

**Assembly Committee on Higher Education
Assembly Budget Subcommittee No. 2 on Education Finance**

**An Oversight Hearing on
Improving Faculty Diversity in California's Public Colleges and Universities
October 6, 2016**

Hearing Background Information

Overview of Hearing

A growing body of research indicates the educational benefits of a diverse campus faculty, both in terms of closing achievement gaps, improving campus climate and expanding areas of instruction, research and public service. A groundbreaking 2011 study at DeAnza Community College in the Bay Area found that underrepresented minority students were less likely to drop out of classes and more likely to earn a grade of B or higher in classes with underrepresented instructors, for example.¹ Other studies have shown a strong connection between faculty diversity and academic validation among diverse students² and increased faculty diversity providing overall institutional benefits, such as more student-centered approaches to learning and more research focused on issues of race/ethnicity and gender.³

Increasing faculty diversity has been a priority at California's public higher education segments and for the Legislature. The University of California (UC), California State University (CSU) and the California Community Colleges all have systemwide- and campus-based programs intended to address this issue, as will be discussed later in this paper. The 2016 Budget Act also included funding for all three segments to increase equal employment opportunity practices. This funding was considered a priority by the state Assembly.

Despite this activity and interest, the lack of faculty diversity remains a significant issue at all three segments. This hearing is intended to review recent trends in the race/ethnicity and gender of California public higher education faculty; to discuss current programs aimed at making improvements, including how the segments are using the funding increase; and, to highlight potential future actions to ensure that faculty are more representative of state and segmental demographics.

This discussion is critically important now, as all three segments are in the process of significant faculty hiring, both due to enrollment growth and increasing retirement trends. The discussion also must take place within the context of Proposition 209, the 1996 voter initiative that prohibits discriminating against or granting preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin.

¹ "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." Robert Fairlie, Florian Hoffman, and Philip Oreopoulos. National Bureau of Economic Research, September 2011.

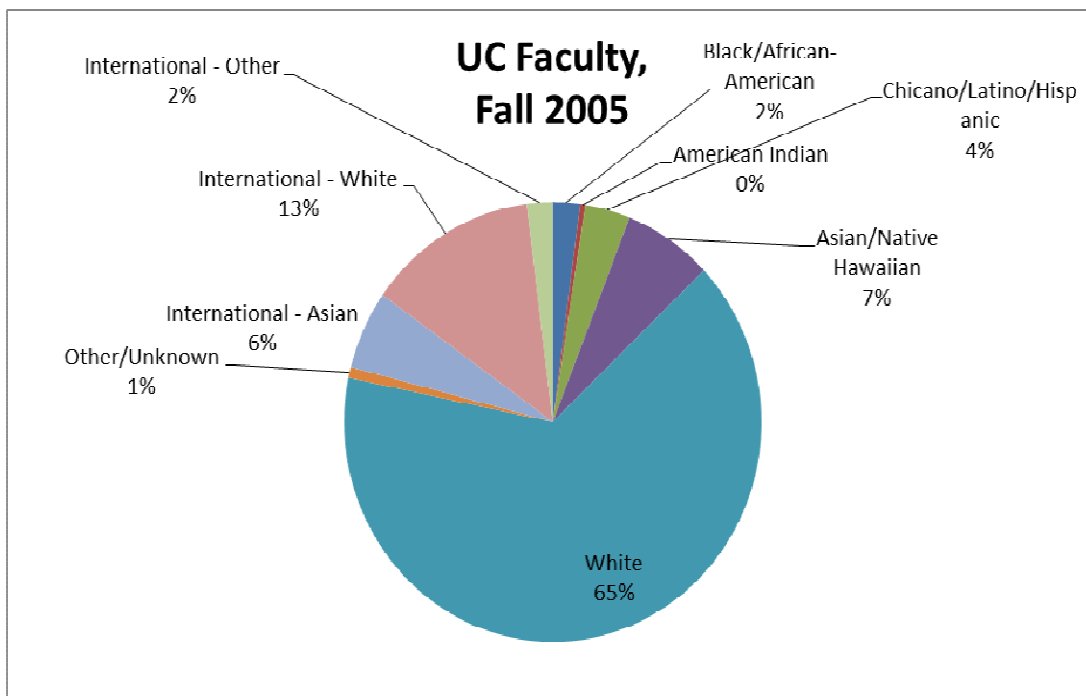
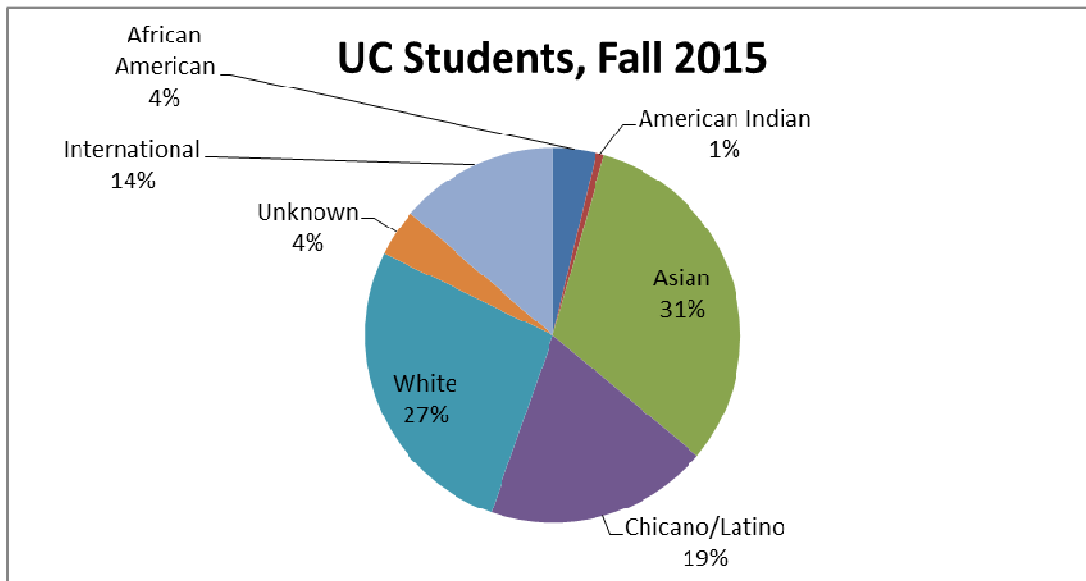
² "Diversity in Teaching and Learning: Affirming Students as Empowered Learners." Sylvia Hurtado and Adriana Ruiz Alvarado. Diversity and Democracy, Summer 2013.

