very much appreciate your willingness to serve as a member of this important group. Please feel free to get in touch with Provost Wyatt R. Hume if you have any questions or would like additional information.

Sincerely,



Gerald L. Parsky
Chairman, Board of Regents



Robert C. Dynes
President

Enclosures

cc: Regent Kozberg
Provost Hume

University of California
Study Group on University Diversity

Undergraduate Students Work Team Members

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Members:

Chancellor Robert Birgeneau
Student Lucero Chavez
Executive Vice President Bruce Darling
Regent Eddie Island
Regent Joanne Kozberg
Student Regent (through June 2007) Maria Ledesma
Student Van Nguyen
BOARS Chair Mark Rashid
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UC Student Association President (through July 2007) Bill Sheibler
Former Alumni Regent Peter J. Taylor
Chancellor Henry Yang

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University of California
Study Group on University Diversity

Graduate and Professional School Work Team Members

Chair: Acting Chancellor George R. Blumenthal

Members:

Student Regent (effective July 2007) Benjamin Allen
Regent (effective July 2007) Eleanor V. Brewer
Law Student Na'Shaun L. Neal
Professor John B. Oakley, Chair, Academic Council
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University of California
Study Group on University Diversity

Faculty Work Team Members

Chair: Vice Chancellor Gibor Basri

Members:

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Regent Eddie Island
Regent Maria Ledesma
Professor John Oakley, Chair, Academic Council
Professor Larry Pitts
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Professor Daryl Smith, Claremont Graduate School

Staff to the Work Team:

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Interim Director Sharon J. Washington

University of California
Study Group on University Diversity

Campus Climate Team Members

Chair: Student Regent María Ledesma

Members:

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Assistant Chancellor Cynthia Giorgio
Vice Chancellor of Student Affairs Manuel Gomez
Regent Joanne Kozberg
Staff Advisor to the Regents Dave Miller
UC Student Association President Bill Sheibler
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September 2007

**UPDATE FOR REGENTS STUDY GROUP ON UNIVERSITY DIVERSITY:
UC STAFF DIVERSITY COUNCIL**

Overview/Historical Context

With changing demographics, an aging workforce, global sourcing for new staff, and concern about staff recruitment, retention and promotion, the University of California must improve its diversity strategies, policies and opportunities available to its staff if it is going to remain competitive and serve as an employer of choice for the best staff talent from diverse backgrounds. With over 175,000 personnel (Full Time Equivalent), the University of California is one of the largest employers in the State of California and the contributions made by staff to the University's mission of teaching, research and public service are enormous. To maintain UC's reputation as the number one public research and teaching University, and to continue its commitment to improving and increasing diversity in its workforce, we must implement key changes and improvements in order to advance the institution.

To begin addressing the above commitment, in March 2007 President Robert C. Dynes appointed the UC Staff Diversity Council to advise senior UC Leadership and to work alongside the UC Diversity Study Group appointed by The Regents to set an agenda that promotes staff diversity throughout the system. By design, the Council is a standing council reporting directly to the President on an annual basis to ensure a sustained platform on achieving a staff workforce that is reflective of all the constituents we serve at all levels; and a University workplace where quality of work life is valued and every employee is provided the opportunity to work and thrive in an environment characterized by equity, fairness, and respect.

The Council is comprised of members who serve a two-year appointment that includes broad representation from the campuses, the Lawrence Berkeley National Laboratory, the DANR, UC Office of the President, the Chief Human Resources Officers, the Equal Employment Opportunity/Affirmative Action Officers, the Medical Centers, the Council of UC Staff Assemblies, and the Staff Advisor to The Regents. Each member is selected for their expertise, their commitment to improving diversity, and their access and influence at their site as an important voice for staff on these matters.

The charge of the Council is to:

- Develop specific objectives for achieving greater staff diversity at UC.
- Monitor and evaluate progress on staff diversity efforts at each location, based on the objections mentioned previously.
- Assess the impact of SP-2 and Proposition 209 on staff diversity at UC.

