



UNIVERSITY of CALIFORNIA

The Representation of Women Faculty at the University of California

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UC Los Angeles ~ November 13, 2007

Why is faculty gender equity 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.

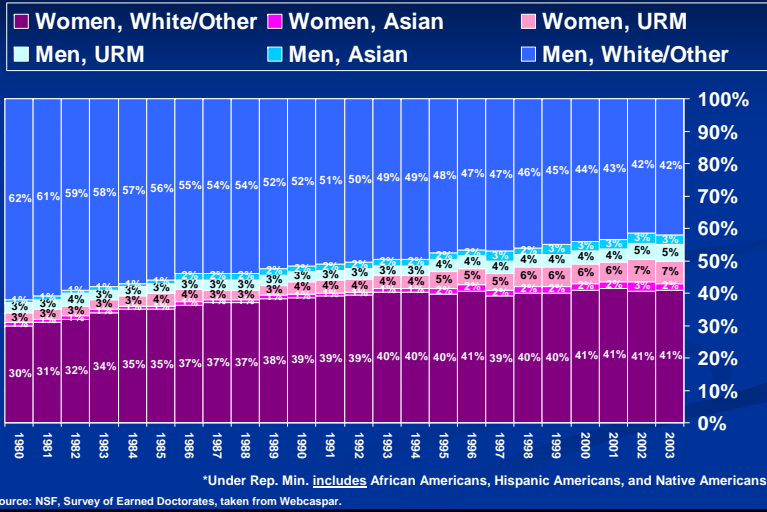
What about Proposition 209?

- Proposition 209 can be understood as supporting the University's commitment to eliminate discrimination and provide equal opportunity for all faculty and students.
- Where there is underrepresentation, the University must take steps to address the barriers that prevent full participation of women and racial minorities in academic careers.

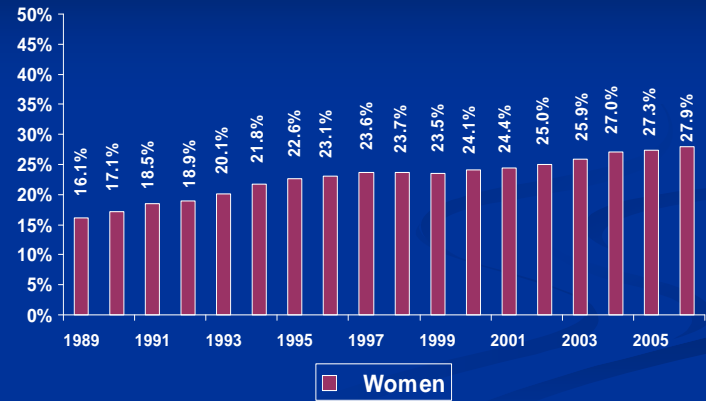
What is the Representation of Women Faculty in Higher Education?

- The national pool of PhD recipients
- The faculty at UC and UCLA
- UC's "Comparison 8" institutions
- Rates of hiring at UC over time
- The pipeline to faculty positions
- UC academic administration

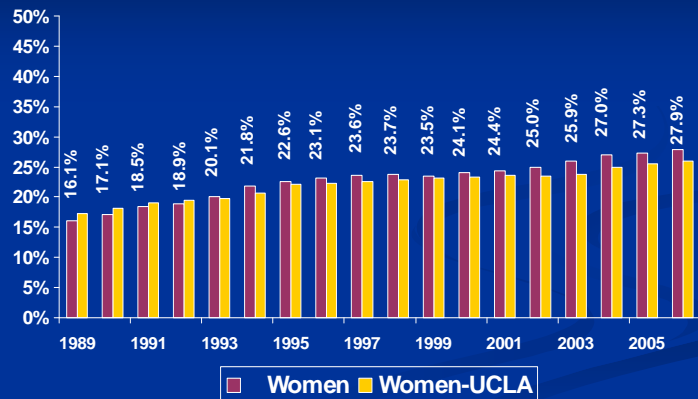
PhD Recipients from U.S. Universities by Ethnicity/Gender (U.S Citizens. only), 1980-2003