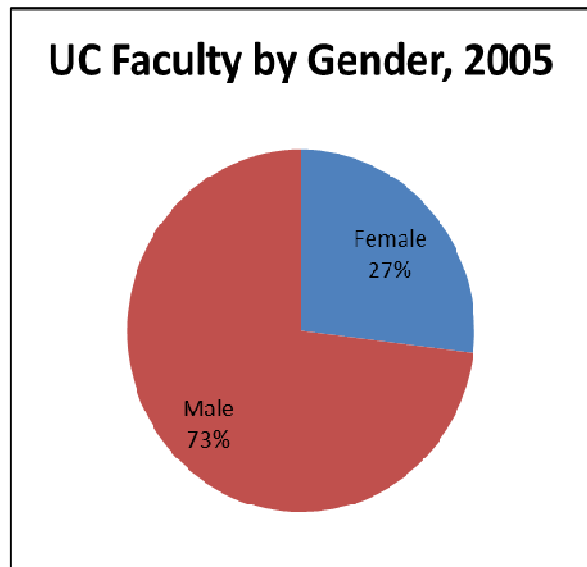
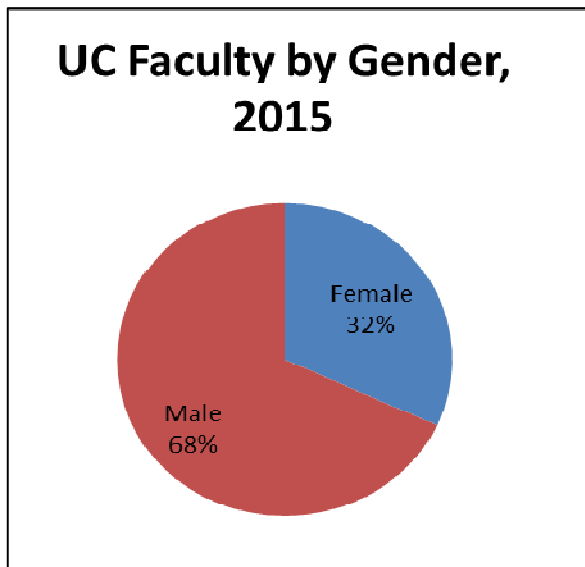
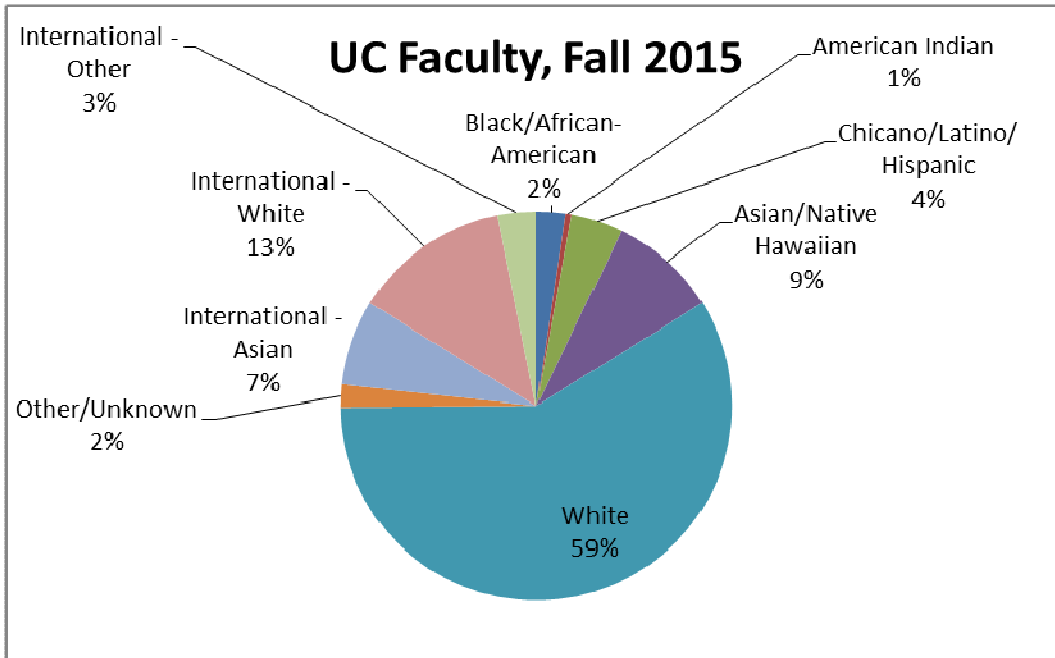
³ "The Educational Benefits of Diversity: Evidence from Multiple Sectors." Jeffrey F. Milem. Compelling Interest: Examining the evidence on racial dynamics in higher education. 2003.

