

January 14, 2005, revised July 10, 2005

University Committee on Affirmative Action and Diversity
REPORT ON GRADUATE/PROFESSIONAL SCHOOL ADMISSIONS AND DIVERSITY

Executive Summary:

1. Enrollment of historically underrepresented minority students¹ at UC campuses remains alarmingly low.
2. Declining applications to UC graduate programs and professional schools represents a major problem, and the applicant pool tends to become less diverse as it declines. UC has a responsibility to eliminate obstacles that work to restrict historically underrepresented minority attainment of graduate and professional degrees.
3. Declining applications, coupled with intense competition for high-achieving historically underrepresented minority students, represents a significant challenge to the maintenance and improvement the quality of newly enrolled graduate and professional students.
4. Solutions to increase historically underrepresented minority representation must involve increasing the number of underrepresented minority faculty significantly throughout the UC system.
5. The set of Guiding Principles for graduate/professional school admissions presented below can help fundamentally shift the appeal of the UC system for all graduate applicants, including historically underrepresented minority students. It can also help departments or programs identify obstacles to equitable access within the graduate/professional admissions process.

Background:

In January 2004, Academic Senate Chair Lawrence Pitts asked UCAAD to review the Academic Senate Graduate Admissions Task Force Report endorsed by Academic Council in December 2003. The Task Force was set up in response to Assemblyman Diaz's Conjoint Resolution (CR178), which entreated UC to use comprehensive review for its graduate and professional programs, in parallel with existing procedures for undergraduate admissions.

The Graduate Admissions Task Force concluded that graduate applicants to UC do get a comprehensive review before admission is offered. "In selecting graduate students to join us, we look carefully at all of the qualities and experience that a student might bring to a graduate program, and seek to admit those students with a combination of past academic performance, work and research experience, and demonstrated interest and skills in the particular program" ([Task Force](#), page 5).

¹ Historically underrepresented minorities: American Indian, African American, and Chicano/Latino; Asians are also underrepresented in academic graduate programs with the exception of Engineering, Computer Science, and Mathematics. "Minority" also includes Asian students/.

UCAAD's charge was to evaluate the graduate and professional school recruitment, admission, and enrollment process as it affects diversity, a dimension of comprehensive review that the Task Force did not specifically consider. The concern over UC's graduate admission process comes in the context of low percentages of historically underrepresented minorities enrolling systemwide. Students from historically underrepresented groups represented 13.5% of students in UC graduate academic programs in 2001, 7.9% of MBA programs in 2003, 11.9% of Law Schools in 2003, and 8.6 of Medical Schools in 2001 (see Figures 1-4).² In addition, the ratio of all graduate to undergraduate students is significantly below that of UC "comparison" public and private universities, and has declined over the last decade (Task Force, page 1). Any strategies to reverse these numbers depend upon recruitment and admissions processes that efficiently utilize the available pool of qualified potential graduate and professional students.

Methodology:

UCAAD reviewed available data on graduate and professional student applications, admits, and enrollments provided annually by UCOP (<http://www.ucop.edu/acadadv/datamgmt/graddata/>) and attempted to answer the following questions:

- 1) Where do problem trends exist in graduate and professional student admissions?
- 2) Do historically underrepresented minority applicants fare worse than non-minorities in these areas?
- 3) Do historically underrepresented minority applicants apply, gain admission, and register in the same proportion as non-minority applicants?
- 4) How might "comprehensive review" guidelines that include procedures sensitive to graduate and professional student diversity help to ensure that graduate classes are sufficiently diverse to serve the University's educational goals and to ensure that selection is inclusive of all students without regard to race or gender?

In addition to data, UCAAD discussed examples of graduate admission procedures collected by members and their campus committees, compiled "best practices," and consulted with UCOP Office of Academic Advancement as well as campus Graduate and Professional School admissions officials. This information appears in the Appendices to this report.

Why Diversity is Crucial to Graduate and Professional Education:

It is critical to the fundamental mission of the University that the institution reflects the diversity of the society it serves. The roots of the word *university* suggest "a society..., or community regarded collectively" (OED). Indeed, the core of *university* has the same Latin core as *diversity*. Diversity becomes an issue for a University when the varied members of the society in which it is embedded are not fully included. Such a University does not satisfy one of its fundamental defining qualities. This is particularly true of a public University, whose very existence depends on serving the state, which founded it.

² All data cited are derived from the tables provided by UCOP at <http://www.ucop.edu/acadadv/datamgmt/graddata/>

One need look no further than the natural world, and fundamental principles of evolution and extinction, to see compelling examples of how diversity is integral to success. When a species, or a population, or a group becomes inbred—lacks diversity—it sickens in various ways, and eventually disappears. The reason for this is simple; the environment is constantly changing, and unless there is a constant change within the group as well, it becomes less and less suited to its environment. Clearly, an "excellent University" could not live with this problem for long and remain worthy of its reputation.

World-class faculty research requires the very best graduate students, and we cannot permit an increasingly large fraction of the talent pool to lie untapped. A diverse graduate student population is more attractive to the best new graduate students and will ultimately be reflected in a more diverse faculty pool, as those students move on to careers in academia. Students should be able to find peers and mentors from whom they can most fully benefit and who will play an active role in advancing their careers. Although we would prefer that it were not so, gender, culture and ethnic identity play some role in this; witness the institutional tendency to resist change among each generation of new students and faculty. The next generation of great teachers and leaders should be representative of the whole state and nation in order to fulfill the promise of the University.

We must vigorously and proactively work to correct the lack of diversity that is currently apparent and getting worse relative to our community. First, graduate student populations should reflect national undergraduate availability pools, and in the longer term, those pools should increasingly reflect the population. Second, we must strive to create conditions on campus that are more attractive to qualified people of diverse backgrounds and create the sense of community that comes with a more visible presence of role models from diverse backgrounds, and a diverse availability of research topics. The various campuses already have some strategies for addressing these goals, but we must also enrich our methodologies, tailored to the specifics of each discipline. We believe it is crucial that several "best practices" be documented and disseminated.

In the end, it is at the Department level that the goal of graduate student diversity must be embraced. Admission procedures vary widely, and do not always have diversity in mind. Departments that are already doing a good job must share their wisdom with those who are having more trouble. The Academic Senate and Administration can promote this process through incentives, explicit procedures and guidelines, performance goals, and accountability for their implementation. Departmental Affirmative Action Officers do not always exist, and if they do, they do not currently have uniform tasks or roles. The intrinsic talent of all groups can operate to increase diversity naturally when unconscious biases are identified and removed, and when truly fair and open procedures are followed that assess ability in more thoughtful and creative ways.

Data analysis:

Figures 1-4 show a snapshot of the most recent tabulated year's percentage by major groupings of applications, admits, and enrolled students in the UC academic programs and in each selected professional school. Figures 5-8 cover various aspects of the Graduate admissions process for UC academic programs; Figures 9-13 cover the UC MBA programs; Figures 14-18 cover the UC Law schools; and Figures 19-21 cover the UC Medical Schools. Table 1 presents nationwide PhD availabilities relevant to non-tenured faculty searches by field compared to contemporary PhDs from the UC campuses. Table 2 performs the same function for tenured faculty

availabilities using similar data for an older cohort. The professional schools of Nursing, Dentistry, and Pharmacy are not represented in this data. When evaluating this material, it is important to keep the distinct selection process involved in choosing students for academic and professional programs in mind (see descriptions in Task Force, 3-4).

1) Where do problem trends exist in graduate and professional student admissions?

A quick glance at the tables representing the latest cycle of graduate and professional admissions provided at <http://www.ucop.edu/acadadv/datamgmt/graddata/> suggests that the enrollment at UC campuses of most historically underrepresented minorities remains alarmingly low. In its new class of 2003 Boalt Hall enrolled 16 African American students, compared to 21 students a decade earlier. The 3 UC law schools combined enrolled 37 African American new students in 2003, compared to 46 in 1993. Hastings enrolled 19 African Americans in 1993 and 13 in 2003. UC medical schools enrolled 27 Mexican American/Chicano entering students in 2001 compared to 62 in 1991.

However, there are many areas in which the representation of historically underrepresented minority students increased, as a few general comparisons will help to illustrate. Table 1 shows the availability pool consisting of recent (1997-2001) recipients of PhDs nationwide alongside UC degree recipients. Looking at the PhDs granted by the UC campuses as a percent of those granted in the nation (right-hand columns), the rates of PhDs granted to all minority (with the addition of Asian) candidates is nearly 20% higher than for under-represented minorities, and over 20% higher than for Whites. Overall, the UC system makes a positive contribution to the diversity of the availability pool, providing 10% of PhDs earned by underrepresented candidates, as compared to the 9.4% average nationwide, and 24.9% of all minority PhDs, well above the nationwide average of 20%. Table 2 shows that UC's contribution to the pool of underrepresented and minority PhDs has kept pace with the general growth in the national availability pool. Of the earlier 1982-1992 cohort, the percentage of underrepresented minority PhDs was 7.3%, compared to the national average of 6.4%, and minority PhDs, made up 18% of the UC total compared with 14.5% nationwide. The UC percentage of underrepresented, total minority, and non-Latino White PhDs remained virtually the same.

Although UC has maintained diversity in its academic graduate programs, declining applications represent a major problem. Figures 7 and 12 show the downward trend of domestic applications to UC graduate academic and MBA programs from 1995 to 2001/2003. Law and Medical schools in the UC system have problems with applications that highlight underrepresented and minority students in particular ways (see 2. and 3. below). Lower application numbers puts additional pressure on graduate programs to retain the quality of their enrolled students, as UC faces more competition with other universities for the best students. In addition, successful recruitment of historically underrepresented minority students is not possible without competitive levels of resources for graduate student support. While the topic lies outside the scope of this report, any comprehensive approach to understanding the system of graduate admission must take the comparative level of graduate funding into account.

Declining applications, coupled with intense competition for high-achieving historically underrepresented minority students, represents a significant challenge to maintaining and improving the quality of newly enrolled graduate and professional students.

2) Do historically underrepresented minority applicants fare worse than non-minorities in these areas?

Figure 5 shows historically underrepresented minority applications to UC graduate academic programs have consistently declined as a percentage of total applicants from 1995 to 2001 (Fall 2002 and 2003 numbers have not yet been posted). Figure 6 shows that applications from all minority groups to UC graduate programs have declined since 1995, with Asian applications lower by 22%, and down especially since 1997. In contrast, African American applications have fallen 29%, and historically underrepresented minority applicants declined by 14% during the same period. Figure 7 shows that applications as a whole have increased since 1997, and that foreign student applications have provided the difference. Data after 2001 will most likely show a significant drop in this source of increased graduate student applications due to post 9/11 concerns and restrictions. Applications from White students have declined 16%, but historically underrepresented minority students declined by over 19%.

These results suggest that as it declines, the applicant pool is becoming less diverse, increasing under representation of historically underrepresented minority applicants. The effect of SP-1 and Proposition 209 on historically underrepresented minority perceptions about the hospitality of the UC campuses, combined with the economic boom of the 1990s, have had a bearing on the lower application rates observed among domestic students.

Professional school admissions show the same problem with declining applications. Figure 9 documents the dramatic effect of SP-1 and Proposition 209 on MBA admissions. Beginning in fall 1997 (1996-97 admissions cycle), historically underrepresented minority applications to UC MBA programs fell from 7.8% to 4.3% and the normally increasing percentage admitted and registering students suddenly become inverted. Applications have been slow to recover and still lag pre-1997 levels significantly. Figures 10 and 11 display historically underrepresented minority applicants, and historically underrepresented minority/Asian applicants, respectively. Figure 12 shows that all domestic applications to UC MBA programs declined beginning in 1996, while foreign applications increased until after 2001 when they began to fall, most likely in response to actions taken after the 9/11 attacks. UC Law School data (Figure 14-16) also demonstrates the effect of SP-1/Proposition 209 on historically underrepresented minority student applications with rates of admission and registration cut in half. As with the UC MBA programs, admissions and registrations lagged applications, but the effect has persisted until 2002. Figure 17 indicates that, unlike graduate academic and MBA programs, White and Asian applications after 1997 rose faster than those from underrepresented groups. As Figure 20 indicates, historically underrepresented minority applications to UC Medical Schools saw less of a decline after SP-1 and Proposition 209, but the number of registrants fell significantly after 1996 and has continued to fall through 2001.

In summary, some evidence exists that underrepresented minority student application rates have decreased faster than other groups.

3) Do historically underrepresented minority applicants apply, gain admission, and register in the same proportion as non-minority applicants?

Comparing the percentages involved in each step of the application process and looking at the application to admittance ratios of the various graduate and professional programs indicates whether a structural problem exists within admissions procedures that penalizes or discriminates

against underrepresented or all minority applicants. In general, the data shows the opposite; in many cases underrepresented minority and Asian applicants receive admission at slightly higher rates than the rate of applications. However, whether these admitted students turn into enrolled students varies widely by program, geographic location, and a number of other variables. In addition, calculating the application to admission ratios addresses the relative advantage that the various groups have in the admissions process.

For UC academic graduate programs, Figure 5 shows that the percentage of underrepresented students admitted and registered each year consistently surpasses those that apply. This effect may appear more pronounced as a result of generally declining application rates. The ratio of admits to applications (Figure 8) suggests that Asian applicants have a consistent advantage in their chances for admission to a graduate program, in contrast to African American applicants whose admission chances are consistently lower.

The MBA programs show no consistent pattern when looking at the rates of applications, admission, and registrations for underrepresented minority and Asian applicants (Figure 9). The ratio of admits to applicants in Figure 13 suggests that the chances of applicants of each ethnic group in admissions vary quite a bit from year to year, although the onset of SP-1/Proposition 209 disadvantaged minority applicants at least temporarily.

The law school admissions (Figure 14) show a relatively consistent drop in the rates of admission compared to applications for underrepresented minorities, especially beginning 1997 (SP-1 and Proposition 209) and continuing through 2001. For the UC Law schools, the ratio of admits to applicants in Figure 18 indicates that the chances of admission for White and Asian applicants increased appreciably after 1995 and 1996 (SP-1 and Proposition 209), and that the chances of historically underrepresented minority admissions declined. This disparity has continued until 2002, when the ratio of all groups converged again. Anecdotal evidence suggests that the end of the 1990's economic boom accounts for a marked increase in Law School applications in 2002 and 2003 (Figure 19), which brought down the ratio, especially for White and Asian applicants.

At the UC Medical schools, Figure 20 shows once again that the percentage of underrepresented students admitted and registered each year consistently surpasses those that apply. However, the ratio between admits and applicants shows that Chicano/Latino and African American applicants have better chances of admission, attenuated only slightly by SP-1 and Proposition 209 after 1995 (Figure 21). The challenge for UC Medical Schools is achieving historically underrepresented minority registration, and Figure 22 indicates that a continuous decline throughout the 1994-2001 period. The enrollment gap between historically underrepresented minority and Asian/White medical students has grown consistently.³

³ UCAAD strongly recommends the review of three documents on diversity in healthcare to collect previous analyses and recommendations as a prelude for action:

1. Strategies for Diversity of the Health Professions, at www.ucsf.edu/senate/0-committee/g-eop.html. Also via the UCSF Center on the Health Professions, at www.futurehealth.ucsf.edu
2. *In the Nations' Compelling Interest: Ensuring Diversity in the Health Care Workforce*, at www.iom.edu
3. Sullivan Commission Report on Diversity in the Healthcare Workforce, at www.sullivancommission.org

The data used above raises many questions about the graduate and professional admissions process. Data that aggregates across campuses, divisions, or schools may either exacerbate or mask larger trends. Since individual departments have primary responsibility for admissions to graduate academic programs, a complete longitudinal database such as that available to BOARS for undergraduate applications would permit sophisticated quantitative tests that could determine the consistency and equity of admissions procedures over a number of years. Similarly, professional schools vary in the specifics of their admissions formulas, and these differences cannot be adequately explored with the aggregate data presented here. Review of past admissions data by each admitting unit would also overcome many of the shortcomings of using aggregate data. Finally, present data does not allow us to examine what happens to historically underrepresented minority in the admissions process by gender. The data required to address these questions and others should be acquired in order to conduct subsequent inquiries.⁴ *However,*

- *declining applications,*
- *admission to application ratios that indicate structural issues that may influence the chances of admission for particular groups,*
- *declining rates of enrollment (in some cases),*
- *and other potential obstacles to admissions policies for UC graduate and professional programs that work as intended,*

suggest that we pay attention to:

1. *Existing system-wide programs for improving graduate diversity.*
2. *Departmental “best practices” for graduate admissions and retention;*
3. *Campus-wide strategies for increasing graduate student diversity.*
4. *The critical link between undergraduate preparation for graduate work, graduate admissions, and efforts to ensure diversity in hiring new faculty at UC campuses.*

The relevant material gathered by UCAAD appears at the end of this report as Appendices I-V.

4) How might “comprehensive review” guidelines that include procedures sensitive to graduate and professional student diversity help address barriers that prevent full inclusion of underrepresented applicants and enrollees?