- Identify and document best practices that develop and promote staff diversity, share these resources widely throughout the system, and advise on the possible development and implementation of these practices across locations.
- Identify institutional barriers that hinder staff diversity throughout the system, and recommend ways to eliminate those barriers.
- Facilitate dialogue among locations and between the University and external groups on staff diversity issues.
- Provide advice and recourses to UC administrators on staff diversity initiatives at their locations.

Initial Work

The UC Staff Diversity Council first met in April 2007 with President Dynes at the UC Office of the President. At this initial meeting the Council established a platform focused on developing a structure of conducting its work. The structure was to include three full day meetings in which the council would formulate sub-committees for the purpose of carrying out the charge outlined above. As part of these initial meetings the Council has met with or will be meeting with invited guests throughout the University including Chancellors, other members of campus leadership, the Office of General Counsel, and the Office of Risk Management in order to obtain information related to staff matters within the University communities. The Council met in June at UC Riverside, in August at UC Santa Cruz, and will meet again in October at UC Irvine

Following this initial work, the Council will meet bi-annually the first of which will be in January 2008 hosted by UC San Diego, followed by UC Berkeley/UC San Francisco in July 2008. These bi-annual meetings on campuses will include Town Hall meetings in order to engage the entire community in this important effort.

Sub-Committees Structure/Charge

The Council formed five sub-committees in response to its charge. The five sub-committees and their individual charges are as follows:

1. Data Collection/Reporting Sub-Committee

The Data Collection/Reporting Sub-Committee serves as a resource to the Staff Diversity Council and Council sub-committees on matters related to data availability, collection and reporting. Firstly, it responds to specific requests for data and data related information as determined by the Council and or sub-committees. Secondly, it makes recommendations to the Council on matters of appropriate consistency related to data management systems across the UC System. Thirdly, it identifies and produces ad hoc reports that may be used by the Council during the course of its work. Lastly, it identifies opportunities for data systems enhancements at UCOP and University-wide that will enhance the evaluation and analysis of staff recruitment, promotion and retention trends; and meet the informational needs of the Diversity Council and Senior Management necessary to promote diversity at UC.

Areas of Initial Emphasis:

- *To identify or create data resources that can be used to examine workforce statistics, identify possible trends, and create areas of focus in an effort to be well informed;*
- *To identify data deficits or sub-optimal data gathering in an effort to better coordinate or newly implement data collection in a user-friendly, transparent and meaningful way; and*
- *To make specific recommendations to the UC Budget and Planning Officers, Chief Human Resources Officers, and Chief Information Technology Officers regarding the capture and availability of meaningful data related to workforce diversity, recruitment, retention and promotional advancement and opportunities.*

2. Evaluation and Assessment Sub-Committee

The charge of the Evaluation and Assessment Sub-Committee is to broadly monitor and evaluate progress on the University's staff diversity initiatives. Specifically, the subcommittee is charged with developing concrete measures of progress to monitor UC's success in achieving its diversity goals and strategies, identifying realistic, achievable, and measurable actions that locations will be expected to take to advance their diversity goals. Increase the synergies between UC Staff Diversity Council strategic goals and staff performance management goals set forth in UC's policy and practice framework. Develop a practical approach to conduct systematic SWOT analyses to monitor results of efforts over time (e.g.: assessment and measurement model).

Area of Initial Emphasis:

- *Develop and implement an assessment and measurement system that would maximize UC's capacity to measure and evaluate its staff diversity initiatives.*

3. Recruitment/Retention/Promotion Sub-Committee

The charge of the Recruitment, Retention and Promotion Sub-Committee is to develop specific objectives for achieving greater staff diversity at the University of California as it relates to staff retention, recruitment and promotion; to review workforce composition trends and evaluate the progress of workforce diversity efforts; to assess the impact of SP-2 and Proposition 209 on staff diversity at the University of California; to identify and document best practices that promote workforce diversity within all UC employment programs; to identify institutional barriers that hinder recruitment, retention and promotion and recommend ways to eliminate those barriers. Underlying considerations throughout the discussions of the sub-committee are UC Policies, accountability and communication.