Ethnicity/Race and Gender Trends among California Faculty

Data provided to the Committees by the three segments indicates some change during the past decade among California faculty. However, the ethnicity and racial backgrounds of faculty do not come close to representing that of students in all three segments. And while both CSU and the community colleges have seen significant increases in the number of female faculty, UC continues to employ a male-dominated faculty. Below are charts showing student diversity in the fall of 2015, and comparing faculty demographics in 2005 and 2015, for all three segments.

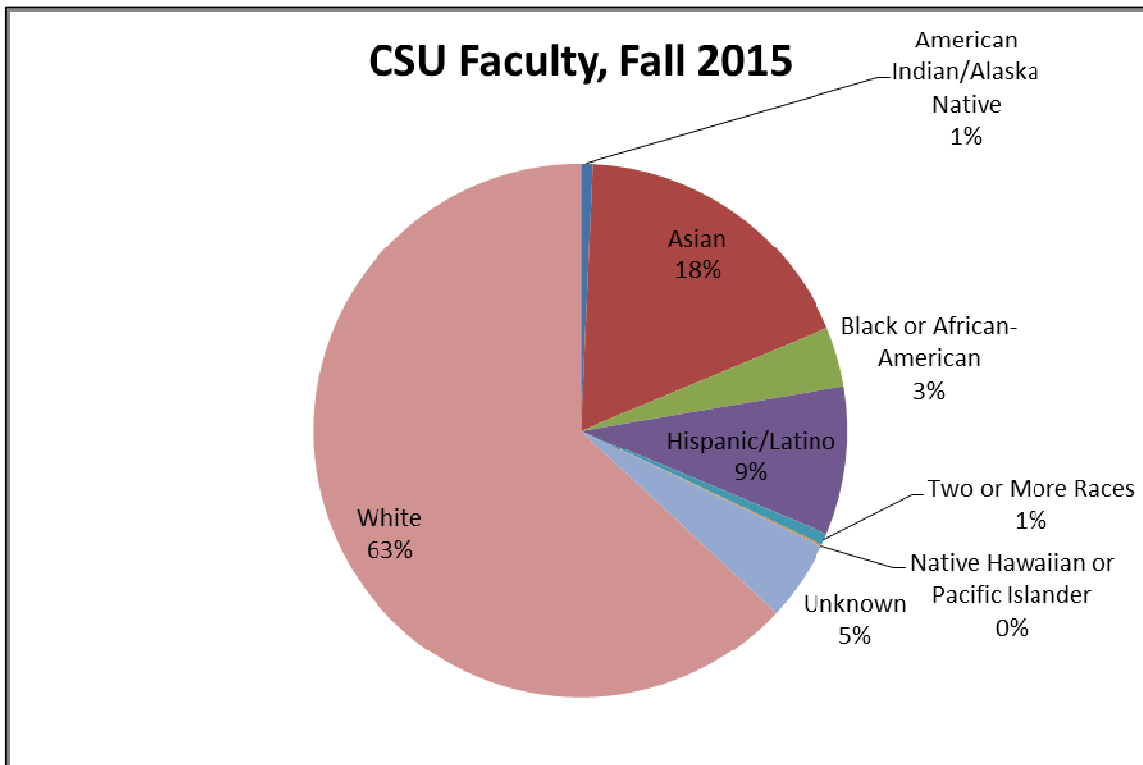
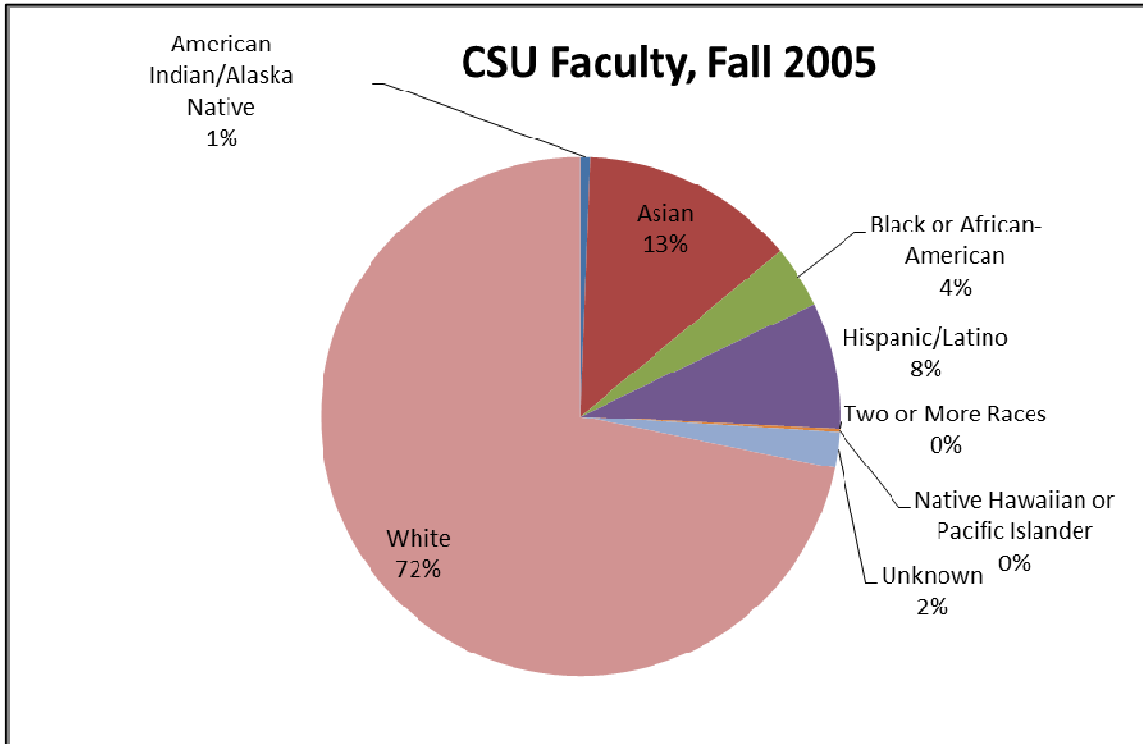
University of California (UC)