The analysis above suggests that no obvious practical or structural obstacles exist which prevent underrepresented minority applicants from acceptance and enrollment in UC graduate programs and professional schools. In general, recruitment of more of the most highly qualified applicants by broadening the reach of the applicant pool addresses the single largest vulnerability in the UC graduate situation. PhD and professional programs that do not recruit from a broad pool risk lowering the quality of their program. Increasing the applicant pool of women and underrepresented minorities, where underrepresented, will generally increase the intellectual quality and viability of a given field.

⁴ The UCOP tables do contain data for each Professional School in an aggregated form.

Assuming that graduate programs and professional schools monitor their admissions procedures, look for “best practices” at all stages of the admission process and generally work to recruit a diverse class in good faith, what can UC do to reverse the problem of declining graduate and professional student applications?

UCAAD emphasizes that part of the equation to this solution must involve increasing the number of underrepresented minority faculty throughout the UC system. At the most practical level, expanding faculty diversity widens the networks for graduate student recruitment significantly.

A complementary approach involves conceptualizing “comprehensive review” so that it incorporates the value of academic diversity throughout the admissions process. The analysis presented above under Question 2 indicates the impact that SP-1 and Proposition 209 had on graduate recruitment. Both the timing and precipitous nature of drops in applicants and enrollments (acceptances) from underrepresented minorities suggest that the shift against affirmative action held public symbolic meaning about the hospitality of the UC system ahead of and beyond its policy implications.

UCAAD believes that a cogent, properly implemented and publicized set of Guiding Principles, could work to fundamentally shift the appeal of the UC system for graduate applicants, just as SP-1/Proposition 209 effected an opposite reaction. In addition, the Guiding Principles can help direct departments or programs to places where inequitable anomalies exist in the graduate/professional admissions process.

Graduate/Professional School Admissions Guiding Principles

UCAAD, following consultation with CCGA, proposes that the following principles guide the graduate admission process of individual departments, programs, and professional schools at all of the UC campuses:

Preface

The University of California is committed to excellence and opportunity in every facet of its mission. Admission to UC graduate programs is driven by academic excellence, and recruitment of outstanding graduate students is a global enterprise. Graduate programs have the responsibility to create an atmosphere that promotes diversity and equal opportunity where potential can be fulfilled, and should take additional steps to make sure all students can be successful. The graduate admissions process is oriented towards admitting a cadre of students who are not simply expected to attain the degree for which they are admitted, but who are also viewed as likely to become successful scholars, researchers, and practitioners. In the sense of both its international character and its focus on the production of the scholars and professionals of the future, the UC graduate admissions enterprise differs fundamentally in its scope and intent from the UC undergraduate admissions process. Admissions to professional schools may span an intermediate range of philosophies between undergraduate and graduate school admissions, as graduates of professional schools primarily serve the community, while graduates of PhD programs constitute the next generation of professors, researchers, and scholars.

University policy provides each department, program, and professional school with the authority to recruit and admit qualified students. While respecting such autonomy, each unit should be

encouraged to evaluate its recruitment and selection practices in relation to the following criteria and principles.

Diversity in Graduate Education at UC

With this framework in mind, graduate selection procedures may consider the extent to which a candidate has:

- exhibited unique skills, talents, or experiences that would be of benefit to others and would enhance the diversity of the program or campus;
- demonstrated an interest in undertaking research in a relevant field that would address issues of diversity as they relate to equitable educational access in field, or to the understanding of issues of race, ethnicity, and gender affecting the State of California and beyond;
- shown a deep commitment to working with others, through such activities as mentoring or tutoring, to promote educational access to higher education for all students without regard to race or gender;
- demonstrated an interest in teaching and service that will contribute to academic diversity and equal opportunity at the University of California.

In order to maximize their applicant pool, departments should ensure that their application guidelines and materials are both clear and widely distributed. Procedures for the selection and recruitment of qualified graduate and professional students should include proactive efforts to identify and eliminate barriers to admission, retention and success for women, and underrepresented and/or disadvantaged students in these programs.

Overriding Principles for Graduate/Professional School Admissions

1. Graduate admission policies should reflect a continued commitment to the goal of enrolling the best graduate and professional students who exhibit a diversity of talents and abilities, personal experience, and backgrounds. In particular, the next generation of scholars should be derived from as broad a suite of demographic and socio-economic conditions as the qualified applicant pool allows, and admission decisions to graduate and professional schools of the University of California should be made with this responsibility in mind.
2. Graduate admissions procedures should involve a comprehensive review of applications using a broad variety of factors to select an entering class. A committee of faculty should conduct such comprehensive review, and no applicant should be admitted or denied admission based on a single criterion or factor.
3. The graduate and professional schools admissions process honors academic achievement and accords priority to applicants of high academic accomplishment. Merit should be assessed in terms of the full range of an applicant's academic and personal achievements and likely contribution to the discipline or profession, as well as to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced.

4. The faculty, through the medium of the Academic Senate, is charged with creating graduate and professional schools admission policies that are consistent with University-wide criteria and policies while also reflecting local campus values and academic priorities.

Conclusion

The conclusion of the Academic Senate Graduate Admissions Task Force Report of 2003, that graduate applicants to UC receive a “comprehensive review”, defined that term in such a way as to separate it from the issue of ensuring diversity and equal opportunity in the graduate and professional school admissions process. UCAAD’s findings that historically underrepresented minority applications are declining disproportionately within a general crisis in graduate and professional school recruitment, and that significant inequities exist in other areas, underscores the need for clearly stated and broadly agreed upon principles and practices that may be used to review the admissions procedures and recruitment programs of each UC organizational unit. These recommended principles and practices should be viewed as a part of a holistic approach to achieving diversity at UC, one which incorporates comparable goals and processes in the preparation and recruitment of undergraduates as well as future faculty.

UCAAD recommends that, after consultation with CCGA, other committees, and the divisions, Academic Council endorse the **Graduate/Professional School Admissions Guiding Principles** presented in this report. UCAAD further recommends that Academic Council consider how to move from the data, issues, best practices, suggestions, and conclusions contained herein to a process of dissemination and coordinated review of the graduate admissions and recruitment procedures of departments, schools, and programs on each UC campus. We recommend the preparation of a document covering these issues, a UC Affirmative Action Guidelines for Recruitment and Retention of Graduate and Professional Students similar to the UC Affirmative Action Guidelines for Recruitment and Retention of Faculty (www.ucop.edu/acadadv/fgsaa/affirmative.html). It should be widely disseminated through out the UC system, including web-based training, to encourage implementation. Finally, we recommend that 3 years from action taken on this report by Council, UCAAD and CCGA collaborate to assess and evaluate resulting reviews of recruitment and admissions procedures undertaken in the intervening period.

Appendix I: Proposition 209 and Graduate Student Diversity⁵

The University of California has a long-standing commitment to the goal of enrolling a student body that encompasses the diversity of the state of California. The University values and seeks diversity. Diversity at the University contributes in a direct and positive way to the educational experience and also serves to provide opportunity and social mobility to all sectors of society.

New Directions for Outreach: Report of the University of California Outreach Task Force, July 1997

The enactment of Proposition 209 in 1996 raised many questions about the methodologies that may be employed by University of California outreach and admissions programs to accomplish these goals. Proposition 209, which went into effect on August 28, 1997 as Section 31 of Article 1 of the California State Constitution, requires that the University shall not discriminate against or grant preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin.

The University of California's commitment to achieving diversity in graduate student admissions reflects two overarching goals. First, an effective graduate diversity program will foster a diverse graduate student population that will reflect a diverse range of interests, abilities, life experiences and worldviews that will enhance the academic mission of the University of California. Second, an effective graduate diversity program will support equality of opportunity which will ensure that the University of California can serve the needs of our diverse state and also fully utilize the intellectual resources embedded in our diversity.

The non-discrimination requirement in Proposition 209 is consistent with pre-existing State and Federal laws, as well as the University of California's internal policies prohibiting discrimination in student admissions, financial aid and all other student programs. After the passage of Proposition 209, as before, the University has a commitment to ensure that it is not discriminating on the basis of race, sex, color, ethnicity or national origin in any of its educational programs. Prior to Proposition 209, the University considered race along with other academic criteria in selecting students for some academic programs, (for example, graduate opportunity fellowships) in order to further its goal of equal opportunity and non-discrimination. However, Proposition 209's prohibition against "granting preferential treatment" means that the University's may no longer consider race as a factor in programs designed to promote graduate diversity, with a few exceptions as described below.

The University may promote graduate diversity, consistent with proposition 209, in a variety of race-neutral ways. First, campuses, schools and departments may engage in comprehensive outreach to ensure that students of all racial and ethnic backgrounds are included in efforts to publicize graduate programs and prepare students for admissions. Comprehensive outreach programs may include minority-serving colleges, student organizations and professional groups as a component of broader outreach efforts.

⁵ Prepared by: Sheila O'Rourke, Executive Director Academic Advancement, UCOP.

Second, although the University may not consider an individual's race as a component in selection for research, admissions and financial support programs, campuses, schools and departments may identify the academic values that support a diverse learning environment and consider whether candidates have a demonstrated commitment to fostering those academic values.

For example, a summer research program to prepare undergraduates for a doctoral program may consider a candidate's demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities. An admissions committee for a graduate degree program may consider whether the candidate's record of teaching, research or service will contribute to the diversity of the campus. Fellowship support funds may be allocated with a priority for students who are engaged in research focused on issues such as race, ethnicity, gender, and multiculturalism, or students who have engaged to a significant extent in outreach, recruitment and retention activities such as counseling, tutoring, or mentoring for educationally disadvantaged students.

In addition to the race-neutral strategies described above, there are a few limited exceptions to Proposition 209 that allow the University to consider race in its academic programs. The first exception is often referred to as the "federal funding exception." Proposition 209 does not prohibit actions that must be taken to establish or maintain eligibility for any federal program, where loss of eligibility would result in a loss of federal funds. Thus, some federal programs may bring the University's activities outside the scope of Proposition 209. One example of this is the federal affirmative action regulations that require race-conscious data collection and analysis in order for the University to remain eligible for federal contracts.

The second exception is for programs that involve a component of University research and evaluation to assess the causes of educational disparity and the effectiveness of the University's outreach and inclusion efforts. Research and evaluation per se do not constitute "preferences" within the meaning of Proposition 209, and therefore can exclusively target race and ethnicity if that is the focus of the research. As an example, a charter elementary school operated by a University school of education that used race as a criterion for selecting students survived a legal challenge under Proposition 209 and was allowed to continue its race-conscious admissions process. Similarly, a well designed program developed to research and evaluate participation or persistence of minorities in graduate education may be able to target race and ethnicity in allocating educational benefits that are relevant to the research.

Appendix II: What Can Be Done: Strategies for Increasing Graduate Student Diversity in Compliance with Proposition 209⁶

- Make academic administration accountable at all levels for graduate student affirmative action/equal opportunity/diversity efforts:
 - Include diversity efforts in performance reviews of deans and chairs
 - Evaluate diversity efforts in allocation of departmental resources
 - Make affirmative action and diversity mandatory elements of short and long term planning
- Provide financial incentives to departments and divisions for effective good faith efforts to promote graduate student diversity:
 - Consider affirmative action/equal opportunity efforts in the allocation of graduate student support
 - Award discretionary funds and/or additional graduate support funds as reward for exemplary efforts
- Collect, analyze and distribute information about the nature of the problem:
 - Conduct focus groups, campus climate surveys and exit interviews
 - Track graduate student data by gender and race, and make the information readily available to faculty involved in outreach and selection, and to the campus community at large
 - Add affirmative action/equal opportunity/diversity links to campus home pages, departmental sites, and graduate program web information
- Examine outreach and selection practices to optimize diversity:
 - Collaborate with other departments to find out what works
 - Provide sufficient resources for inclusive advertising and recruitment
 - Develop undergraduate programs to eliminate barriers for non-traditional students considering graduate study
 - Include commitment to diversity statement in all program announcements
 - Develop selection criteria that reflect desired attributes such as the contribution a student may make to the diversity of the academic community through their research, service or teaching interests
- Conduct affirmative action/equal opportunity/diversity training programs for deans, chairs and selection committees:
 - Emphasize the economic consequences of failure to address diversity
 - Discuss current research on the educational benefits of diversity
 - Illustrate the legal risks in violating equal opportunity principles
 - Address “best practices” in outreach and selection
 - Include training on responding effectively to discrimination complaints
- Identify the value of diversity in your department through faculty and student dialogue on how diversity will contribute to the excellence of the academic enterprise:
 - Explore the importance of research focused on gender, race, ethnicity (as appropriate) in understanding an increasingly diverse society

⁶ Prepared by: Sheila O’Rourke, Executive Director Academic Advancement, UCOP.

- Explore the importance of inclusiveness in the selection and training of graduate students in light of the changing demographics of the state, the nation and the world
 - Promote understanding of the barriers that face students of color in considering graduate study and examine selection criteria to maximize inclusiveness
 - Value a diverse faculty workforce in promotion and merit reviews
 - Develop special recognition and award programs for graduate students and faculty who make exceptional contributions to diversity on campus
- Make efforts to identify and plug “leaks” in the pipeline:
 - Establish formal mentor programs for graduate students
 - Promote informal networks graduate students
 - Monitor persistence rates of graduate students by race and gender and examine any disparities to determine if there are intervention strategies that will maximize success
- Enforce existing non-discrimination policies:
 - Ensure that graduate students are aware of the policies and know where to go with concerns and grievances
 - Have effective avenues for informal resolution of concerns
 - Have clear and effective formal grievance procedures and take prompt remedial action when necessary
- Sponsor regular efforts to promote a welcoming campus climate:
 - Publish a Chancellor’s/Dean’s/Departmental statement of support for diversity and equal opportunity in education
 - Sponsor educational and multicultural events and lectures
 - Implement prompt and effective responses to identified problems

For more information on academic affirmative action:

- See the Academic Advancement website at: <http://www.ucop.edu/acadadv/>
- See the **University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty**, (updated January 1, 2002), available on the web at: <http://www.ucop.edu/acadadv/fgsaa/affirmative.html>

Appendix III: Existing UC System-wide Programs and Opportunities for Improving Graduate Student Diversity:

UCAAD recommends a proactive faculty presence beyond what currently exists. Of course, this will take much time and commitment, but with a structure and process in place linking faculty participation to the success of future graduate and professional student recruitment, more faculty will make the effort.

1. The California Pre-Doctoral Program. Each year, 80 disadvantaged students are identified as promising doctoral candidates, but few of them ultimately come to UC. Faculty can increase yield by:
 - a. Volunteering to sit on the selection committee, which meets in April or May.
 - b. Reviewing the list of students when it is released each fall and inviting these students to visit departments;
 - c. Encouraging promising students to attend free UC summer experiences.
2. The California Forum for Diversity. UC faculty should make presentations at Forum workshops and encourage relevant departments to invite Forum attendees to visit campuses.
3. Summer Research Programs. Programs like UC LEADS allow each UC campus to choose a small cohort of diverse students near the end of their sophomore year. Students are assigned a Faculty Mentor, under whom they perform research the summer between Sophomore and Junior year and during Junior and Senior academic years. Between Junior and Senior year, each student has the opportunity to travel to a second UC campus to perform research under another faculty member. UC science faculty should embrace this program fully and invite all LEADS Scholars to UC campuses for recruitment visits.
4. UC has a system-wide database that tracks undergraduate applicants throughout the process, up to and including a Decline of Offer. Students who opt to attend college outside of the UC system should be tracked and their information made available to departments and programs as potential candidates for graduate and professional school recruitment.
5. Graduate Deans for each campus and professional school should incorporate criteria into fellowship allocations encouraging departments and programs to monitor applicant pools and to set and meet recruitment goals in areas where potential graduate applicant pools are underutilized.
6. We strongly recommend review of three documents on Diversity in Healthcare as a prelude for action:
 - a. The California Endowment report, *Strategies for Diversity of the Health Professions* at www.ucsf.edu/senate/0-committee/g-eop.html. Also via the UCSF Center on the Health Professions at <http://www.futurehealth.ucsf.edu/>
 - b. The Institute of Medicine Report, *In the Nations' Compelling Interest: Ensuring Diversity in the Health Care Workforce* at www.iom.edu
 - c. The Sullivan Commission Report on Diversity in the Healthcare Workforce at www.sullivancommission.org

Appendix IV: Departmental Best Practices for Graduate Admissions and Retention

Each department with a graduate program should have one or more faculty members who serve as a Graduate Affirmative Action Advisor (GAAA). Existing Departmental Graduate Advisors may serve in this role with explicit acknowledgement of this additional charge, or departments may elect to appoint separate GAAA(s). The GAAA will perform the following:

Ensure that diversity is one of the priorities in admissions process:

- Promote proactive diversity search efforts;
- Ensure fair treatment for diversity candidates;
- Negotiate with the Graduate Division for additional graduate slots, if needed;
- Assist the department in actively encouraging admitted students to choose UC;
- Maintain ties with Graduate Division, Affirmative Action office, and other diversity coordinators;
- Maintain awareness of all outreach efforts and fellowship opportunities;
- Track current and past performance of the department with respect to diversity;
- Submit (or help Chair submit) an annual affirmative action report;

Network between departments in similar disciplines:

- Work with staff "diversity coordinators" in schools or disciplines;
- Write joint grants for academic preparation and pre-application activities supporting faculty, graduate, and undergraduate student activities.
- Promote and fund summer research internships for students considering PhD studies;
- Hold regular workshops for GAAAs (within a discipline and campus-wide meetings).

