

Faculty and Student Representation at UC

Introduction

This brief compares the racial/ethnic makeup of students at the University of California to that of the faculty. In addition to the engagement and learning that comes with interaction with diverse peers, a diverse faculty can contribute to educational benefits. Research at UCLA found that women and faculty of color were more likely to use “Active learning techniques ... or student-centered pedagogy ... [which] has been shown to increase student engagement, particularly in STEM introductory courses.”¹ A recent report from the Campaign for College Opportunity noted that “Academic performance and career aspirations are enhanced when these students have faculty of similar backgrounds who can serve as role models. The validation of students’ experiences and struggles by faculty of the same ethnicity and gender builds self-confidence and self-esteem among students from disadvantaged backgrounds who may come to college doubting their academic potential.”²

This report focuses on the “core” faculty (ladder-rank or tenured/tenure-track). Other instructors, such as lecturers and graduate students, are also important, and may be a topic for further study and analysis.

First, borrowing a concept from a [Hechinger Report analysis](#)³ that found that African American and Latinx students are underrepresented at many state flagship public universities compared to high school graduates, a comparison is presented of UC campuses to their AAU (Association of American University) top-tier public research peers.

Second, the brief presents an overview of the teaching and learning community by campus and group: undergraduates, graduate academic students, and ladder-rank faculty.

It is crucial to note that UC’s internal reporting uses a different definition of residency than the federal reporting standard. Therefore, while the figures presented in a particular display are internally comparable, figures may vary across displays and may not match other published reports. Collection practices also vary across time, by institution and by population type (faculty or student). Given the small percentages here, these figures should be seen as illustrative rather than definitive.

¹ <https://equity.ucla.edu/wp-content/uploads/2016/06/DiversityintheClassroom2014Web.pdf>

² <http://collegecampaign.org/portfolio/left-out-report/>

³ <http://hechingerreport.org/many-state-flagship-universities-leave-black-latino-students-behind/>

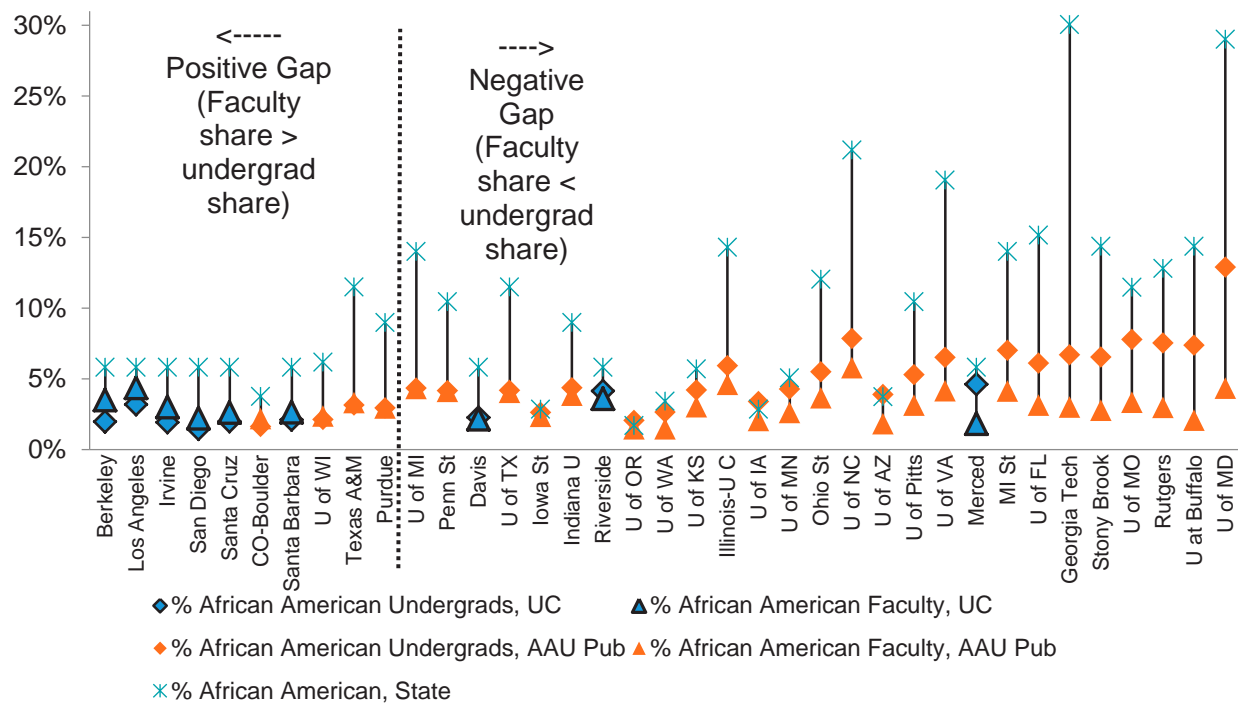
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National AAU Comparisons