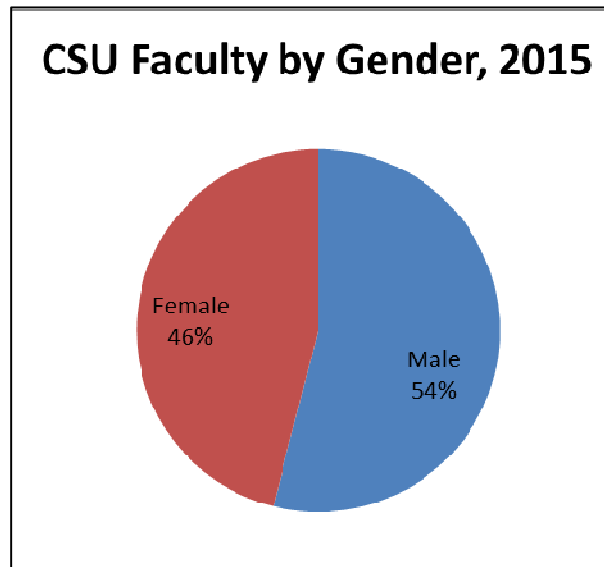
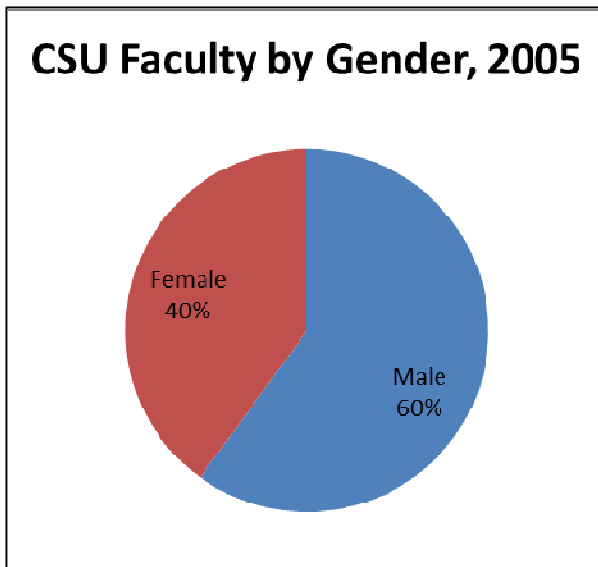
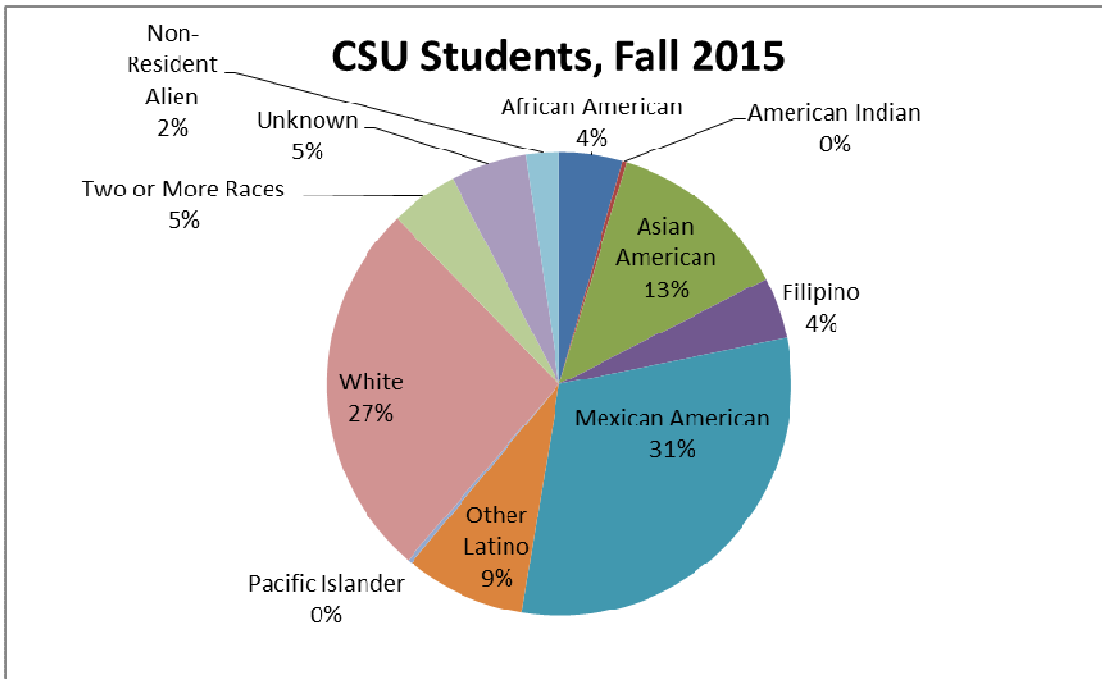