Retention Efforts:

- Plan welcoming events and activities for new arrivals;
- Provide effective student advising services;
- Support organizations for diverse groups of students;
- Build community through electronic and physical meeting places;
- Ensure financial aid continues in a "hassle-free" way;
- Ensure that opportunities for access to resources and research are equal;
- Disseminate successful methods and ideas;
- Track retention data and take steps to mitigate problems;
- Foster mentorship programs within departments (and across campus if needed).

Appendix V: Affirmative Action Officers at UC Campuses:

Campuses currently use a variety of strategies in graduate recruitment to meet diversity goals, including comprehensive review of applications and comprehensive outreach programs that target minority-serving colleges, student organizations and professional groups. However, at the department level, procedures to ensure that students of all racial and ethnic backgrounds are represented on UC campuses vary widely. UCAAD sees a need to make the role of the Affirmative Action Officer (AAO) clearer, stronger and more consistent across campuses.

Affirmative Action Officers can be part of an effective strategy for campus diversity, but their roles differ across campuses. Some campuses use AAOs as mere data collectors, while others give them a stronger role to focus on accountability. UC Berkeley's Graduate Division has a Graduate Affirmative Action Committee comprised largely of faculty who advise the Dean on graduate student diversity and initiate studies on graduate admissions. Berkeley also has Diversity Directors in the Divisions of Physical Science, Social Science, Art and Humanities, Biological Sciences, the College of Engineering, the department of EECS, and the American Indian Graduate Program, are also a unique component to success in the recruitment, admission and retention of students. Finally, the Graduate Opportunity Program (GOP) hosts a series of activities and workshops encouraging diverse students to apply to UCB. GOP has been housed and supported by the Graduate Division for over 25 years. The enabling language, duties and jurisdiction of AAOs at Berkeley are currently unclear, and AAOs may or may not be involved in the graduate admissions and faculty search processes. Berkeley hopes to institute a more proactive, cohesive structure, obliging each department to assign a faculty AAO to keep relevant Senate committees informed of progress or problems. UC Davis has instituted Affirmative Action Unit Coordinators (AAUC) for Graduate Studies, who are responsible for ensuring that department hiring decisions adhere to all applicable policies including those related to affirmative action and diversity. Each AAUC meets monthly with the Associate Executive Vice Chancellor for Campus Community Relations, who reports to the Provost, the chief AAUC for campus. One procedure soon to be implemented at UC Davis is to have AAUCs meet with the entire admissions committee at the beginning of the recruitment process to ensure a comprehensive review of all applications. At UC Santa Barbara, AAOs deal with both graduate student and faculty diversity issues, generate data and maintain lists of departmental representatives. The Associate Dean for the Graduate Division, as chief AAO, has the explicit role of diversifying the graduate student population. Recently, department chairs and deans were asked to appoint departmental AAOs if one did not already exist. At UCLA, the chief AAO for graduate student diversity is also the Associate Vice Chancellor for Faculty Diversity who meets with deans and department chairs, but not search committees. Other campuses have a role for AAOs in faculty searches, but no role or a very weak for them in graduate student recruitment, admissions and enrollment.

Affirmative Action Officers can help ensure that adequate outreach, recruitment and comprehensive review efforts are made. However, some campuses and departments have not yet made this commitment. Campuses must do a better job to define diversity goals and procedures, to clarify constraints as well as possibilities for diversity under the law, and to institute a review body—the Affirmative Action Officer—to ensure that departments are accountable and that information gets to the faculty who make recruitment and admission decisions. Although diversity is a shared responsibility and the “Affirmative Action Officer” can be broadly

defined—from Associate Deans down to members of local committees—every department should have a faculty representative whose job is not only to review the pool of applicants but also to write a report on what happened with the diversity candidates.

Figure 1

UC Graduate Academic Programs - 2001 (%)

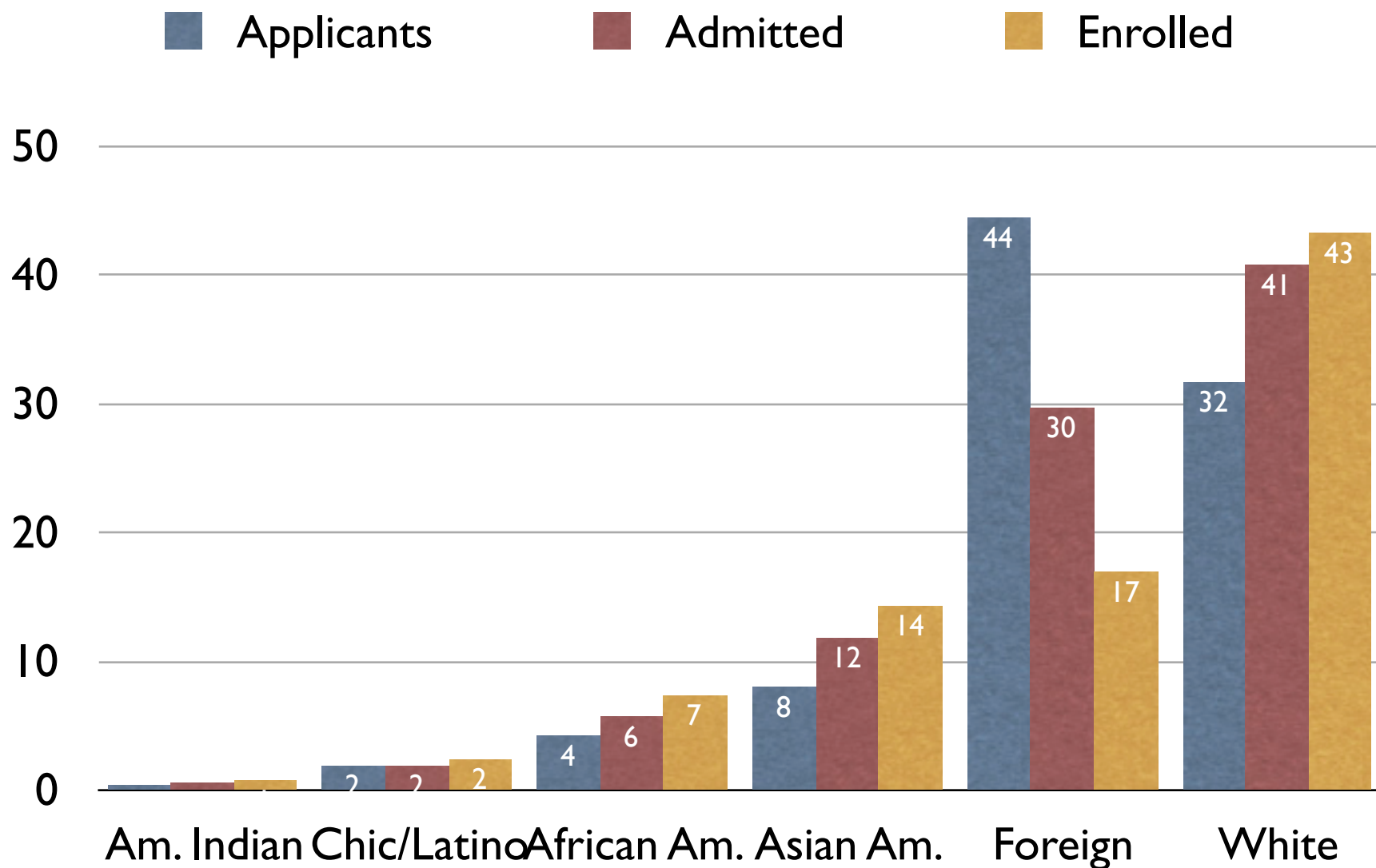


Figure 2

UC MBA Programs - 2003 (%)

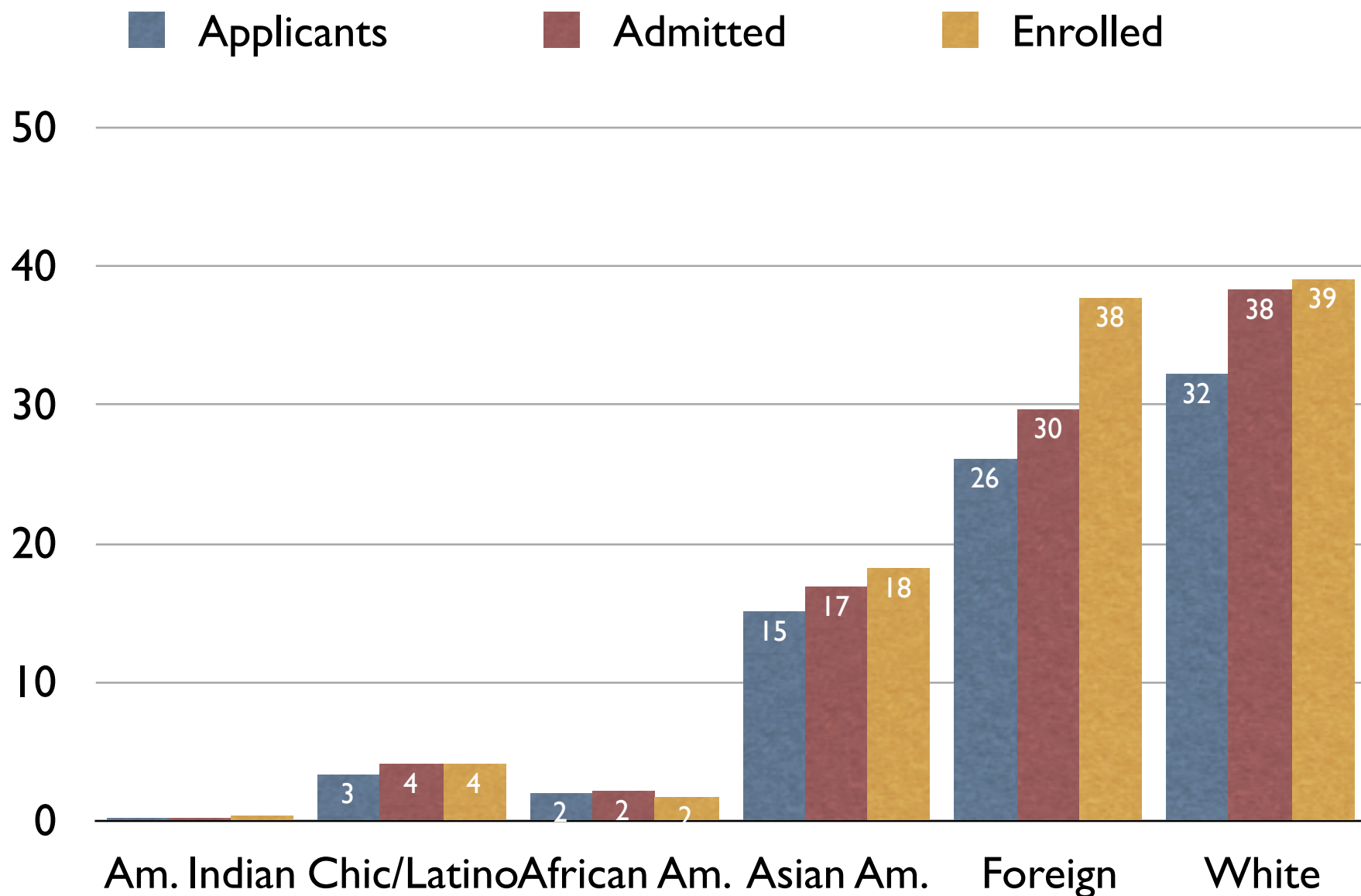


Figure 3

UC Law Schools - 2003 (%)

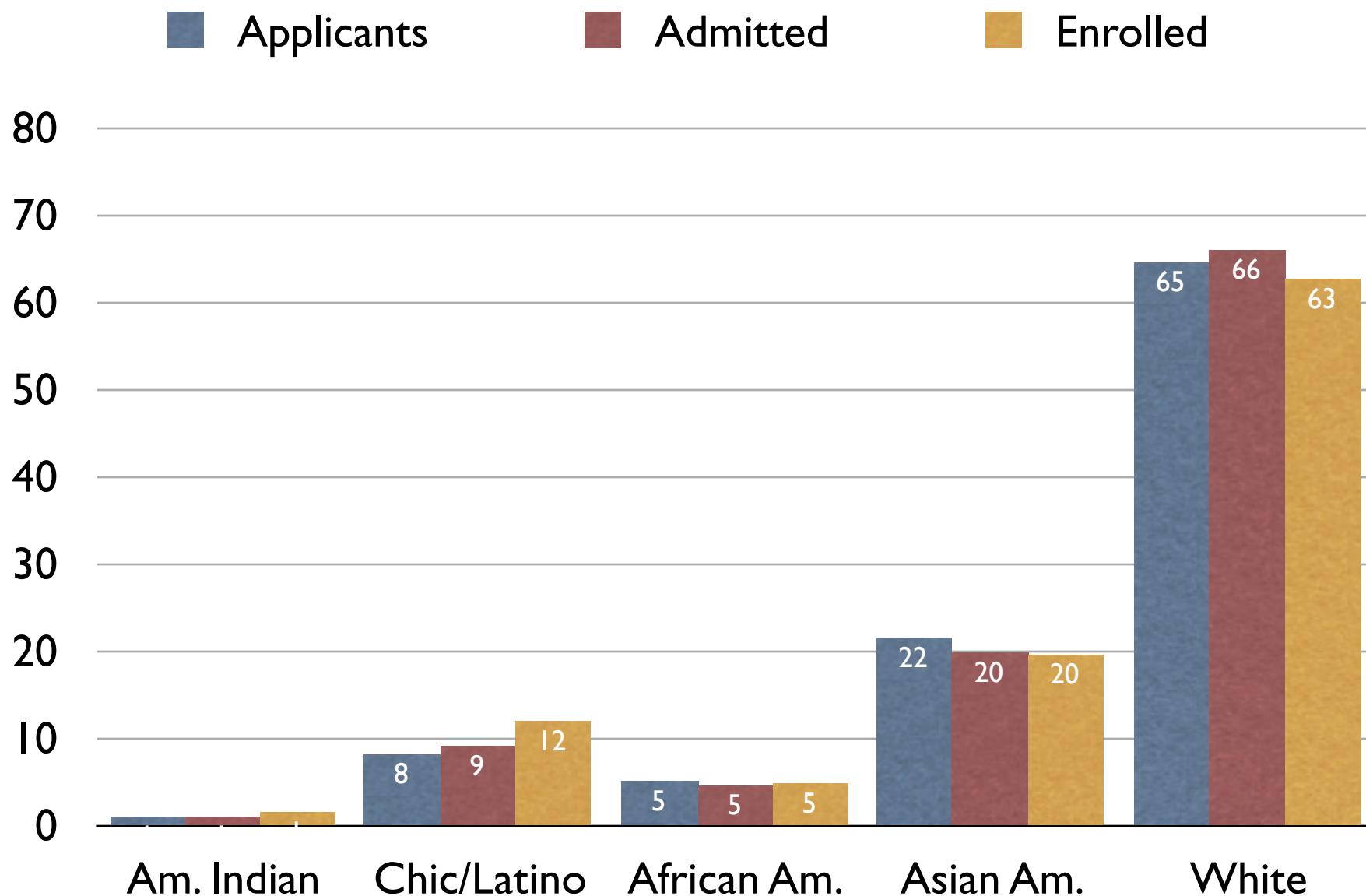


Figure 4

UC Medical Schools - 2001 (%)

