



American Association of Hispanics in Higher Education, Inc.

**A Report Card on Latina/o Leadership in California's Public Universities: A Trend
Analysis of Faculty, Students, and Executives in the CSU and UC Systems**

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Abstract

Given nationwide trends in leadership vis-à-vis the continual increase of the Latina/o population in California, we examine the status of leadership in two California public higher education systems: California State University (CSU) and University of California (UC). Using the Integrated Postsecondary Education Data System (IPEDS), U.S. Census Bureau, and other publicly available data, the authors use various descriptive and geographic information system tools to examine demographic trends over a ten-year period for students, faculty and administrators from 2000 to 2010. During this ten year period findings reveal that the representation of Latina/o faculty and administrators does not reflect the density in the Latina/o undergraduate student and general population. Latina/o faculty and administrators representation has increased at a significantly slower rate than that of student enrollments. This paper serves as a report card to analyze the level of success in hiring faculty and administrators within the two California public higher education systems.

Key words: Latina/o, faculty, higher education, University of California, California State University, public policy, administrators

A Report Card on Latina/o Leadership in California's Public Universities: A Trend Analysis of
Faculty, Students, and Executives in the CSU and UC Systems

Institutions of higher education across the country are experiencing enormous shifts in their student mix. In the South and the West, where there has been significant and steady growth of Latina/os, colleges and universities are enrolling a growing number of Latina/os. According to the National Center for Education Statistics (NCES), (2010), the percentage of Hispanic students has risen dramatically, from three percent of all college enrollments in 1976 to 13 percent in 2010. This is due in large part to population growth, immigration, and increases in college participation rates among 18–24 year olds (Santos & Saénz, in press). Latina/o students should continue to grow and account for a major part of enrollment increases in the future based on high school graduation projections (Western Interstate Commission for Higher Education (WICHE), 2008).

Purpose of the Study

The nationwide growth in Latina/o enrollment is a good sign; however, we should also pay close attention to the faculty and administrators who manage colleges and institutions where sizable and increasing Latina/o enrollments exist. In this study, we focus on the state of California. Given the nationwide trends in leadership vis-à-vis the continual increase of the Latina/oⁱ population in California, we examine the status of leadership in two California public higher education systems: California State University (CSU) and University of California (UC). Using quantitative methods, we analyze the demographic trends over a ten-year period for tenured faculty and administrators from 2000 to 2009. This paper serves as a report card to

analyze the level of success in hiring Latina/o faculty and administrators within the two public higher education systems over time.

In this paper, we begin by describing the demographic trends in California's public four year higher education systems for Latina/o tenured faculty and executive administrators while considering the demographic trends for Latina/o student enrollments. In addition, we use descriptive along with GIS techniques in order to provide a spatial representation of Latina/o enrollments and densities.

Increase in Latina/o College Population in California

In California, the Latina/o population and participation in higher education has consistently increased from 2001 to 2010. According to the U.S. Census Bureau (2010), Latinas/os comprised over 37 percent of California's population, representing a 12 percent increase from 2001. There is substantial growth of Latina/os reflected in the school-aged population. Fifty percent of students in the California K-12 system were Latina/os during 2010 compared to 44 percent in 2002 (Children Now, 2010; California Department of Education, 2010). In 2010, Latina/os consisted of nearly 41 percent of California high school graduates, a large increase from 32 percent in 2001 (California Postsecondary Education Committee [CPEC], 2010). Latina/o college enrollment also increased from 24 percent in 2001 to 31 percent in 2010. An increase also occurred in the number of Latina/os earning a degree from a California public postsecondary institution. In 2001, California Latina/os consisted of 17 percent of those earning a degree, compared to 22 percent in 2010. In 2010, 21 percent of Latina/os were enrolled in a CSU or UC campus. Finally, data from the CPEC reveals that there is also a continual increase in

the percentage of Latina/os in graduate school and the number of Latina/os earning a doctoral degree (CPEC, 2010).

Benefits of Increasing Latina/o Faculty and Administrators

Given the overall increase in the number of Latina/o college students in California (CPEC, 2010), it is necessary to examine the role of sustaining a strong representation of Latina/o faculty and executive/administrators in California public higher education. For instance, Latina/o administrators serve as mentors for Latina/o faculty to enter the administrative pathway (Sedlacek & Fuertes, 1993). Latina/o faculty members also serve as role models. Gutierrez, Castaneda, and Katsinas (2002) conducted a qualitative survey in their study and found that Latina/o faculty serves as role models for Latina/o college students. These researchers also found that faculty members mentor Latina/o college students and support students in their next level of education pursuits. Cole and Barber (2003) corroborate previous research and note that faculty of color encourages students of color to succeed academically and they facilitate student career aspirations.