As the charts indicate, UC faculty remains predominantly white and male. During this 10-year period, the percentage of African-American and Chicano/Latino/Hispanic faculty has remained relatively similar. The percentage of female faculty has increased from 27% to 32%.

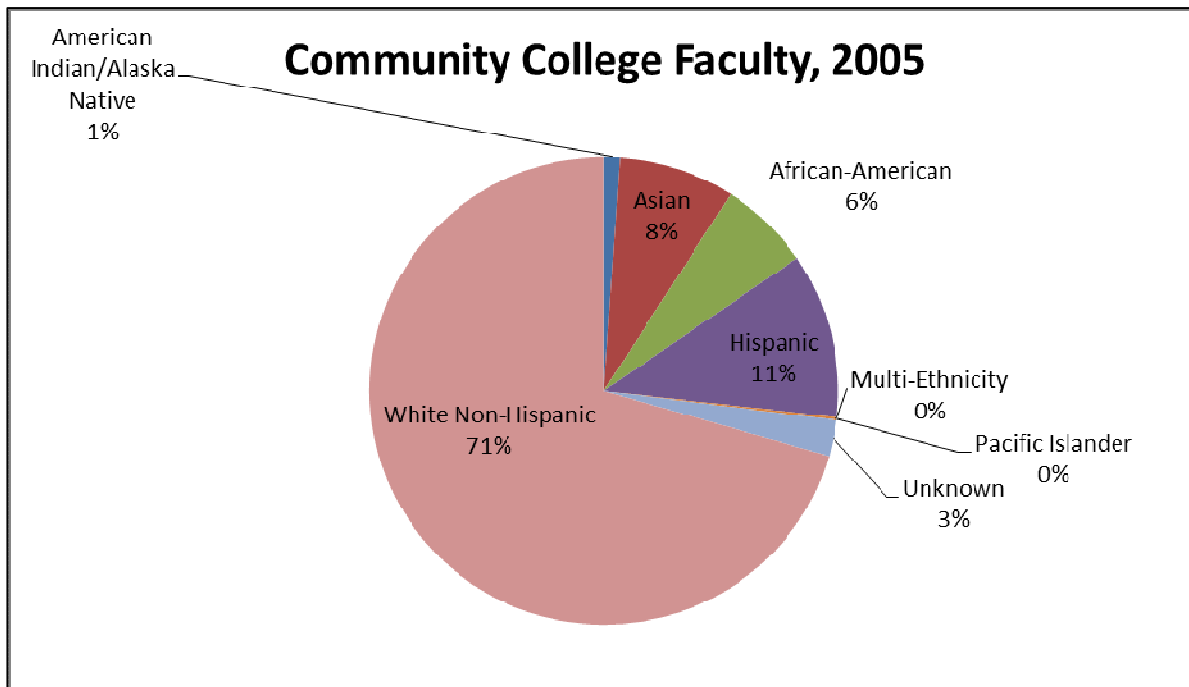
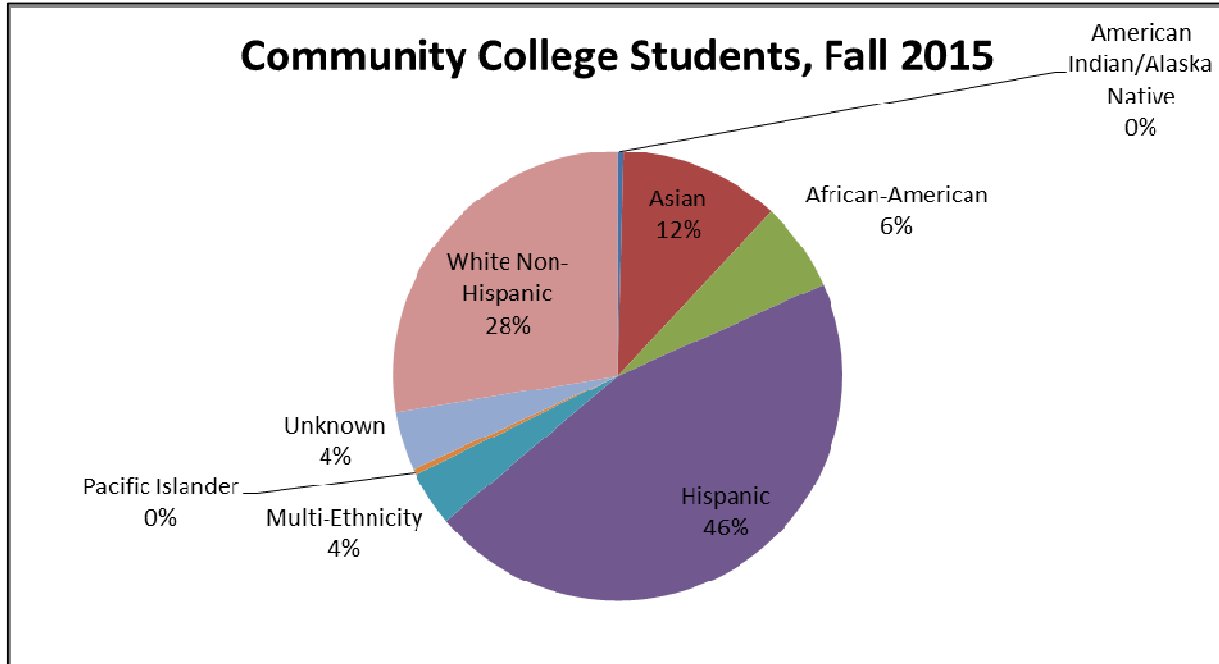
California State University (CSU)