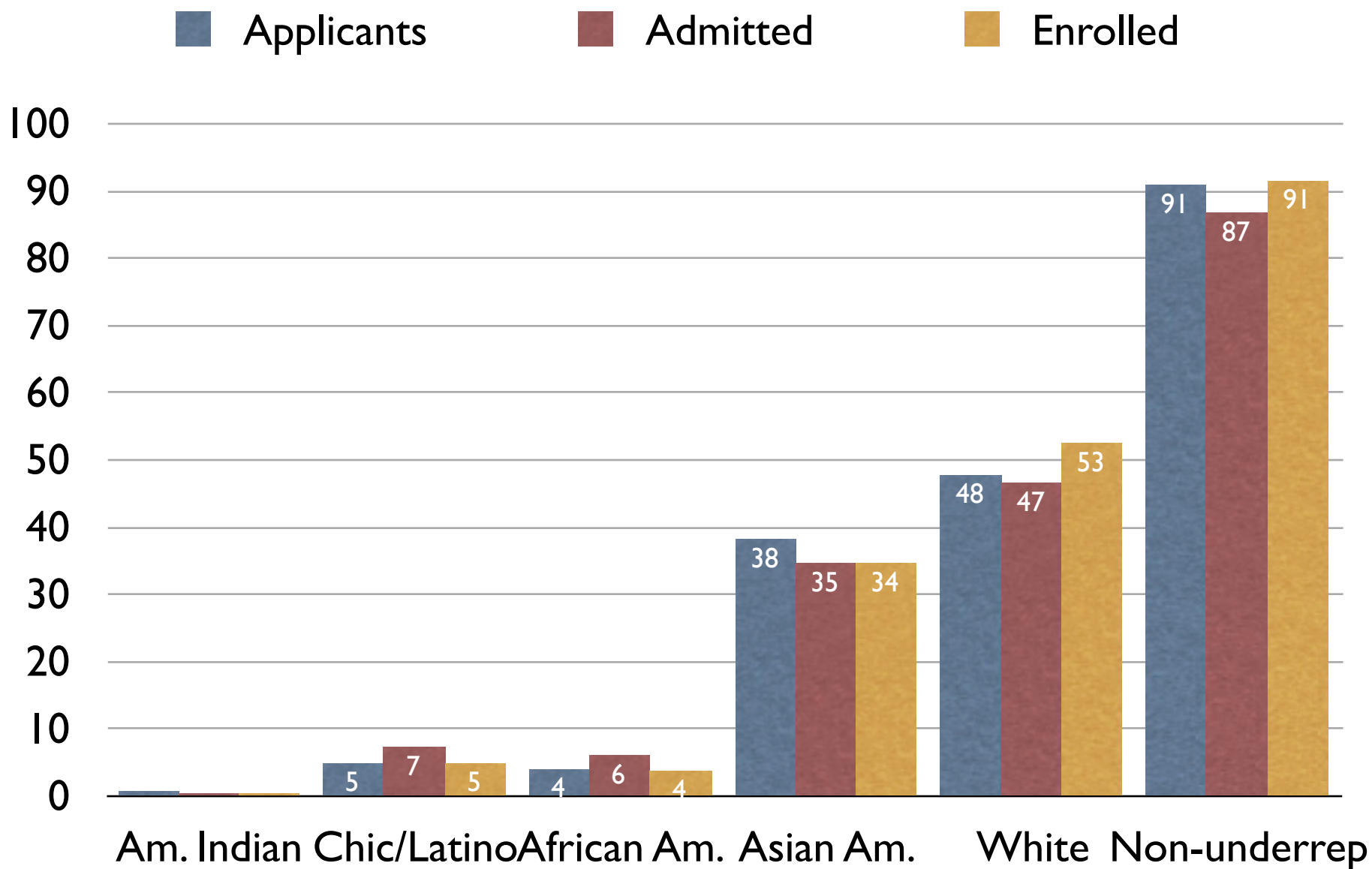


Figure 5

Underrepresented minority applicants, admits, and registrants to UC graduate programs, Fall 1995-2003 (%)

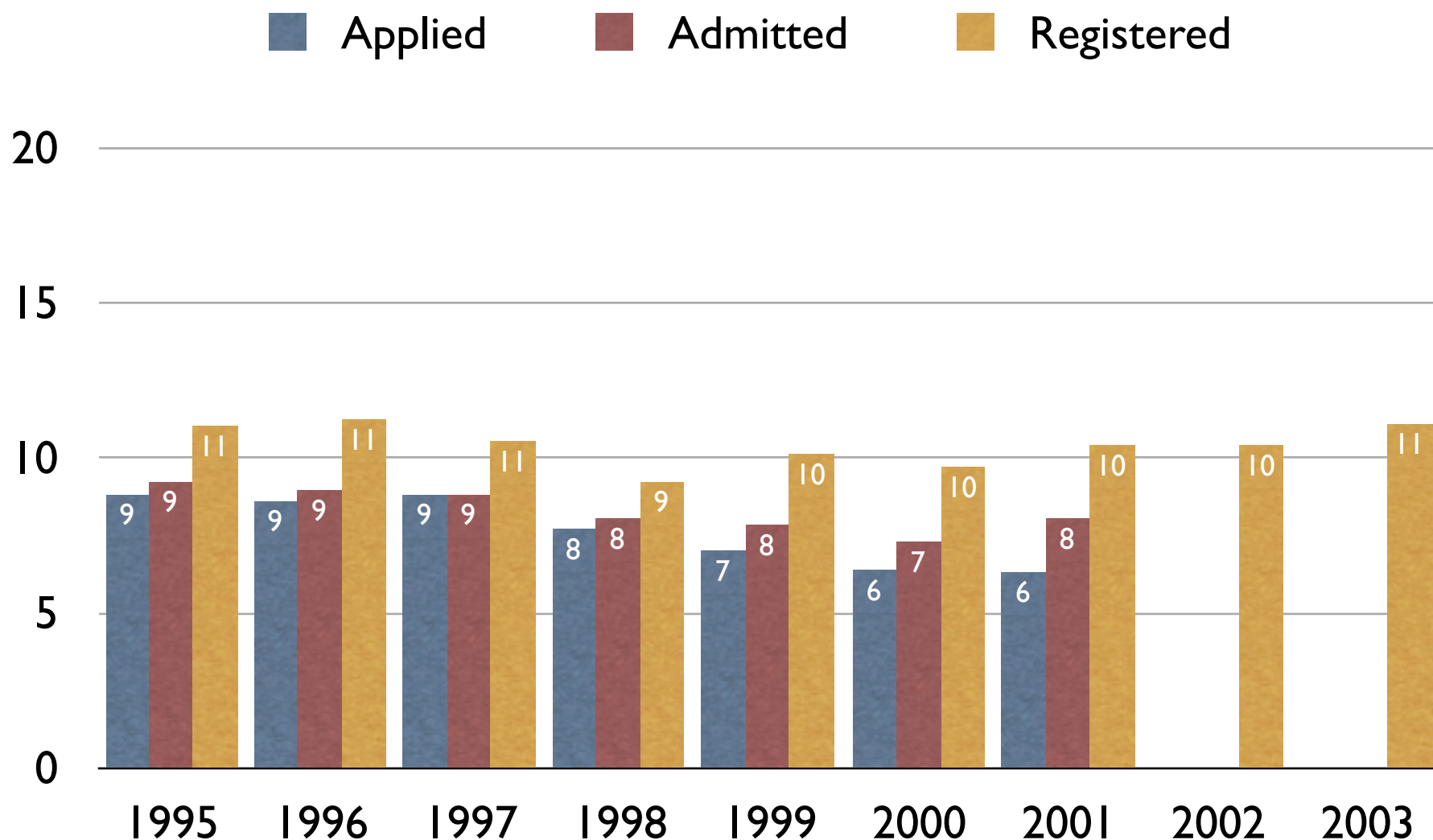


Figure 6

Applicants from Underrepresented Groups to UC Graduate Programs, 1995-2001

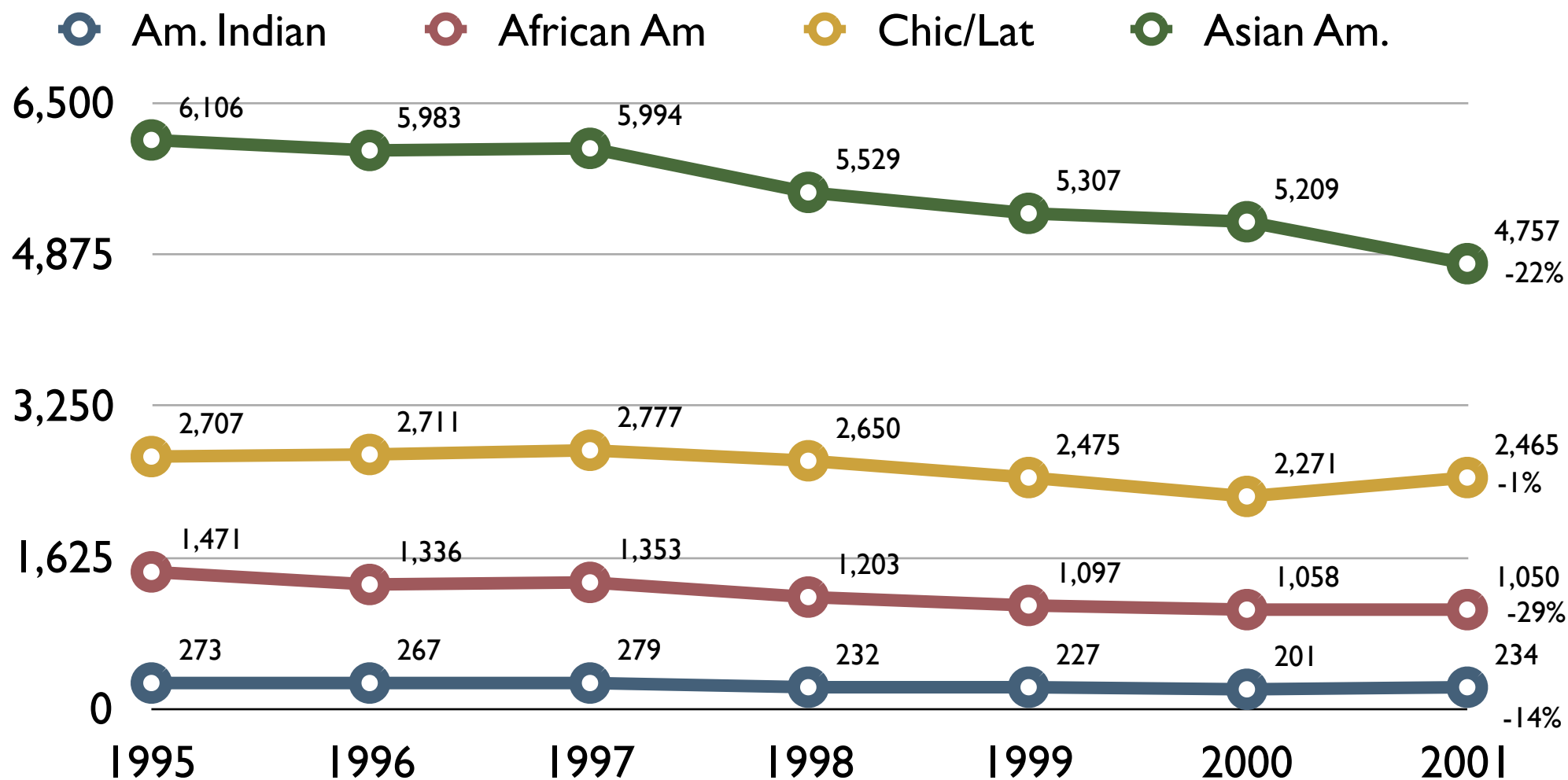


Figure 7

Minority, White and Total Applicants to UC Graduate Programs, 1995-2001

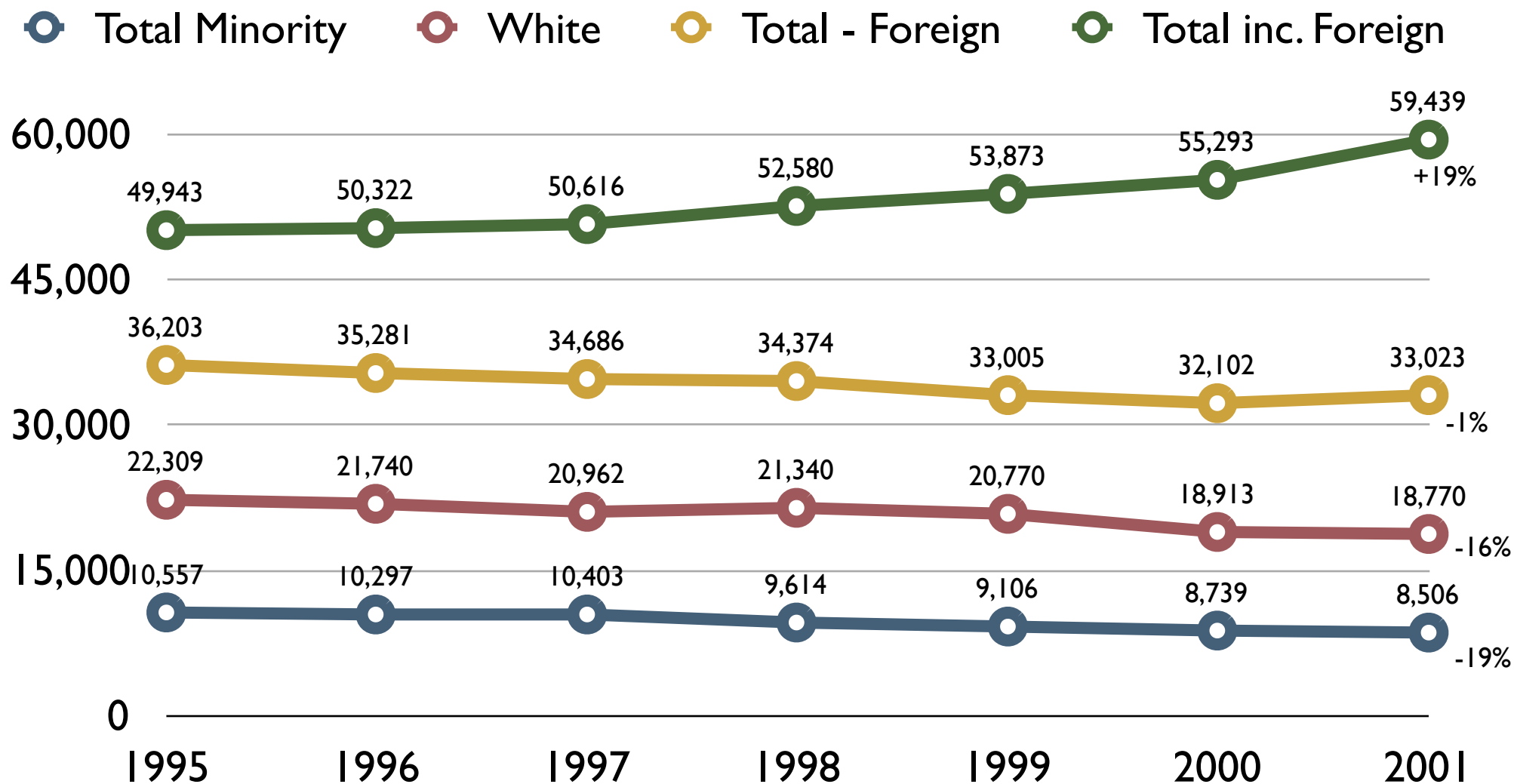


Figure 8

Ratio of admits to applicants, UC Graduate Programs, 1995-2001

Am. Indian Af. Am Chic/Lat Asian Am. Foreign White

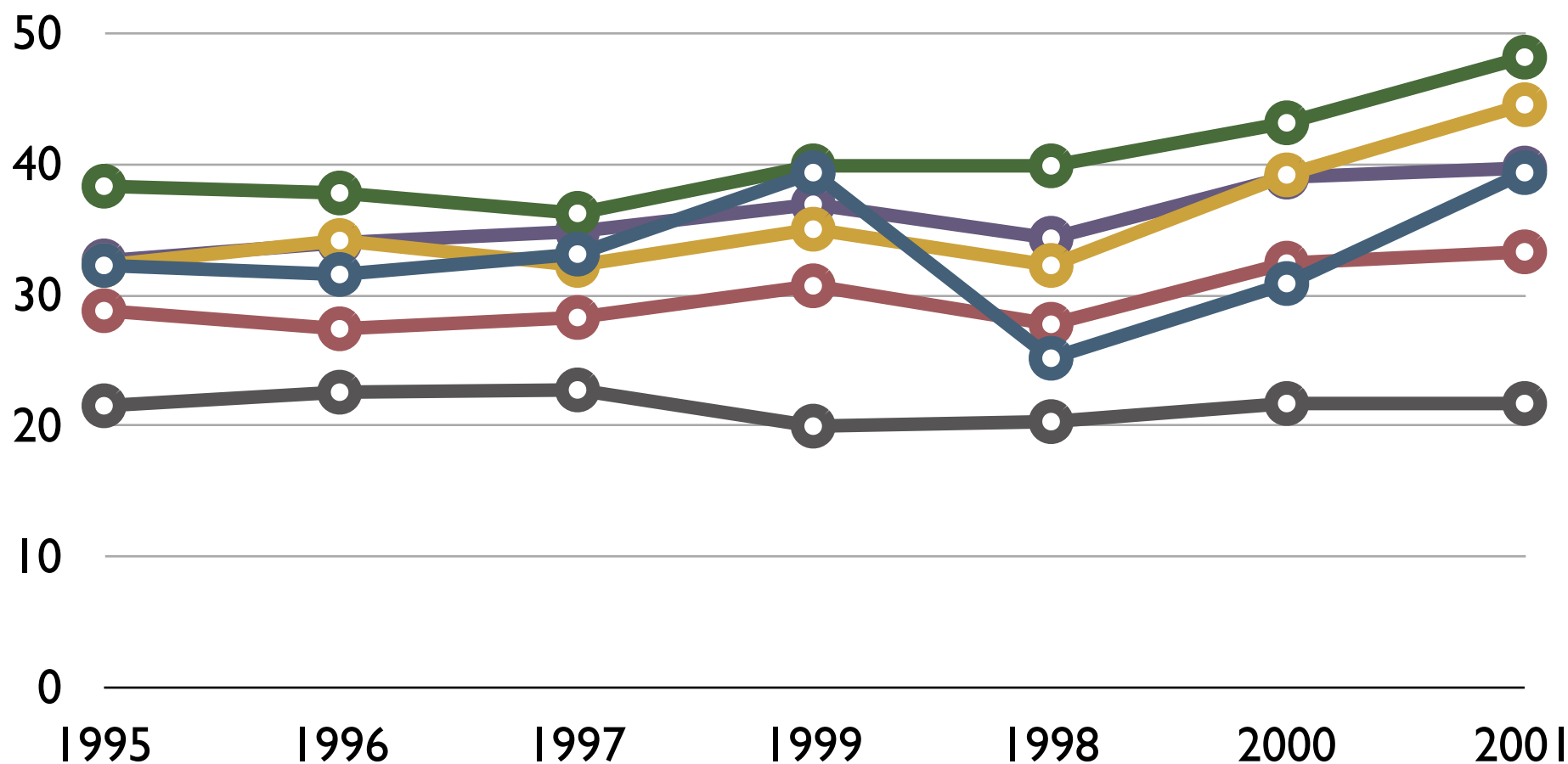


Figure 9

Underrepresented minority applicants, admits, and registrants to UC MBA programs, 1995-2003 (%)