Using IPEDS data, the following graphs compare representation at UC campuses to their AAU (Association of American University) top-tier public research peers. These graphs define faculty as “full-time tenured and tenure-track faculty.” Racial/ethnic categories are based on federal rules.⁴ Although there are other communities of concern, notably American Indian/Alaska Native and Pacific Islander, small numbers make analysis problematic. UC San Francisco, with no undergraduates, is excluded.

Figure 1 shows the proportion of African Americans in the faculty compared to undergraduates, sorted by the size of the gap. The state share (2010 Census) is shown for comparison. Several institutions (to the left of the dotted line) have a higher share of African Americans in the faculty than in the undergraduate body. UC institutions generally fall in the category of having a smaller gap, with the exception of UC Merced.

Figure 1. African American representation, fall 2016 (state share is 2010 Census)

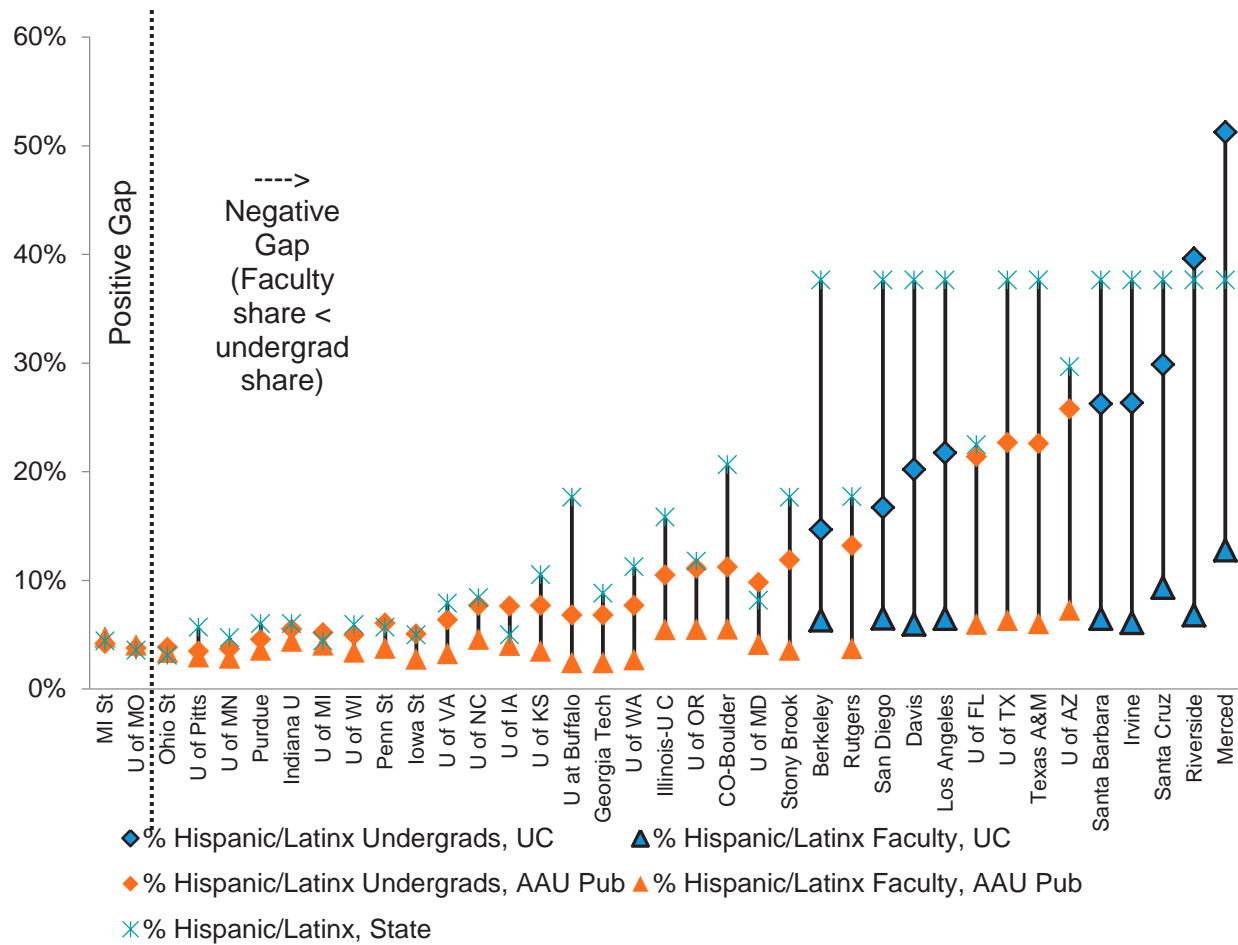


⁴ See the footnote here: <https://www.universityofcalifornia.edu/infocenter/disaggregated-data>
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Figure 2 shows the proportion of domestic Hispanic/Latinx faculty compared to undergraduates, sorted by the size of the gap and again showing the state share for comparison. UC institutions, although also having a larger share of Hispanic/Latinx faculty than nearly all the AAU public comparisons, also have a larger gap.