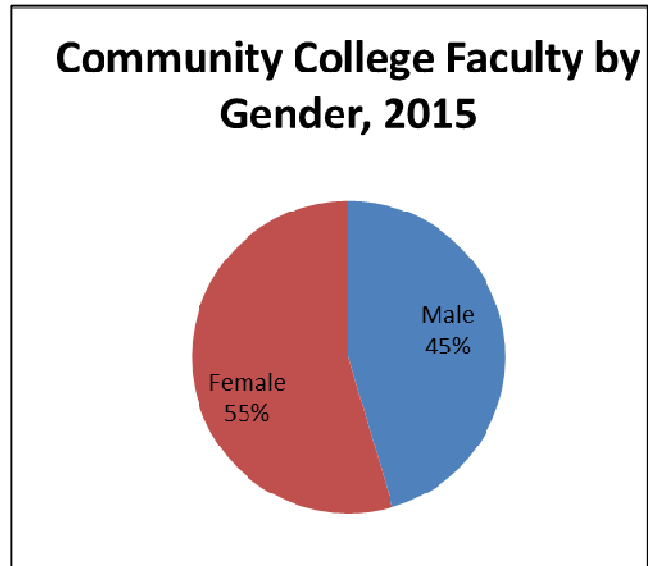
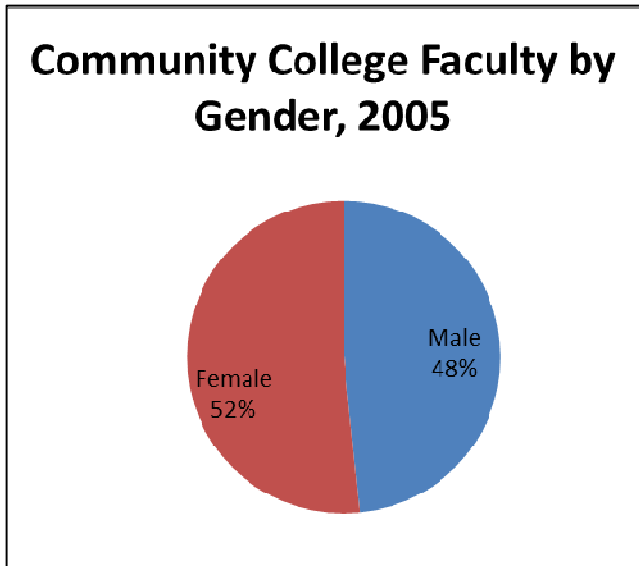
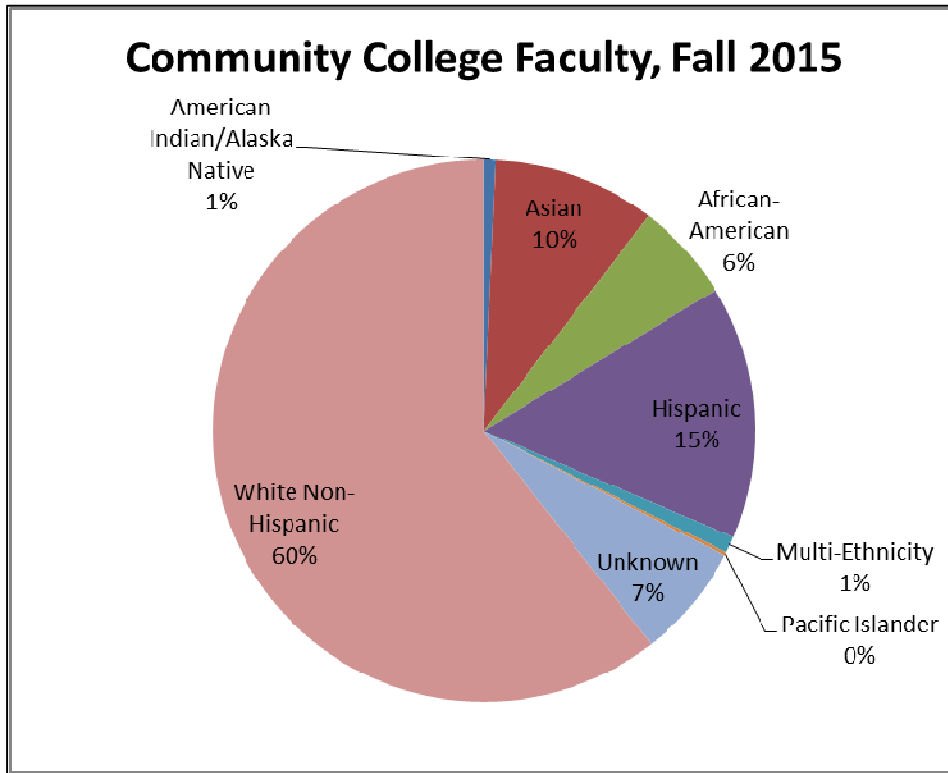