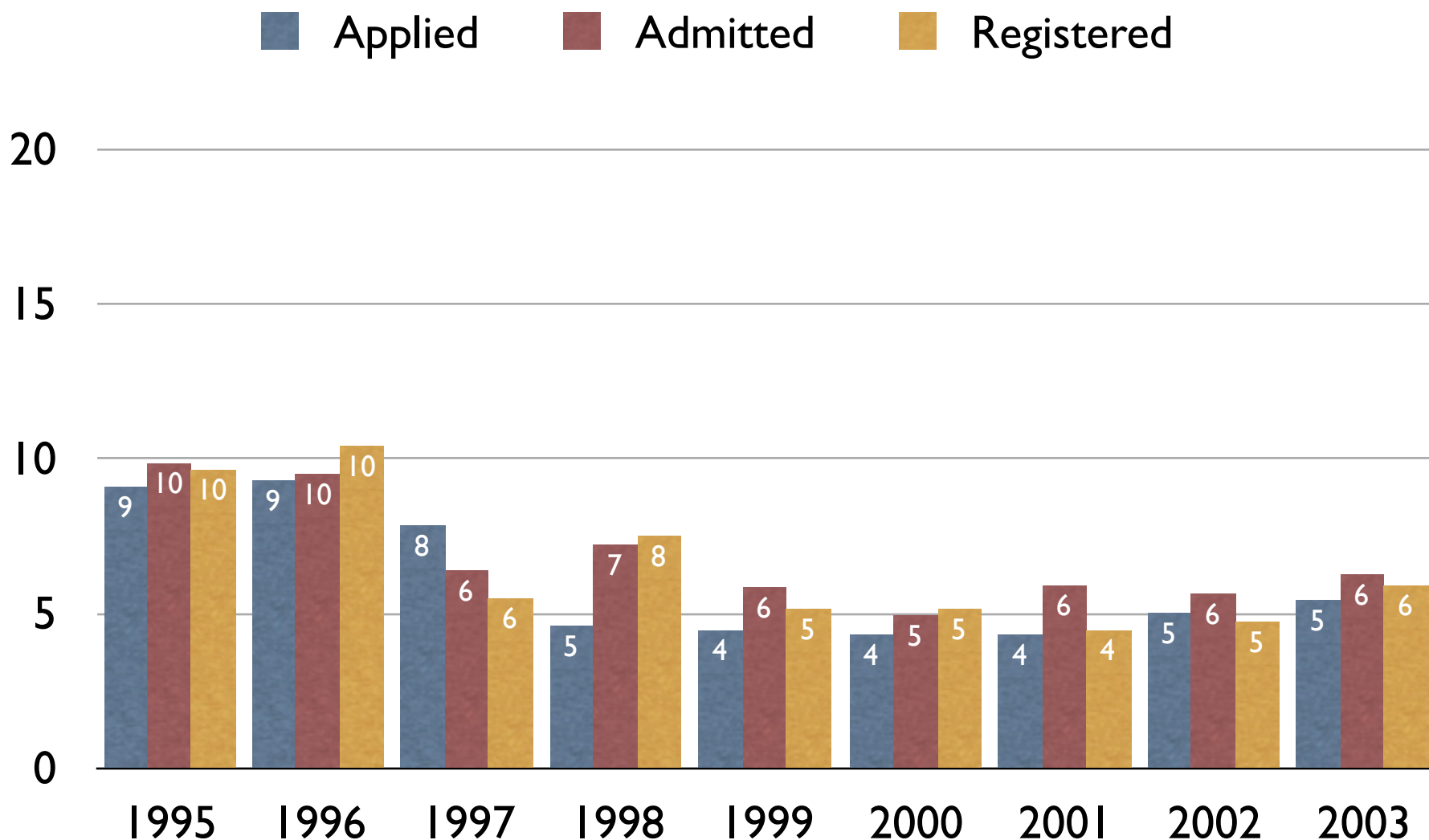


Figure 10

Underrepresented minority applicants, by group, to UC MBA programs, 1995-2003 (n)

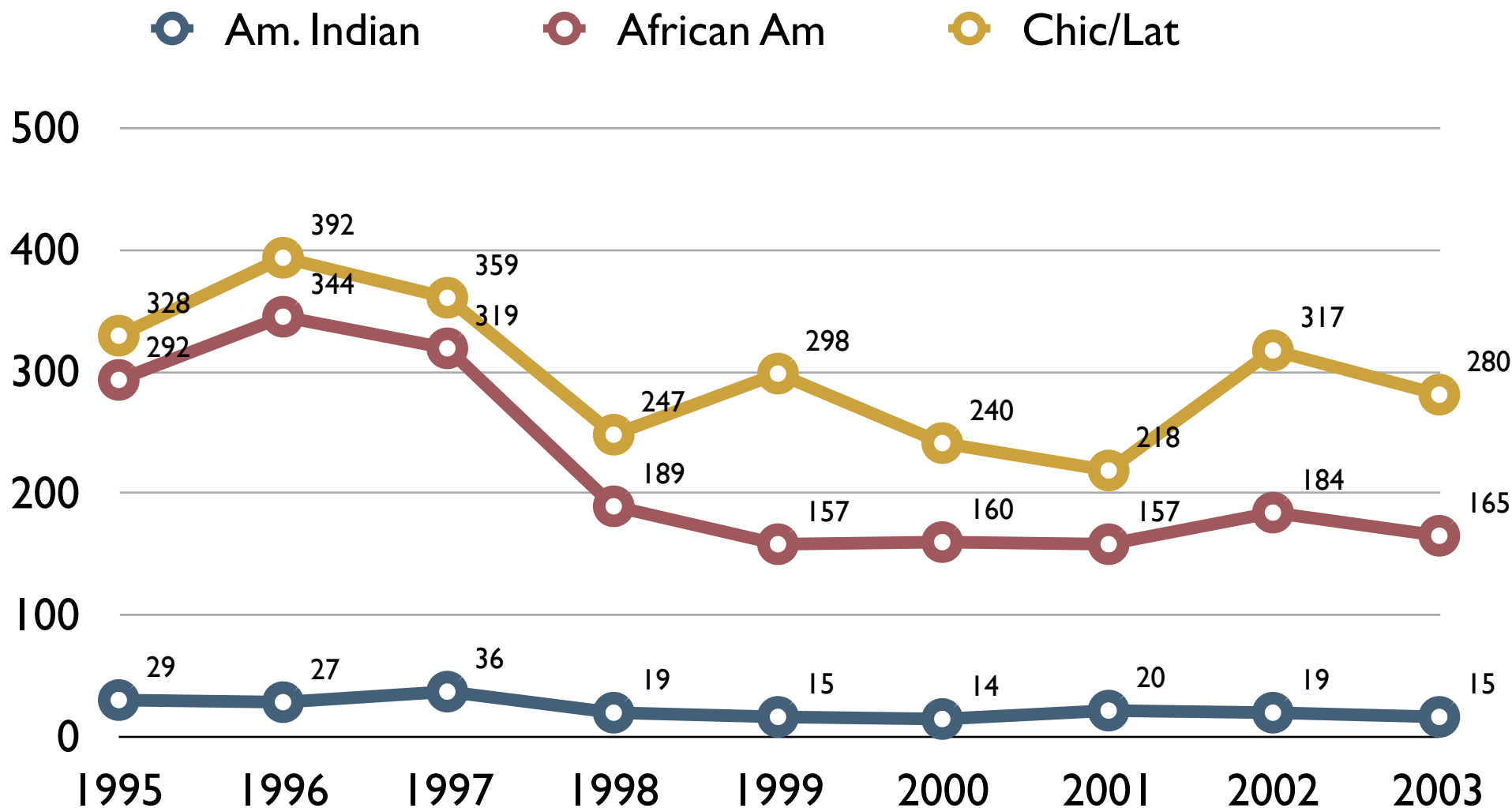


Figure 11

Minority applicants, by group, to UC MBA programs, 1995-2003 (n)

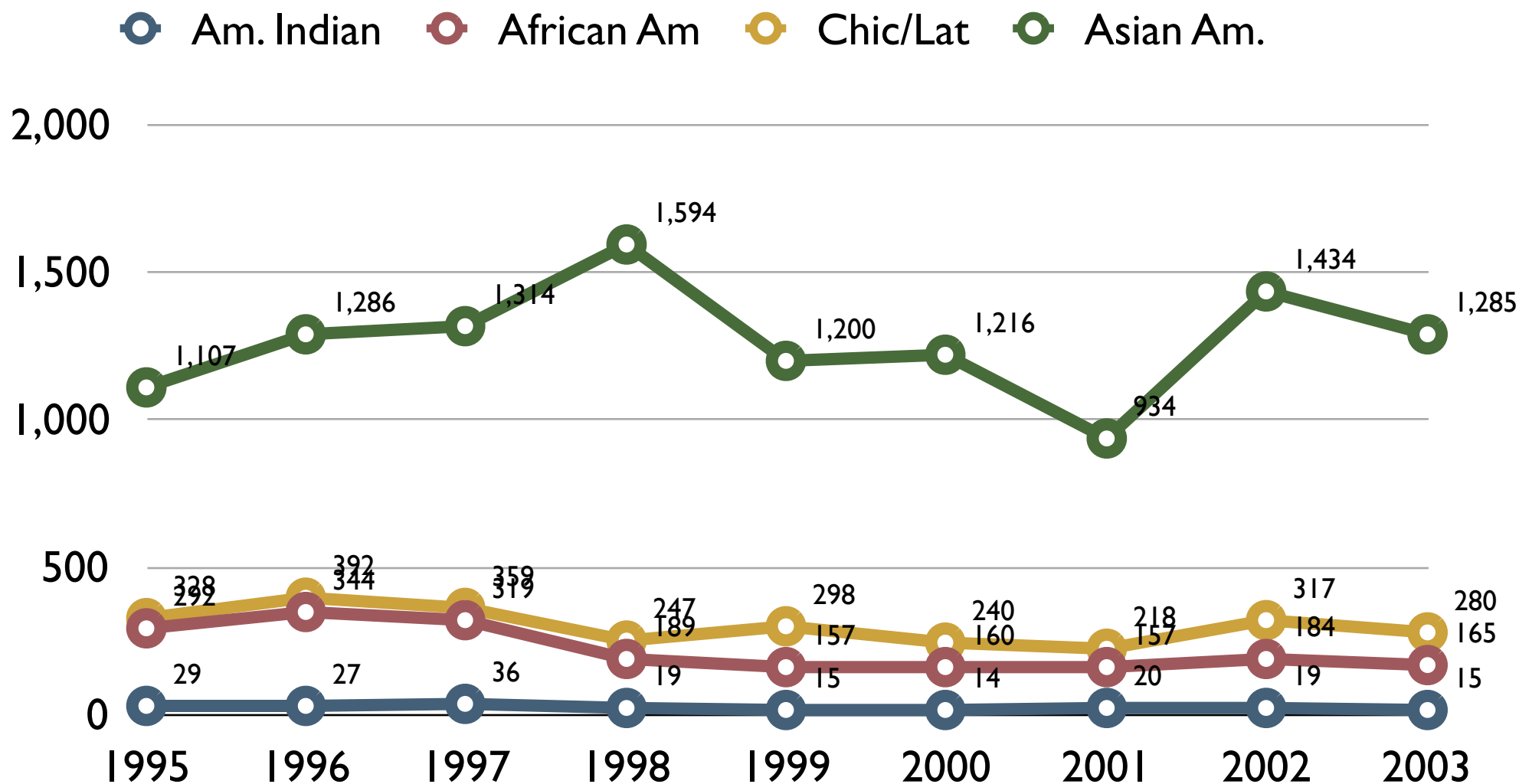


Figure 12

Minority, White, and Total applicants, by group, to UC MBA programs, 1995-2003 (n)