Area of Initial Emphasis:

- *In its initial work, the Retention/Recruitment/Promotion Sub-Committee will work closely with the Data Collection and Reporting Sub-Committee to gather data in support of its work as described by its charge.*

4. Talent Management/Succession Planning/Leadership Sub-Committee

The charge of the Talent Management, Succession Planning and Leadership Sub-Committee is to formulate clear definitions to be used for “succession management, leadership, diversity, and talent management” with respect to broad University needs; to identify key trends currently impacting workforce development and staff diversity efforts at the University; to develop priority goals and principles for fostering a high-quality, representative and engaged workforce, especially at UC leadership levels; to identify and document best practices that develop and promote staff diversity, including leadership practices that promote systematic change; to recommend baseline measures and useful metrics for monitoring and evaluating staff diversity/succession management efforts across locations, based on the final objectives identified by the Council; and to provide advice and recourses to UC administrators on related initiatives at UC locations.

Areas of Initial Emphasis:

- *Defining Talent Management/Succession Planning/Leadership;*
- *Articulating a Leadership Development Strategy (Leading in an Academic Setting);*
- *Discussing the impact of technology on the way people work and learn*
- *Examination of talent pools;*
- *Clarifying career paths within current job structure;*
- *Enhancing performance management systems to better identify talent, require development plans, improve supervisory skills;*
- *Identifying best practices, including advice on effective training and development approaches for staff, and advice for supervisors on identifying and developing talent;*
- *Recommendation for ongoing mechanism for sharing best practices; and*
- *Recommendations for aligning Staff Diversity Council recommendations with those from system-wide student and faculty groups to leverage a more holistic vision and foster change*

5. Work Climate Sub-Committee

The charge of the Work Climate Sub-Committee is to review existing campus and site surveys that address staff work climate issues. It will identify and document best practices and tools that can be used to develop, promote, and support staff diversity.

Areas of Initial Emphasis:

- *Identify and recommend training and education programs for supervisors, managers, and campus leaders that encourage, value and support diversity;*
- *Review and assess the need that all major UC sites including the campuses, the National Laboratory, the DANR, and the Office of the President administer a climate survey with questions that set a standard for comparison and benchmarking across the UC system.*

Summary and Observations

First, the UC Staff Diversity Council supports the recommendation of the UC Diversity Study Group in the adoption of the UC Academic Senate Statement on Diversity.

Secondly, the UC Staff Diversity Council immediately acknowledges the challenges it faces in providing the level of analysis required due to the lack of sufficient and effective data management systems. Therefore, we recommend to the President Dynes and The Regents that the necessary attention and resources be directed to resolve this underlying problem.

In doing so, the UC Staff Diversity Council looks forward to meeting annually with the President and reporting to The Regents on our progress in embedding diversity into our core mission of teaching, research, and public service as we pursue equal access and inclusion for all members of the UC workforce.

University of California

Staff Diversity Council

Members:

Associate Vice Chancellor Steve Lustig (UCB)
Associate Executive Vice Chancellor Rahim Reed (UCD)
Assistant Executive Vice Chancellor Kirsten K. Quanbeck (UCI)
Assistant Vice Chancellor Lubbe Levin (UCLA)
Director John O. White (UCM)
Director Jeanette Bradeen (UCR)
Director Paula C. Doss (UCSD)
Director Alma Sisco-Smith (UCSF)
Coordinator Farfalla Borah (UCSB)
Assistant Chancellor Ashish Sahni (UCSC)
Staff Advisor to the Regents (effective July 2006) Lynda Brewer
Director Eugene Britt (UCOP)
Director Patti Hiramoto (UCSC)
Student Affairs Officer Joel Gonzales (UCSF)
Ombudsman Harry Reed (LBNL)
Director Joseph Rios (UCSF)
Director Joseph Epperson (UCOP)
Associate President Linda M. Williams (UCOP)

UNIVERSITY OF CALIFORNIA DIVERSITY STATEMENT

RECOMMENDED TO THE UNIVERSITY OF CALIFORNIA BY THE ACADEMIC SENATE OF THE UNIVERSITY OF CALIFORNIA

Adopted by the Assembly of the Academic Senate May 10, 2006
Endorsed by the President of the University of California June 30, 2006

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. 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.

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. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly 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.