The percentage of white faculty at CSU declined by 9% during this period, but there was no significant change among African-American, Hispanic/Latino or American Indian faculty. This could have important ramifications for CSU, as the student body is now at least 40% Hispanic/Latino. CSU faculty is now 46% female.

California Community Colleges (CCC)





Community colleges reduced the percentage of white, non-Hispanic faculty by 11% during this time period, while African-American faculty remained the same and Hispanic faculty grew from 11% to 15%. This remains a significant issue, as 46% of community college students are Hispanic. Community colleges are the only segment with a majority female faculty.

Segments' Ongoing Efforts to Increase Diversity

All three public segments in California have systemwide and campus-based efforts to improve faculty diversity. Below is a brief description of some of these efforts.

UC

Regents Policy 4400 notes the University has an *"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."* UC convened task forces or working groups in both 2006 and 2010 to address diversity issues. According to information provided by the UC, since the appointment of President Janet Napolitano, UC has continued its attention to increasing diversity of faculty and improving the climate in academic departments. Systemwide efforts have included:

- Supporting the President's Postdoctoral Fellowship Program with \$210,000 in one-time funds in 2013-14 and \$360,000 in one-time funds in 2014-15. This program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at UC. The current program offers postdoctoral research fellowships, professional development and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.
- Providing professional development for faculty, postdoctoral fellows, and graduate students through membership in the National Center for Faculty Development and Diversity.
- Reinforcing the responsibility of Deans and Department Chairs in faculty diversity through focus on responsibilities, training, and reporting. UC offers campus-based trainings, with a focus on understanding implicit bias and micro-aggressions and tools to foster inclusive excellence.
- Developing and refining UC Recruit, a web-tool that places online the various transactions of faculty hiring at UC. Since 2013, all campuses have been using UC Recruit to hire ladder-rank faculty. Data allows UC to study the gender and racial/ethnic diversity in faculty recruitment pools and identify disciplines and departments that are excelling in recruiting diverse faculty.

Despite these efforts, a February 2, 2016 memo from the Academic Council to UC Provost Aimee Dorr noted that hiring of underrepresented faculty decreased between 2004 and 2013, despite an increase in the pool of underrepresented faculty applicants. The memo recommends improving and enhancing the Postdoctoral Fellowships Program, noting that in 2015 there were 691 applicants to the program but only 30 fellows were chosen.

CSU

Like UC, CSU has multiple efforts aimed at improving faculty diversity. CSU notes that in 2015, the Chancellor's office launched an updated set of online training modules for recruitments, with a focus on best practices for recruiting diverse candidates. These modules were publicized with members of the campus community responsible for faculty recruitment. Best practices in recruiting, and approaches to training, were also discussed at the fall meeting of the campus administrators and deans in Long Beach. The same group held a more

comprehensive discussion at its spring meeting in Monterey. Similar conversations were held with the Provosts in spring of 2016. CSU does have pre-doctoral and doctoral incentive programs that are aimed at providing financial incentives for CSU students seeking PhDs who become CSU faculty.