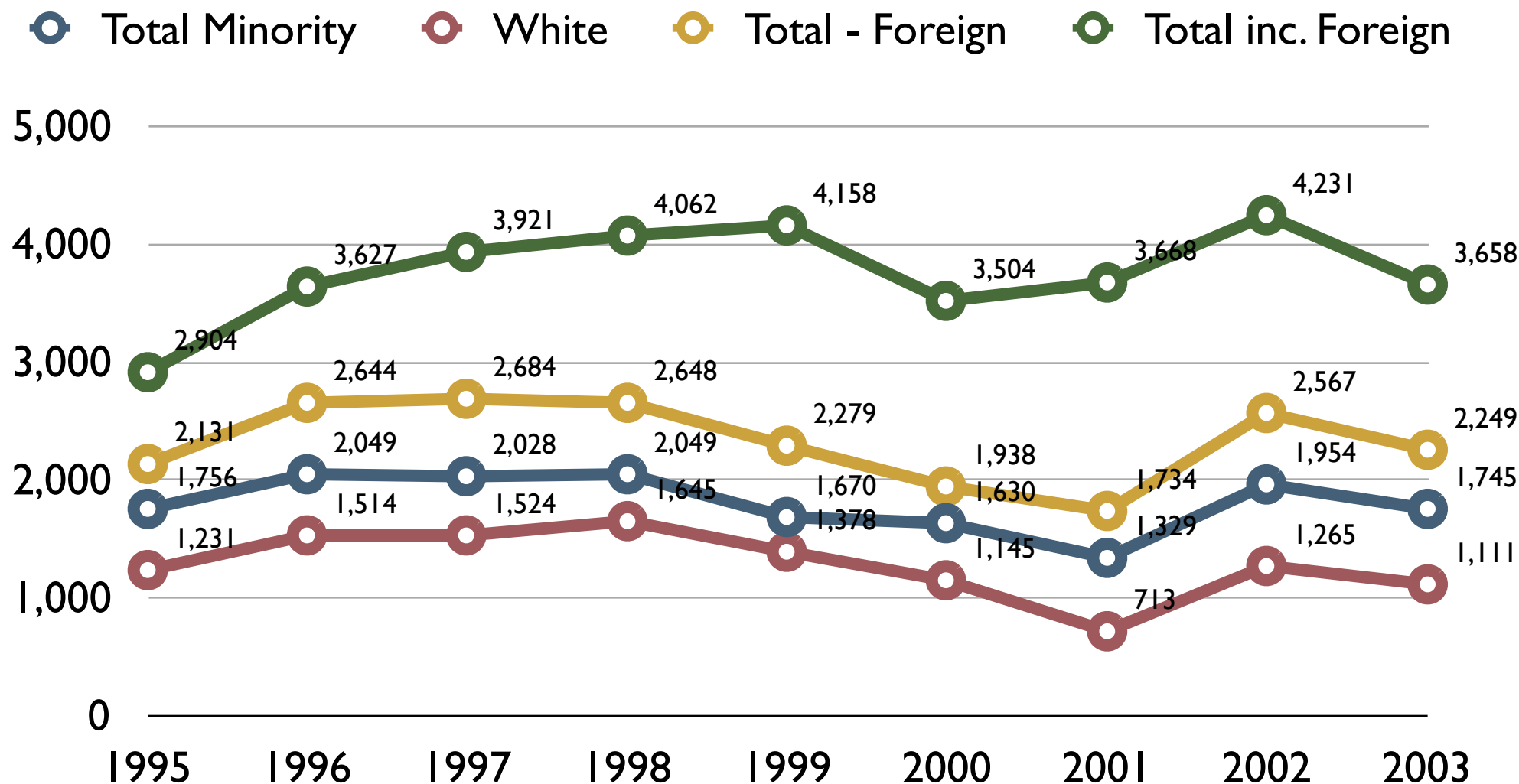


Figure 13

Ratio of admits to applicants, UC MBA Programs, 1995-2003

Am. Indian Af.Am. Chic/Lat Asian Am. Foreign White

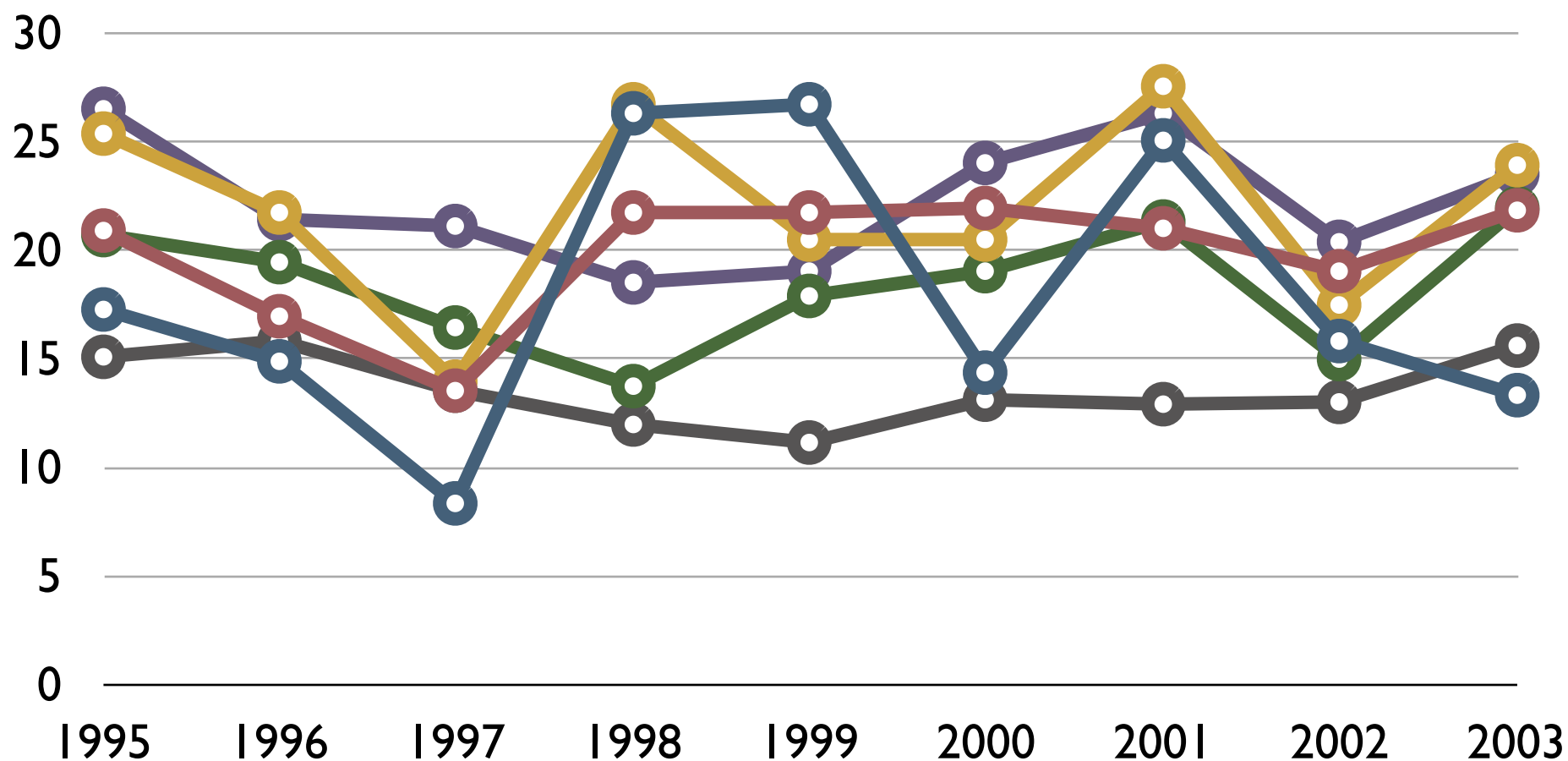


Figure 14

Underrepresented minority applicants, admits, and registrants to UC Law Schools, 1994-2003 (%)

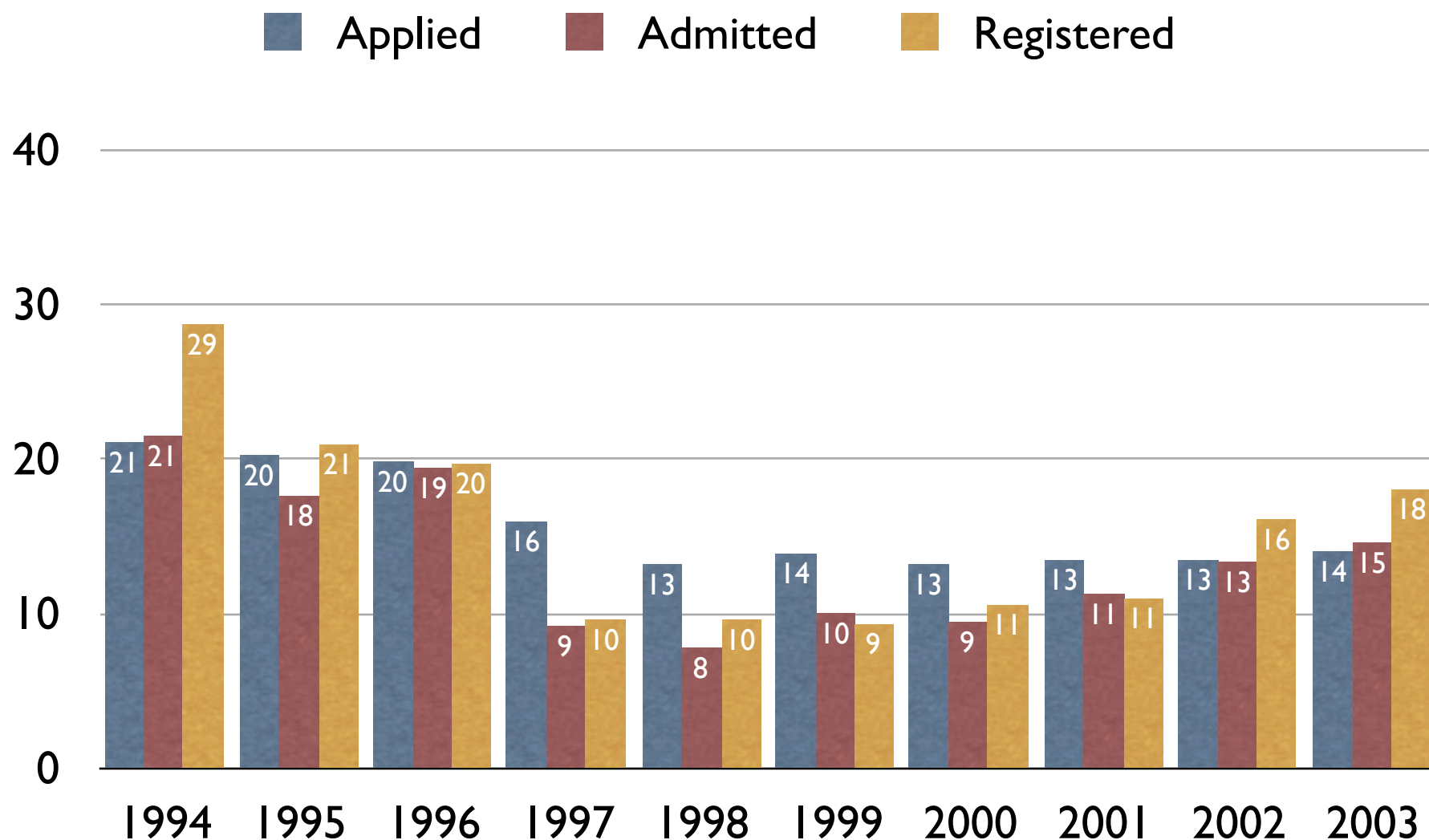


Figure 15

Underrepresented minority applicants, by group, to UC Law Schools, 1994-2003 (n)

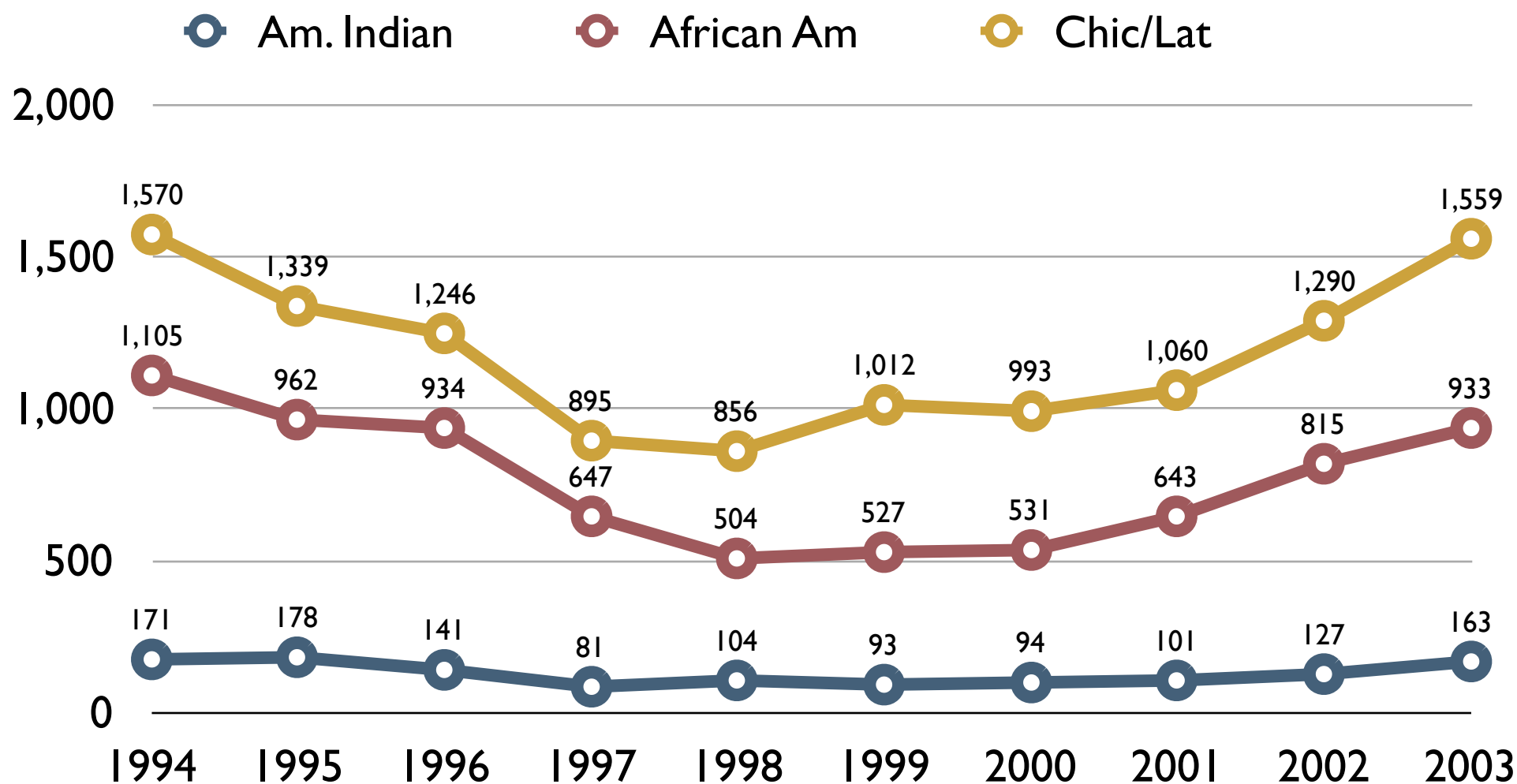


Figure 16

Underrepresented minority admitted, by group, to UC Law Schools, 1994-2003 (n)

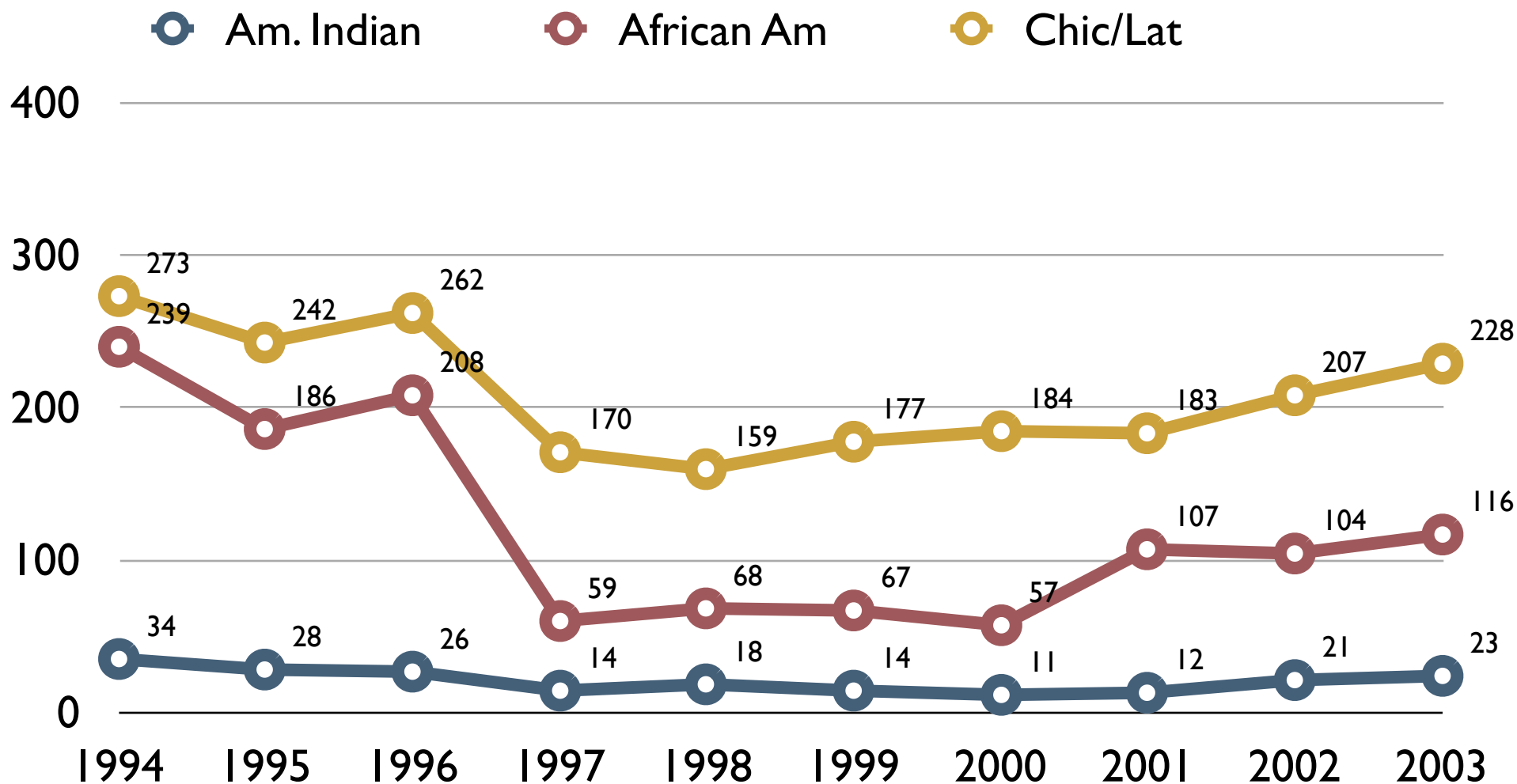
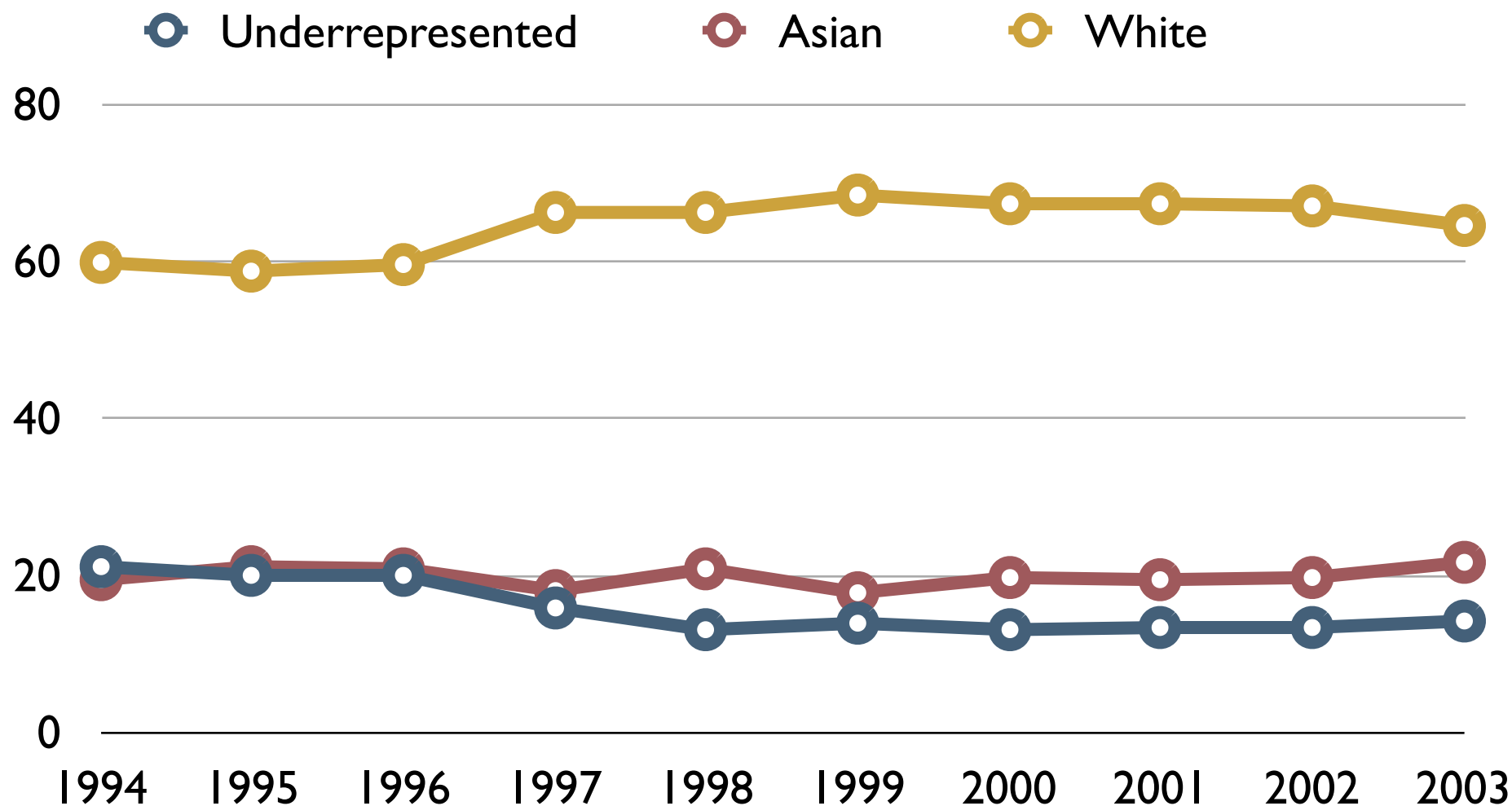