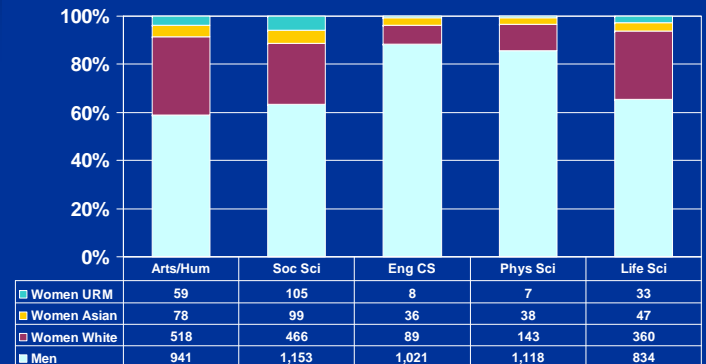
Representation of Women Faculty at UC 1989-2006



Representation of Women Faculty at UC Los Angeles 1989-2006

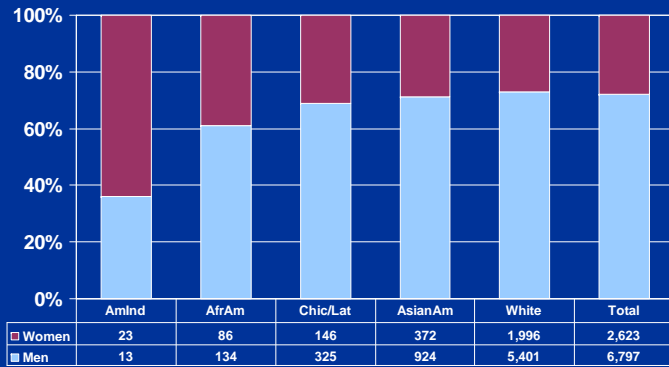


Faculty Headcount by Gender and Field 2006



Faculty Headcount by Gender 2006

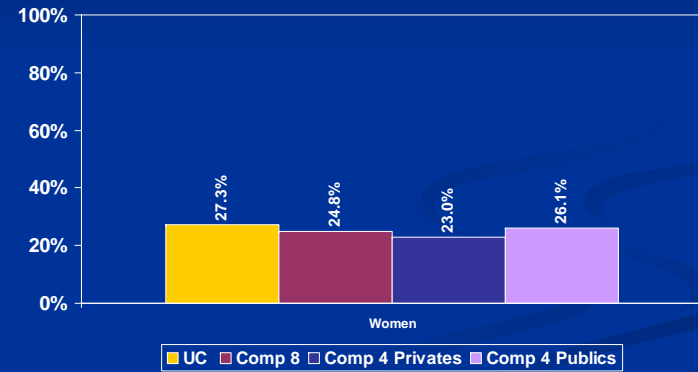
All Fields: General Campus & Health Sciences
Representation varies for women by racial/ethnic group