Additionally, CSU published a report in April 2016, entitled "Faculty Recruitment and Retention in the CSU" that lists more than 20 best practices for recruiting underrepresented faculty. These practices include mandatory trainings for search committees on effective outreach to women and underrepresented groups, required review of screening documents to ensure to ensure equal and fair treatment of candidates, and the creation of cluster hires.

The report notes that the overall diversity of CSU faculty has increased over the past decade, but the total number of tenure-track faculty has declined and the absolute number of African-American tenure-track faculty was lower in the fall of 2015 than in the fall of 2005. CSU notes that campuses have engaged in a major hiring effort over the last two years, leading to two consecutive years of increases in the number of tenure-track faculty, and it anticipates adding between 800 and 900 new faculty in the 2016/17 academic year.

CCC

The community college system also has sought to address faculty diversity issues in multiple ways. In September and October of 2015, the Chancellor's Office held three statewide webinars focused exclusively on Equal Employment Opportunity and diversity hiring practices, which are still available online, and in early 2016 the office held a series of seven "Equal Employment Opportunity and Equity in Faculty Hiring" regional training sessions throughout the state. Each regional training session focused on the educational benefits of workforce diversity, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee. These regional training sessions were geared toward faculty, classified professionals, students, hiring managers, EEO Advisory Committees, and administrators.

Additionally, the community college system has an Equal Employment Opportunity categorical program, which provides funding to districts to help districts implement equal employment opportunity practices. The Chancellor's Office recently changed the funding allocation model to require each district to have a current EEO Plan on file and engage in best practices. Funds are to be distributed via the following model:

Resources provided to the Board of Governors for the purpose of promoting equal employment opportunity in hiring and promotion within the system shall be placed in an EEO Fund and shall be allocated consistent with the following:

- (a) A portion of the fund, but not more than 25 percent, shall be set aside to provide technical assistance, service, monitoring, and compliance functions.
- (b) That portion of the funds not allocated pursuant to subdivision (a) may be allocated to the districts in the following categories:
 - (1) an amount proportional to the full-time equivalent students of each district to the total full-time equivalent students for all districts;
 - (2) an equal dollar amount to each district;
 - (3) an amount related to success in promoting equal employment opportunity. Multiple methods of measuring success shall be identified by the Chancellor working through the established Consultation Process.

Like the CSU, community colleges anticipate a significant increase in faculty hiring, with the Chancellor's Office estimating 1,100 new full-time faculty hired in 2015-16 alone.

New Funding for 2016-17

The 2016 Budget Act included new funding to all three segments to support equal employment opportunity practices. Both UC and CSU received \$2 million in one-time funding for this issue; while the community college categorical program received an increase of \$2 million in ongoing funding and \$2.3 million in one-time funds. Below is a brief description of how each segment plans to use this funding. Each segment will provide more specific information regarding this funding during the hearing.

UC

UC will distribute funding to schools or colleges on three campuses – San Diego, Riverside and Davis – who applied for funding. Specifically, the Jacobs School of Engineering at UC San Diego, the Bourns College of Engineering at UC Riverside, and the College of Agricultural and Environmental Sciences at UC Davis were selected. Campuses were required to submit a proposal that included the following:

- Plans and best practices for increasing diversity that are currently in place.
- A 2016-17 hiring plan with a good chance of enhancing faculty diversity through an infusion of additional one-time funding.
- Evidence of commitment to enhance best practice and climate in the unit and on the campus as a whole
- Room for improvement on presence of under-represented minority faculty (African-American, Latino(a)/Chicano(a)/Hispanic, and Native American) in the unit.

Campuses also were required to propose metrics to measure their success, and the Office of the President will monitor the projects and share results from the campuses, with the intent of spreading best practices across the system.

CSU

CSU intends to use the new funding on both systemwide and campus-specific activities. Funding would support:

- Improved anti-bias training for recruiters;
- Support for CSU participation in professional organizations and conferences that reach underrepresented minorities;
- Support for faculty start-up packages;
- Campus development of best practices and training;
- An evaluation of outcomes.

CCC

The community colleges are using additional funding to increase support for the Equal Employment Opportunity categorical program. The Chancellor's Office reports that each district

will receive about a \$60,000 increase in 2016-17 to engage in equal employment opportunity practices. Under the new allocation model, districts must have a EEO Plan and engage in at least 5 of the following 9 activities:

1. District's EEO Advisory Committee and EEO Plan (required for funding)
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications
5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees
7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Potential Questions

Legislators may wish to ask the following questions:

- 1) Are the benefits of a diverse faculty on student learning outcomes and campus climate widely accepted among the segments? Why or why not?
- 2) Do the segments or campuses have specific targets for increasing underrepresented minority faculty? Why or why not? How will segments determine success in this area?
- 3) What are the biggest barriers to improving diversity among faculty?
- 4) Why have the segments been unable to make major gains in this area, despite numerous programs at each segment?
- 5) Which campuses have the most diverse faculty?
- 6) Numerous best practices exist in this issue area. Which are the most cost effective?
- 7) If equal employment opportunity practices were funded again in future years, how would the segments use ongoing funding?
- 8) Given that faculty hiring occurs within departments on campuses, how do the community college and CSU chancellors' offices, and UC Office of the President, intend to ensure improvement in this area?