Figure 17

Underrepresented minority, Asian, and White applicants to UC Law Schools, 1994-2003 (%)



Ratio of admits to applicants, UC Law Schools, 1994-2003

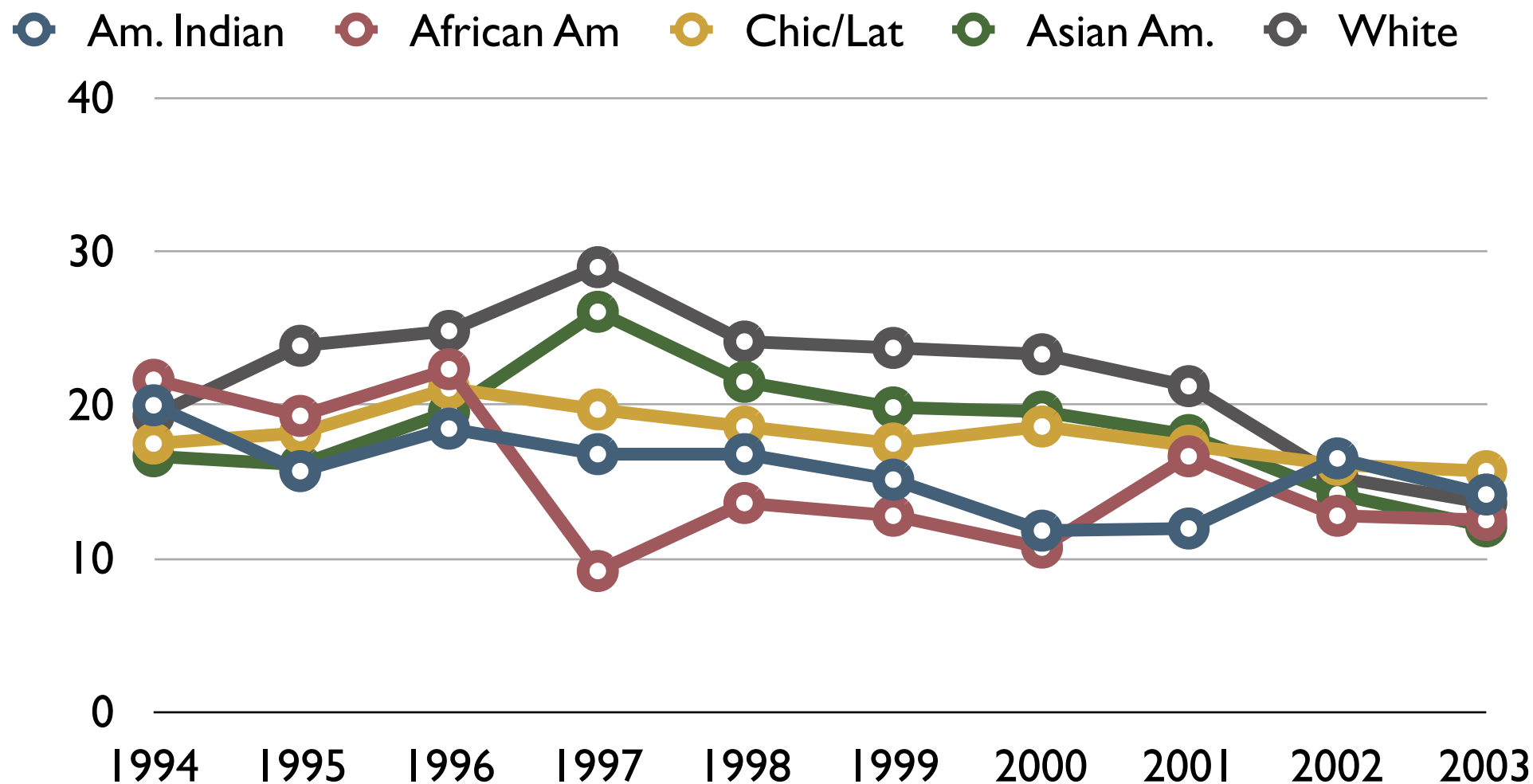
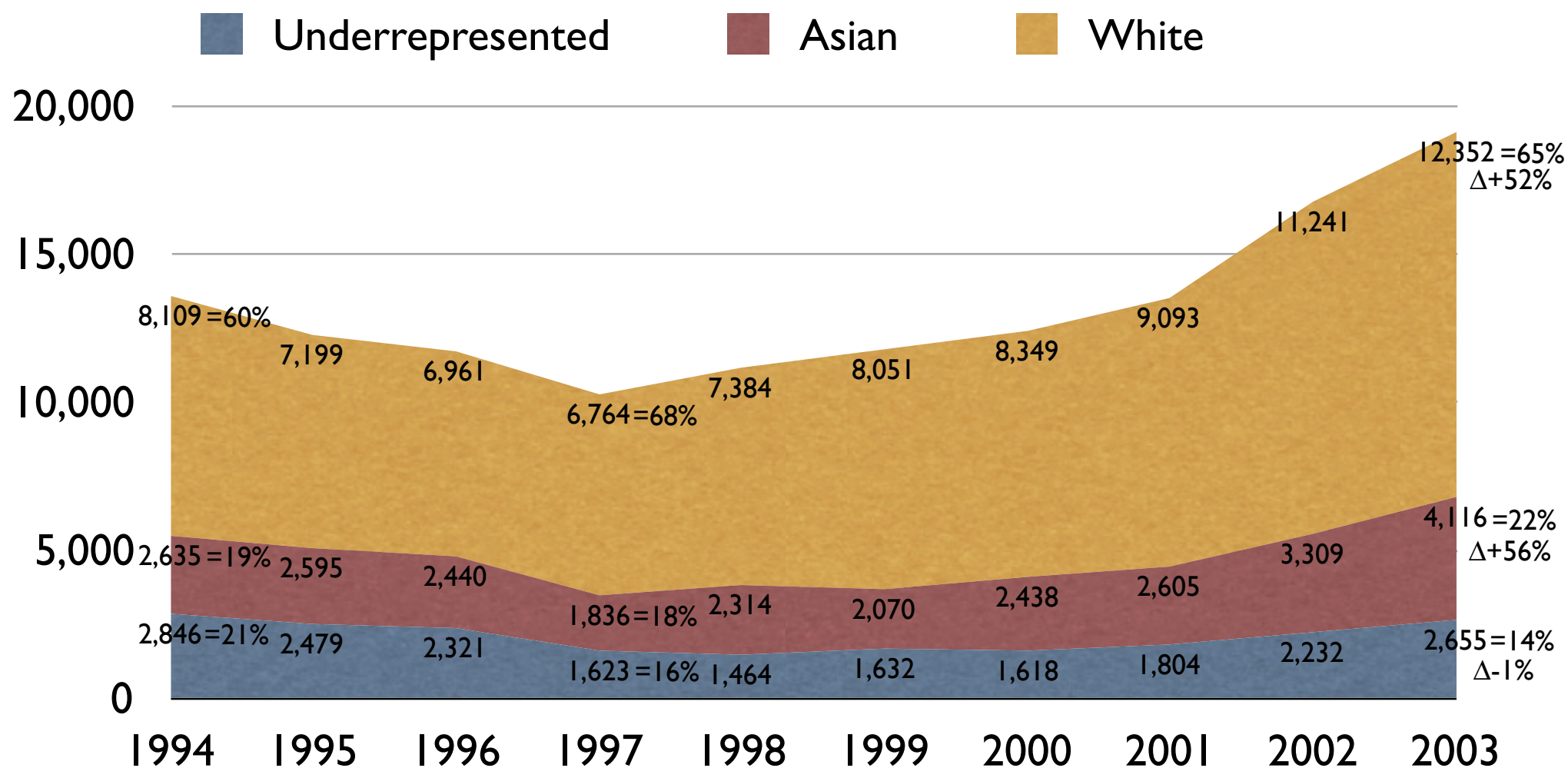


Figure 19

Underrepresented minority, Asian, and White applicants to UC Law Schools, 1994-2003 (n)



Underrepresented minority applicants, admits, and registrants to UC Medical Schools, 1991-2001 (%)