UC Faculty – Comparison 8 Institution

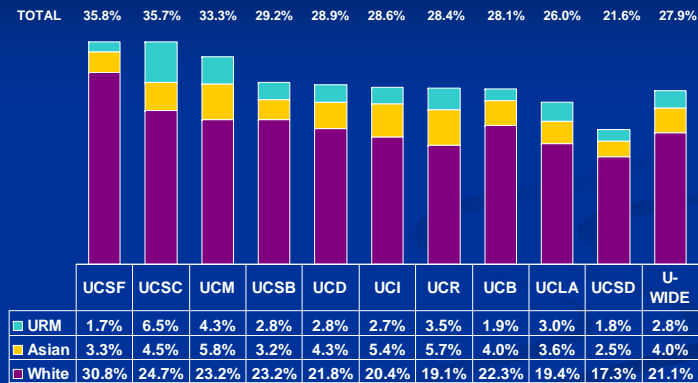
IPEDS Fall Staff Survey 2005

Faculty Gender Equity is a National Problem



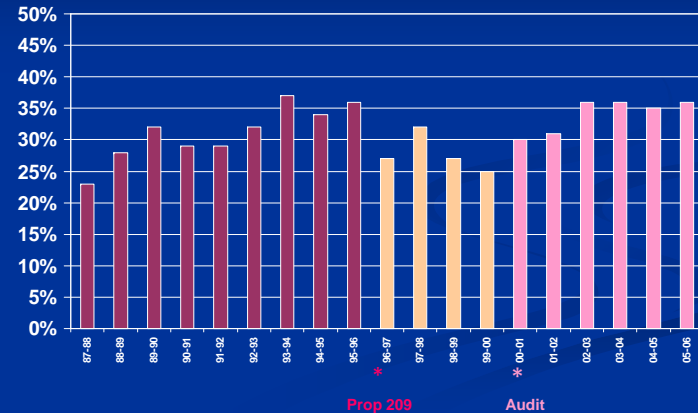
Representation of Women Faculty 2006

Percentage of Women Faculty by Campus and by Race



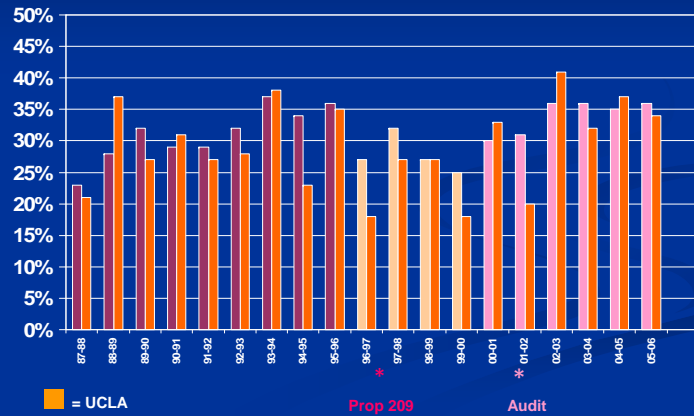
Faculty Hiring 1984-2006

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

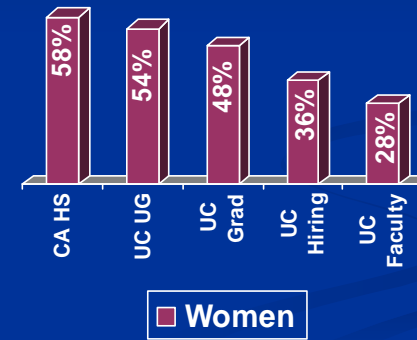


Faculty Hiring 1984-2006

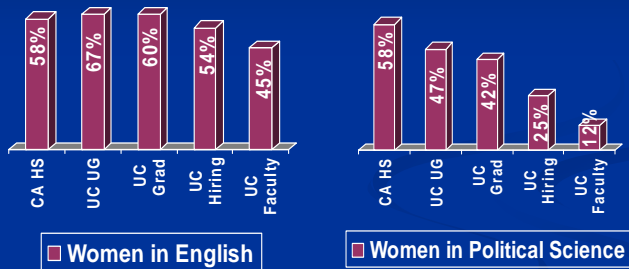
Hiring of Women at UC Los Angeles Dropped after 1995 and is Recovering



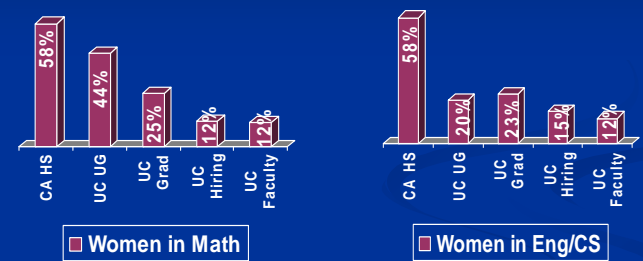
Pipeline for Women from High School to UC Faculty



Pipeline for Women from High School to UC Faculty by Field



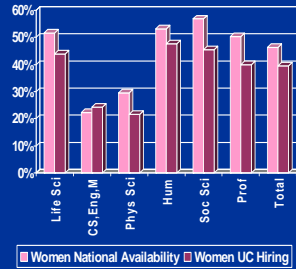
Pipeline for Women from High School to UC Faculty by Field