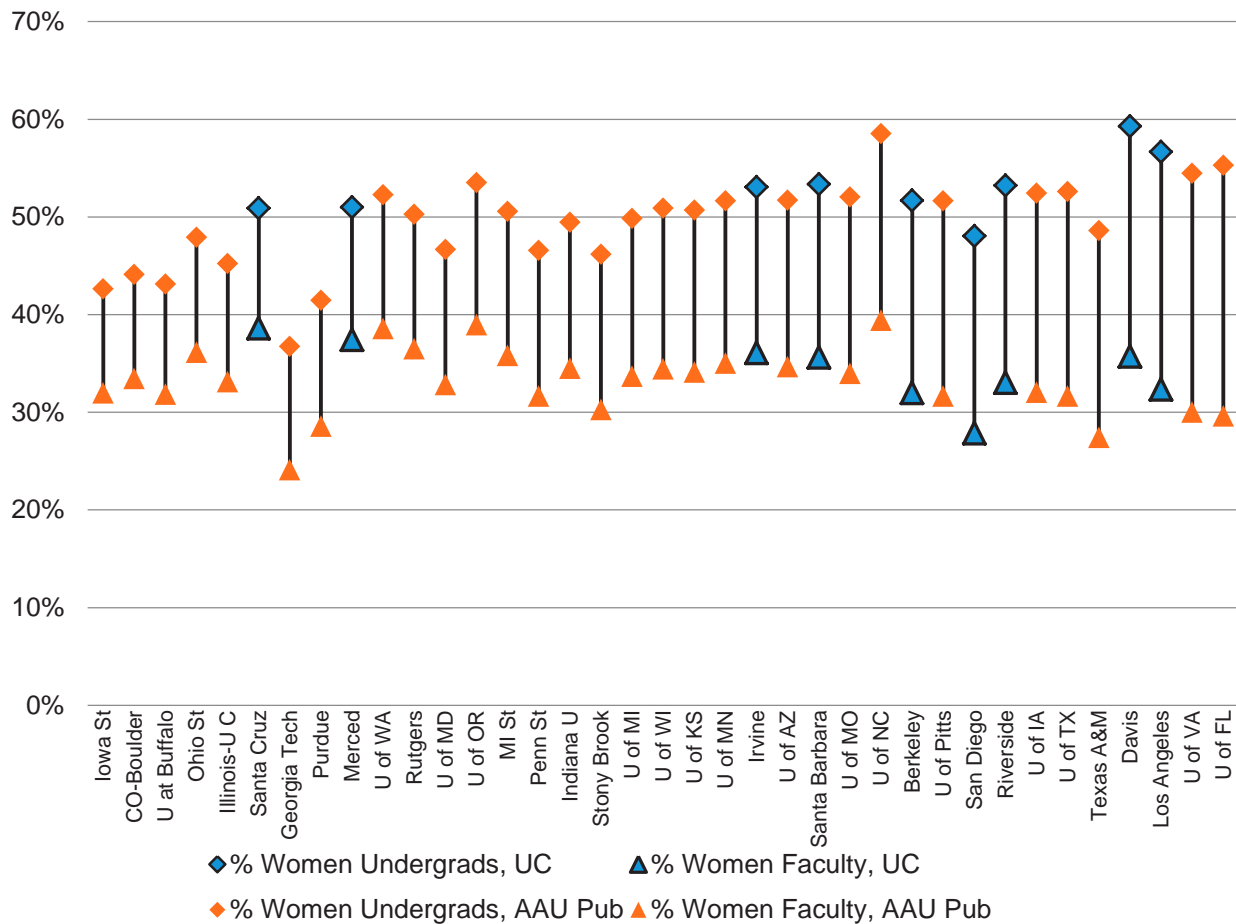
Figure 2. Hispanic/Latinx representation, fall 2016 (state share is 2010 Census)



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Figure 3 shows the proportion of women in the faculty compared to undergraduates, sorted by the size of the gap. UC institutions, with the exception of Santa Cruz and Merced, generally fall in the range of having a larger gap, although overall gaps do not vary as much by institution as in the previous two graphs.

Figure 3. Women representation, fall 2016



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The table below presents overall results, and also includes the AAU Private comparison group.

	African American		Domestic Hispanic/Latinx		Women	
	Undergrads	Faculty	Undergrads	Faculty	Undergrads	Faculty
UC	2.4%	3.0%	24.2%	6.7%	53.4%	33.5%
AAU Public	5.0%	3.2%	10.0%	4.2%	49.2%	33.3%
AAU Private	6.2%	3.5%	11.2%	3.4%	52.2%	30.8%

It is important to note that variation by academic discipline plays an important role in faculty diversity, with some fields more diverse than others. Faculty also turn over more slowly compared to the undergraduate population, and demographic trends in migration and immigration play a role as well. A comparison of the faculty UC hires to their availability in the national pool of doctoral graduates is in the University's Accountability Report at <https://accountability.universityofcalifornia.edu/2017/chapters/chapter-5.html#5.3.3>.

Campus Trends over Time

Shown below are trends in the undergraduate population compared to those of the ladder-rank and equivalent faculty, by campus. These charts show that the African American student population share has trended downward at Berkeley, been mixed at Merced and Riverside, and trended upward at all other campuses. On the African American faculty share, all campuses except Santa Cruz have shown an overall upward trend. The gap in African American representation between undergraduates and faculty has grown at San Diego, Santa Barbara, and Santa Cruz and remained steady or narrowed at the remaining campuses. The shares of domestic Hispanic/Latinx members in both the undergraduates and faculty have trended upward at all campuses, and the gap has also grown at all campuses.