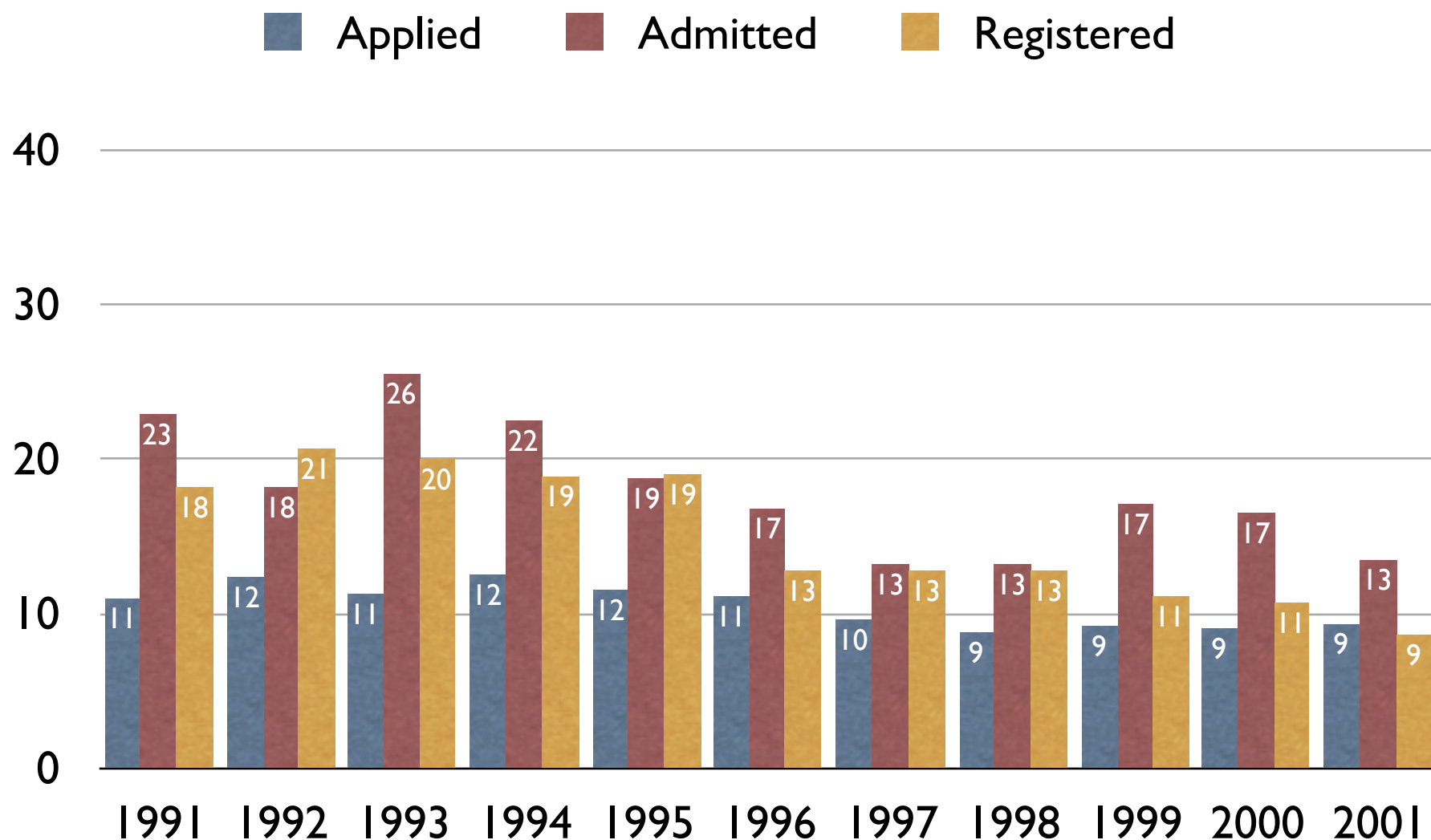


Figure 21

Ratio of admits to applicants, UC Medical Schools, 1994-2001

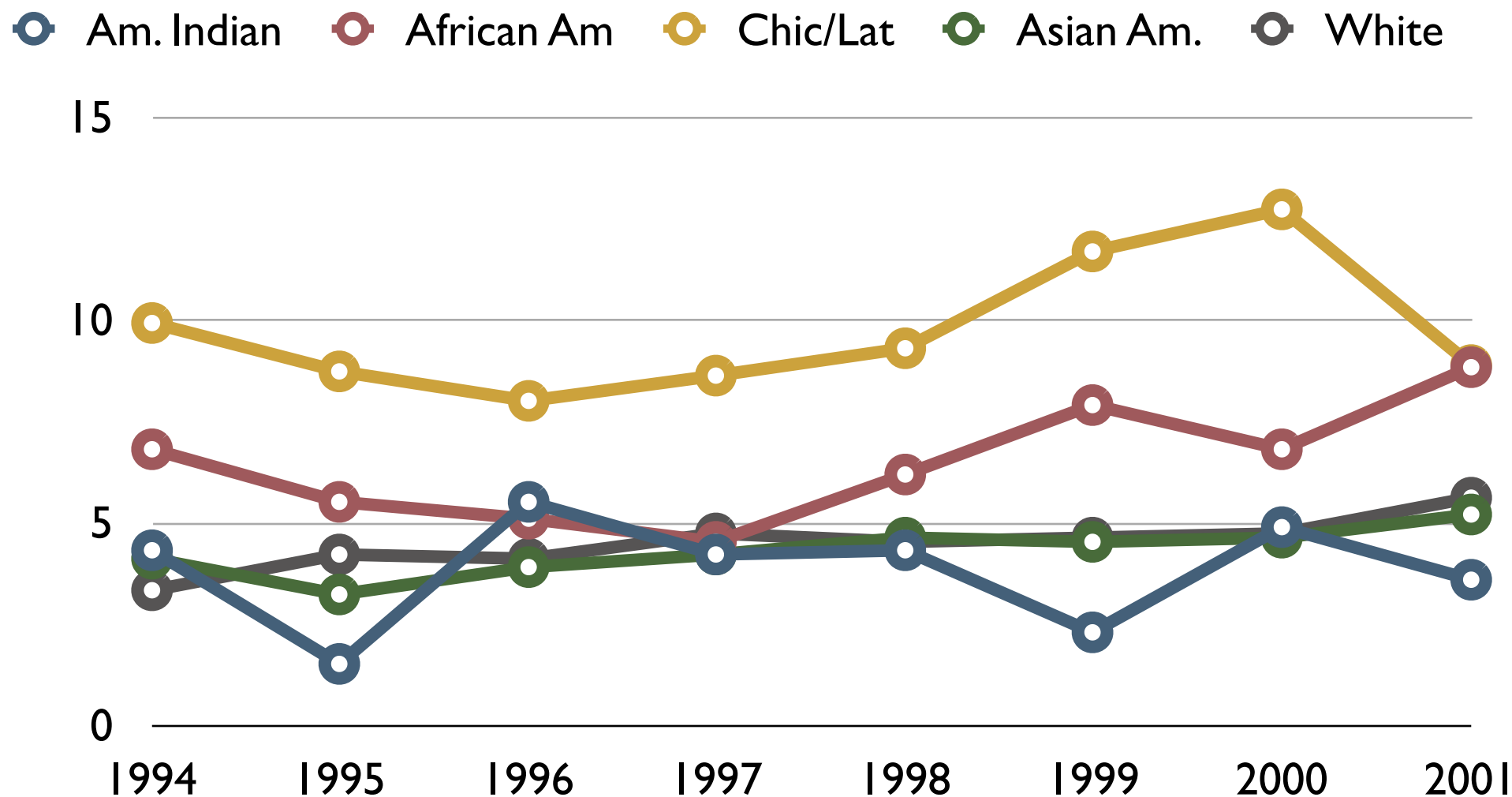
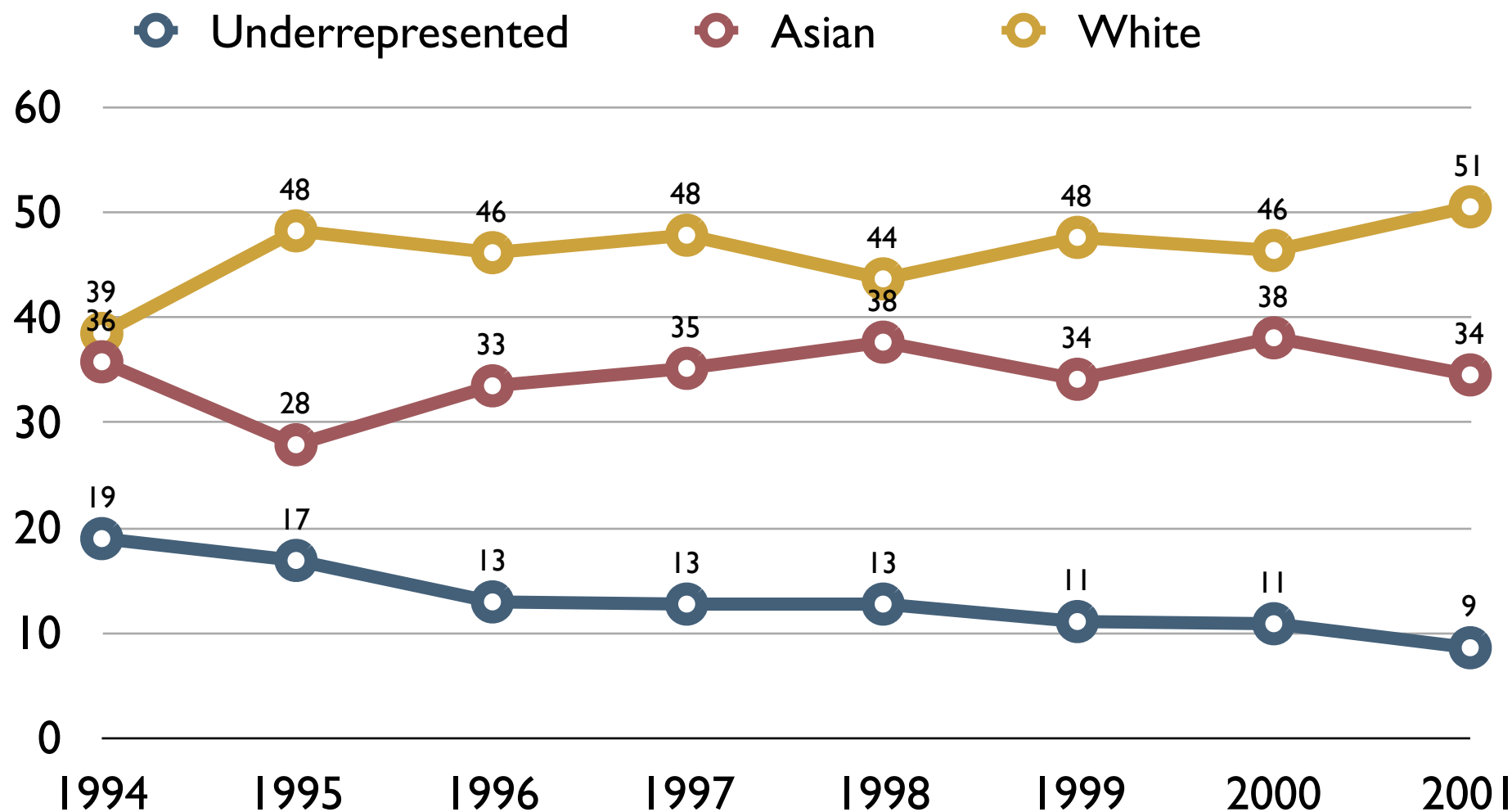


Figure 22

Underrepresented minority, Asian, and White newly registered in UC Medical Schools, 1994-2001 (%)



NON-TENURED FACULTY
ACADEMIC AVAILABILITIES (1997 TO 2001 NATIONAL & UC DOCTORAL DEGREE RECIPIENTS)
U.S. CITIZENS & PERMANENT RESIDENTS ONLY

TABLE 1

	NATIONWIDE DEGREE RECIPIENTS															
	AVAILABILITIES-%				AVAILABILITIES-NOS.				UC DEGREE RECIPIENTS				UC AS % OF NATION			
	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL
LIFE SCIENCES																
Agricultural Sci	9.6%	19.2%	80.8%	100.0%	272	546	2,293	2,839	14	36	155	191	5.1%	6.6%	6.8%	6.7%
Biological Sci	7.1%	23.3%	76.8%	100.0%	1,490	4,870	16,077	20,947	178	559	1,623	2,182	11.9%	11.5%	10.1%	10.4%
Other Life Sci ¹	9.4%	19.1%	80.9%	100.0%	520	1,052	4,465	5,517	38	81	230	311	7.3%	7.7%	5.2%	5.6%
TOTAL LIFE SCI	7.8%	22.1%	77.9%	100.0%	2,282	6,468	22,835	29,303	230	676	2,008	2,684	10.1%	10.5%	8.8%	9.2%
COMPUTER SCI, MATH, ENGINEERING																
Engineering	6.9%	27.2%	72.8%	100.0%	971	3,815	10,199	14,014	74	455	919	1,374	7.6%	11.9%	9.0%	9.8%
Computer Science	6.0%	25.3%	74.7%	100.0%	144	604	1,783	2,387	10	58	187	245	6.9%	9.6%	10.5%	10.3%
Mathematics	5.7%	18.6%	81.4%	100.0%	169	550	2,400	2,950	21	69	233	302	12.4%	12.5%	9.7%	10.2%
TOTAL CS, MATH, ENGIN	6.6%	25.7%	74.3%	100.0%	1,284	4,969	14,382	19,351	105	582	1,339	1,921	8.2%	11.7%	9.3%	9.9%
PHYSICAL SCIENCES																
Chemistry	7.1%	21.3%	78.7%	100.0%	476	1,423	5,259	6,682	46	177	558	735	9.7%	12.4%	10.6%	11.0%
Geological & Related Sci	5.2%	14.6%	85.4%	100.0%	70	199	1,161	1,360	12	26	141	167	17.1%	13.1%	12.1%	12.3%
Physics	4.3%	18.4%	81.6%	100.0%	162	692	3,063	3,755	20	99	341	440	12.3%	14.3%	11.1%	11.7%
Other Physical Sci ²	5.2%	15.2%	84.8%	100.0%	105	305	1,699	2,004	9	32	180	212	8.6%	10.5%	10.6%	10.6%
TOTAL PHYSICAL SCIENCES	5.9%	19.0%	81.0%	100.0%	813	2,619	11,182	13,801	87	334	1,220	1,554	10.7%	12.8%	10.9%	11.3%
HUMANITIES																
Psychology	12.5%	17.8%	82.2%	100.0%	1,892	2,698	12,440	15,138	78	136	395	531	4.1%	5.0%	3.2%	3.5%
Social Sciences	11.2%	20.5%	79.5%	100.0%	1,385	2,526	9,816	12,342	134	252	922	1,174	9.7%	10.0%	9.4%	9.5%
History	8.6%	14.4%	85.6%	100.0%	380	632	3,765	4,397	67	99	392	491	17.6%	15.7%	10.4%	11.2%
Letters	7.9%	13.5%	86.5%	100.0%	588	1,012	6,478	7,490	66	127	523	650	11.2%	12.5%	8.1%	8.7%
Foreign Lang & Lit	19.0%	25.1%	74.9%	100.0%	461	608	1,815	2,423	68	84	173	257	14.8%	13.8%	9.5%	10.6%
Fine Arts	6.6%	14.4%	85.6%	100.0%	274	598	3,567	4,165	26	42	228	270	9.5%	7.0%	6.4%	6.5%
Other Humanities ³	8.4%	14.9%	85.1%	100.0%	358	633	3,609	4,242	29	43	210	253	8.1%	6.8%	5.8%	6.0%
TOTAL HUMANITIES	10.6%	17.4%	82.7%	100.0%	5,338	8,707	41,490	50,197	468	783	2,843	3,626	8.8%	9.0%	6.9%	7.2%
EDUCATION																
	18.3%	22.0%	78.0%	100.0%	3,854	4,627	16,384	21,011	154	210	459	669	4.0%	4.5%	2.8%	3.2%
PROFESSIONAL FIELDS																
Business & Management	10.2%	20.2%	79.9%	100.0%	395	781	3,095	3,876	11	27	89	116	2.8%	3.5%	2.9%	3.0%
Communications	12.0%	17.7%	82.3%	100.0%	174	257	1,194	1,451	4	4	21	25	2.3%	1.6%	1.8%	1.7%
Other Profess Fields ⁴	13.9%	22.7%	77.3%	100.0%	401	655	2,236	2,891	12	35	75	110	3.0%	5.3%	3.4%	3.8%
TOTAL PROF FIELDS	11.8%	20.6%	79.4%	100.0%	970	1,693	6,525	8,218	27	66	185	251	2.8%	3.9%	2.8%	3.1%
GRAND TOTAL ⁵																
	9.4%	20.0%	80.0%	100.0%	14,541	29,083	112,798	141,881	1,071	2,651	8,054	10,705	7.4%	9.1%	7.1%	7.5%

1 Nursing, Public Health, Pharmacy, Veterinary Medicine

2 Astronomy and Astrophysics, Environmental Sciences, Oceanography, Marine Sciences, Meteorological Sciences

3 American Studies, Philosophy and Religion

4 Architecture, Home Economics, Library Sciences, Public Administration and Social Work

5 Weighted by discipline distribution of incumbent non-tenured faculty; unweighted: Underrep. Min. (10.2%), All Min. (20.5%), White (79.5%)

* Underrep. Minorities includes American Indians, African Americans and Chicanos/Latinos; All Minorities also includes Asians.

SOURCES: Availabilities - National Science Foundation, National Institutes of Health, U.S. Department of Education,
National Endowment for the Humanities, U.S. Department of Agriculture, National Aeronautics and
Space Administration, Survey of Earned Doctorates

	NATIONWIDE DEGREE RECIPIENTS								UC DEGREE RECIPIENTS				UC AS % OF NATION			
	AVAILABILITIES-%				AVAILABILITIES-NOS.											
	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL
LIFE SCIENCES																
Agricultural Sci	5.7%	11.9%	88.1%	100.0%	597	1,244	9,218	10,462	29	72	489	561	4.9%	5.8%	5.3%	5.4%
Biological Sci	4.5%	13.9%	86.1%	100.0%	2,363	7,320	45,384	52,704	329	941	4,735	5,676	13.9%	12.9%	10.4%	10.8%
Other Life Sci ¹	7.3%	13.5%	86.5%	100.0%	838	1,543	9,886	11,429	73	131	739	870	8.7%	8.5%	7.5%	7.6%
TOTAL LIFE SCI	5.1%	13.6%	86.5%	100.0%	3,798	10,107	64,488	74,595	431	1,144	5,963	7,107	11.3%	11.3%	9.2%	9.5%
COMPUTER SCI, MATH, ENGINEERING																
Engineering	4.5%	25.0%	75.0%	100.0%	1,482	8,320	24,928	33,248	112	942	2,079	3,021	7.6%	11.3%	8.3%	9.1%
Computer Science	3.2%	19.2%	80.8%	100.0%	174	1,043	4,376	5,419	18	124	402	526	10.3%	11.9%	9.2%	9.7%
Mathematics	3.7%	16.7%	83.3%	100.0%	276	1,234	6,148	7,382	53	161	693	854	19.2%	13.0%	11.3%	11.6%
TOTAL CS, MATH, ENGIN	4.2%	23.0%	77.0%	100.0%	1,932	10,597	35,452	46,049	183	1,227	3,174	4,401	9.5%	11.6%	9.0%	9.6%
PHYSICAL SCIENCES																
Chemistry	4.7%	15.5%	84.5%	100.0%	1,005	3,333	18,204	21,537	107	381	1,921	2,302	10.6%	11.4%	10.6%	10.7%
Geological & Related Sci	2.5%	7.8%	92.2%	100.0%	120	371	4,363	4,734	24	48	506	554	20.0%	12.9%	11.6%	11.7%
Physics	3.7%	16.2%	83.8%	100.0%	410	1,808	9,342	11,150	50	204	1,073	1,277	12.2%	11.3%	11.5%	11.5%
Other Physical Sci ²	3.1%	10.5%	89.5%	100.0%	145	493	4,219	4,712	19	63	496	559	13.1%	12.8%	11.8%	11.9%
TOTAL PHYSICAL SCIENCES	4.0%	14.3%	85.8%	100.0%	1,680	6,005	36,128	42,133	200	696	3,996	4,692	11.9%	11.6%	11.1%	11.1%
HUMANITIES																
Psychology	8.1%	10.2%	89.8%	100.0%	3,547	4,475	39,454	43,929	178	269	1,193	1,462	5.0%	6.0%	3.0%	3.3%
Social Sciences	9.1%	15.2%	84.8%	100.0%	2,754	4,592	25,667	30,259	304	515	2,411	2,926	11.0%	11.2%	9.4%	9.7%
History	6.6%	9.1%	90.9%	100.0%	576	795	7,913	8,708	92	131	860	991	16.0%	16.5%	10.9%	11.4%
Letters	5.5%	8.6%	91.4%	100.0%	926	1,438	15,322	16,760	101	159	1,376	1,535	10.9%	11.1%	9.0%	9.2%
Foreign Lang & Lit	18.5%	21.6%	78.4%	100.0%	1,126	1,311	4,763	6,074	148	170	579	749	13.1%	13.0%	12.2%	12.3%
Fine Arts	4.5%	8.2%	91.8%	100.0%	456	820	9,230	10,050	38	71	525	596	8.3%	8.7%	5.7%	5.9%
Other Humanities ³	6.3%	9.0%	91.0%	100.0%	546	778	7,884	8,662	32	41	373	414	5.9%	5.3%	4.7%	4.8%
TOTAL HUMANITIES	8.0%	11.4%	88.6%	100.0%	9,931	14,209	110,233	124,442	893	1,356	7,317	8,673	9.0%	9.5%	6.6%	7.0%
EDUCATION	13.0%	14.9%	85.1%	100.0%	7,866	9,024	51,608	60,632	224	321	1,275	1,596	2.8%	3.6%	2.5%	2.6%
PROFESSIONAL FIELDS																
Business & Management	5.1%	13.9%	86.1%	100.0%	553	1,495	9,288	10,783	5	54	223	277	0.9%	3.6%	2.4%	2.6%
Communications	9.8%	13.3%	86.7%	100.0%	364	493	3,225	3,718	7	8	32	40	1.9%	1.6%	1.0%	1.1%
Other Profess Fields ⁴	10.4%	14.1%	85.9%	100.0%	1,007	1,375	8,345	9,720	28	59	208	267	2.8%	4.3%	2.5%	2.7%
TOTAL PROF FIELDS	7.9%	13.9%	86.1%	100.0%	1,924	3,363	20,858	24,221	40	121	463	584	2.1%	3.6%	2.2%	2.4%
GRAND TOTAL ⁵	6.5%	14.5%	85.5%	100.0%	27,131	53,305	318,767	372,072	1,971	4,865	22,188	27,053	7.3%	9.1%	7.0%	7.3%

1 Nursing, Public Health, Pharmacy, Veterinary Medicine
2 Astronomy and Astrophysics, Environmental Sciences, Oceanography, Marine Sciences, Meteorological Sciences
3 American Studies, Philosophy and Religion
4 Architecture, Home Economics, Library Sciences, Public Administration and Social Work
5 Weighted by discipline distribution of incumbent tenured faculty; unweighted: Underrep. Min. (7.3%), All Min. (14.3%), White (85.7%)

* Underrep. Minorities includes American Indians, African Americans and Chicanos/Latinos; All Minorities also includes Asians.

SOURCES: Availabilities - National Science Foundation, National Institutes of Health, U.S. Department of Education,
National Endowment for the Humanities, U.S. Department of Agriculture, National Aeronautics and
Space Administration, Survey of Earned Doctorates