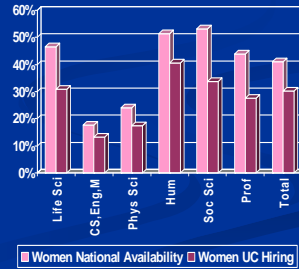
Faculty Hiring vs. Availability 2002-03 to 2005-06

UC hires women faculty below availability in most fields

Assistant Professors

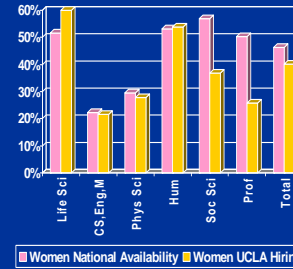


Assoc & Full Professors

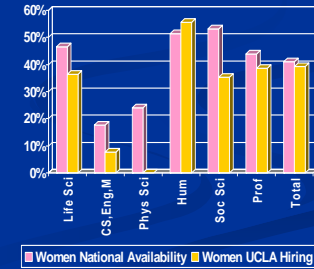


Faculty Hiring vs. Availability at UC Los Angeles 2002-03 to 2005-06

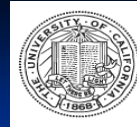
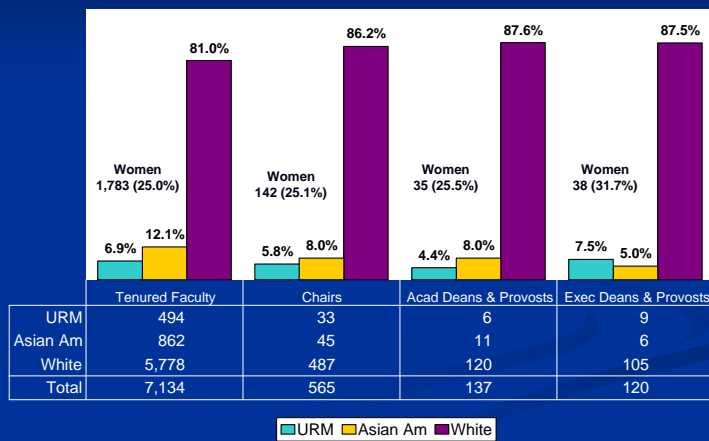
Assistant Professors



Assoc & Full Professors



Deans, Provosts, Department Chairs and Tenured Faculty Number & Percentage October 2006



The University of California Response: Policy Changes to Increase Gender Equity

Family Friendly Programs:

- Faculty
 - Policy change to increase “active service, modified duties” time for birth mothers to two quarters/semesters
 - Automatic “stop the clock”
 - New language to facilitate part-time appointments
 - Website and chair training for policy information
- Graduate Students
 - Postponement of academic milestones
 - Continuation of support during childbearing leave

Strategies for Promoting Faculty Gender Equity at the University of California

SYSTEMWIDE POLICIES AND PROGRAMS

- New Academic Policies: Rewards & Accountability
 - APM 210 – Faculty Appointment and Promotion
 - APM 240 – Deans and Provosts
 - APM 245 – Department Chairs
- Pipeline Programs and Hiring Incentives
 - President's Postdoctoral Fellowship Program
 - PPFH Hiring Incentive

Faculty Rewards: New Policy Language Governing Faculty Appointment and Promotion

- APM 210

“The University of California is committed to equity and excellence 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.

Faculty Rewards: New Policy Language Governing Faculty Appointment and Promotion

■ APM 210 (cont.)

Teaching - particularly effective strategies for the educational advancement of students in various under-represented groups... (and) teaching techniques that meet the needs of students from groups that are under-represented in the field of instruction.

Research - contributions to the advancement of equitable access and diversity in education should be judged creative work

Professional Competence - leadership... professional advancement of individuals in under-represented groups in the candidate’s field

Service - contributions to diversity and equal opportunity... in activities such as recruitment, retention, and mentoring of scholars and students

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.

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."

"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 and equity 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 gender equity on our faculty.
- The University must be a national leader in addressing faculty gender equity, consistent with its position as a pre-eminent public intellectual institution in the most diverse state in our nation.