On the gender side, all campuses have trended upward in the percentage of female faculty. Additional trend race/ethnicity and gender data by academic category/rank and discipline are available at <https://www.universityofcalifornia.edu/infocenter/uc-workforce-diversity>. Data for students are available at <https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance>.

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Figure 4. African American share of ladder-rank and equivalent faculty compared to the undergraduate share, fall 2000 to 2017

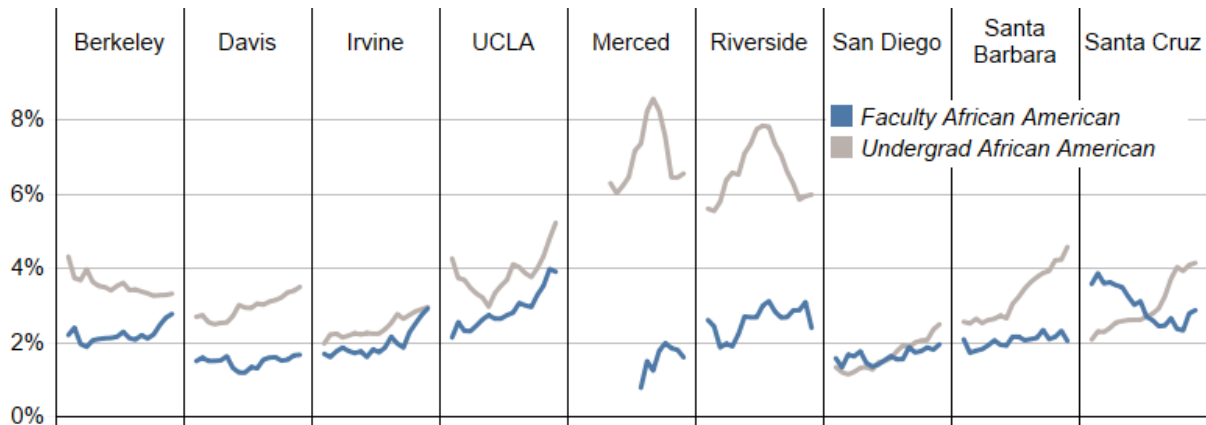
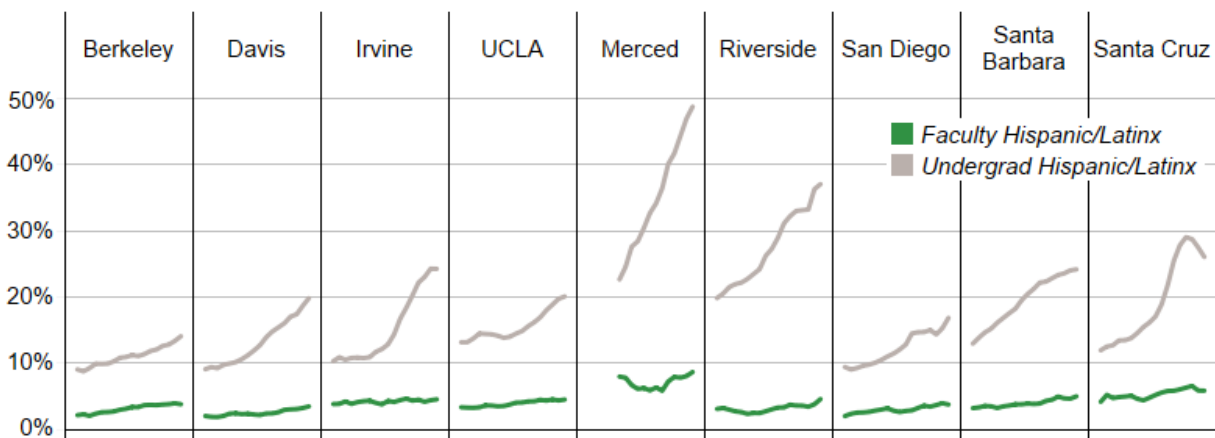


Figure 5. Domestic Hispanic/Latinx share of ladder-rank and equivalent faculty compared to the undergraduate share, fall 2000 to 2017 (NOTE SCALE)



Note that UC Merced opened in 2005, and its first few years represent very small numbers.

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Figure 6. Domestic Hispanic/Latinx and African American gaps, fall 2000 to 2017

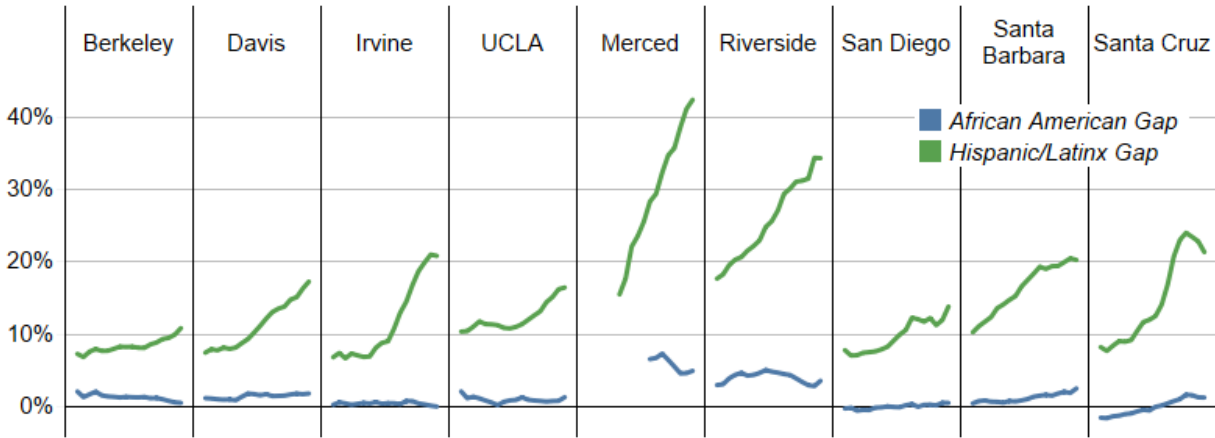
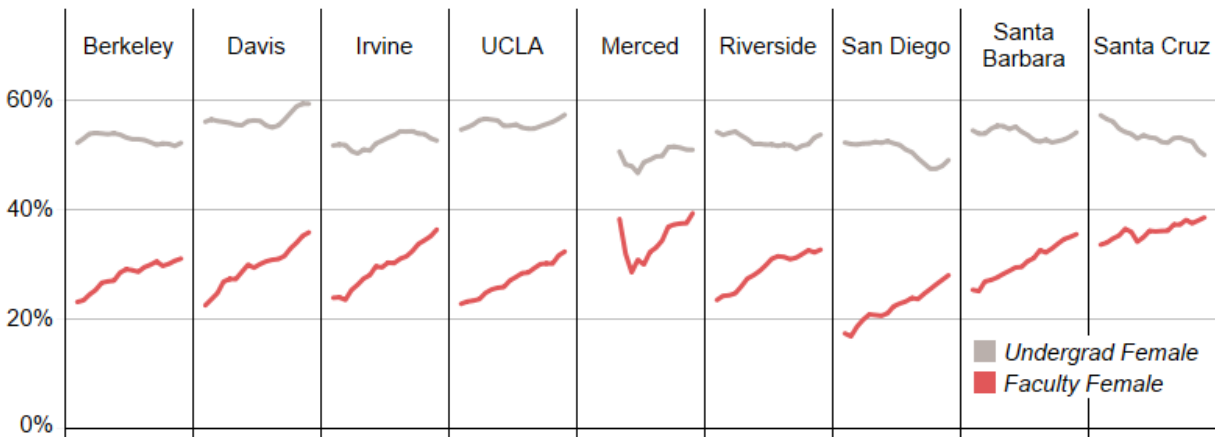


Figure 7. Female share, fall 2000 to 2017



Note that UC Merced opened in 2005, and its first few years represent very small numbers.

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Diversity by group

The following charts present race/ethnic diversity for three groups on campus: undergraduates, graduate academics and ladder-rank faculty. Although these groups do not capture the exact pipeline from undergraduate to faculty, they are illustrative of the different composition at different stages of an academic career.

These charts show that most campuses mirror the UC systemwide trend in the progression from undergraduate to faculty. As the international population share varies among the three populations, the charts are shown both including and excluding international.

When internationals are included, all campuses decline in African American share comparing undergraduate and graduate academic except for Berkeley and Irvine, which are flat. All decline comparing graduate academic African American share to the faculty. Excluding internationals, Berkeley, Irvine, Los Angeles, and San Diego increase their African American share between undergraduate and graduate academic. All show a decline comparing graduate academic share to the faculty.

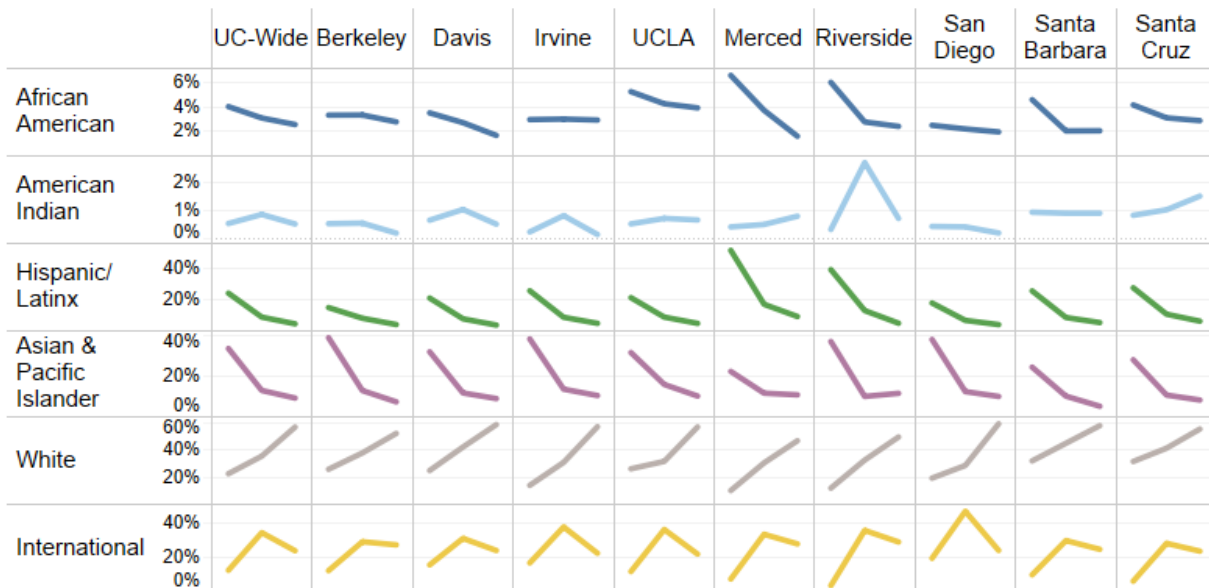
Whether internationals are included or excluded, all campuses show a decline in the Hispanic/Latinx share between undergraduates and graduate academics and between graduate academics and faculty.

The recruitment population for these different pools vary by campus and discipline. More selective campuses are able to attract more of the top nonresident students and faculty. STEM (Science, Technology, Engineering and Math) disciplines tend to have a far greater share of international students and faculty. The percentage of STEM concentration varies by campus.

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Figure 7. Representation from undergraduate to graduate academic to ladder-rank and equivalent faculty, fall 2017 (NOTE VARYING SCALES)

Including International



Excluding International