Other studies show that Latina/o faculty members also help to promote an equitable higher education system on several levels. Latina/o faculty plays an essential role in assisting students of color and Latina/o students by increasing academic achievement (Berlak & Moyenda, 2001; Hagedorn, Chi, Cepeda, & McLain, 2007; Ladson-Billings, 1994; Schoem, Frankel, Zuniga, & Lewis, 1993; Tatum, 1997). In addition, other scholars find that a diverse faculty assists with recruiting students of color into college (Alger & Carrasco, 1997; Antonio, 2000). Since California has a large K-12 Latina/o student population, maintaining a representative faculty pool should serve to facilitate Latina/o students' pursuit of higher education. Given the

aforementioned increasing numbers of Latina/o college students in California, it is increasingly important to ensure adequate representation of Latina/o faculty to support the academic success of students. Moreover, Latina/o faculty members prepare all students to live in a diverse society and share a range of scholarly work (Antonio, 2002; Nieves-Squires, 1991; Turner & Myers, 2000; Stanley, 2006; Umbach, 2006). Finally, Latina/o faculty implements innovative scholarship and pedagogies (Antonio, 2000; Garcia, 2000; Nevarez & Bolunda, 2004; Turner, 2000; Umbach, 2006; Urrieta & Mendez Benavidez, 2007; Vargas, 2002). A study by Nevarez & Bolunda (2004) shows that Latina/o faculty members contribute to the advancement of Latina/o students and the Latina/o community. It is important to note that maintaining a representative group of Latina/o faculty members encourages institutions to approximate social justice tenets (Cole & Barber, 2003).

Administrators serve as role models, not only to the students, but also to the Latina/o faculty members in an institution and the greater Latina/o community (Gutierrez, Castaneda, & Katsinas, 2002; Lopez & Schultz, 1980). Research consistently finds that having a good representation of Latina/o faculty and administrators is beneficial not only to Latina/o students and students of color, but to the overall student population as well (Gutierrez, Castaneda, & Katsinas, 2002; Lopez & Schultz, 1980). For example, a sociopsychological study by Lopez and Schultz (1980) reveals that Latina/o administrators have a greater commitment to the Latina/o community. In their study, Lopez and Schultz find that community college Latina/o administrators not only benefit the college but they also represent a strong liaison with the Latina/o community. Therefore, given the continual increase in the Latina/o population in California, it is important to examine the context of Latina/o students, faculty, and administrators in the public college systems.

Availability of Administrative Positions

Now that the value that Latina/o faculty members and administrators bring to a college and the community at large has been presented, the availability of administrative positions in higher education is examined. Numerous retirements, a growth in availability of higher education administrative positions, and increases in the number of minorities earning doctorate degrees present a prospective change in the landscape of higher education leadership. By 2007, nationwide, the community college sector experienced 45 percent of community college presidents retiring (Fain, 2008). In 2008, 10 percent of community collegeⁱⁱ presidential positions were open in California (Moser, 2008). Furthermore, it is predicted that by 2016, 84 percent of community college presidents will retire (Shultz, 2001). College presidents specifically are growing older, which is reflected in the fact that nearly half of college presidents in 2006 were 61 years of age or older (King & Gomez, 2008). In addition, research suggests that between 2005 and 2015, higher education will experience a fifty percent turnover in senior administrators (Leubsdorf, 2006). The U.S. Bureau of Labor Statistics projects that an estimated 6,000 jobs in higher education administration jobs will need to be filled annually through 2014 and the positions available will continue to increase throughout 2018 (Leubsdorf, 2006). Since the number of Latina/os earning a doctoral degree increased greatly between 1992 and 2002 it should be expected that the number of minorities hired for administrative and leadership positions has also increased (Harvey & Anderson, 2005). In fact, throughout the United States, the number of Latina/os in administrative positions has increased slightly. Nevertheless, despite the slight increase, Latina/os continue to lag behind their white counterparts (Harvey & Anderson, 2005).

Pathway to Administrative Positions

Despite the availability of administrative level positions, it is important to examine the pathway and context of Latina/os available to fill those positions. The traditional pipeline to a presidency position typically includes positions as an “assistant professor, [associate professor], full professor, chair, dean, provost, and vice president” (Leon & Nevarez, 2007, p. 359). In order to enter a college as an assistant professor, a person typically needs to earn a doctoral degree first. Research shows that almost 79 percent of college presidents have a Ph.D. or Ed.D. (Corrigan, 2002). In California, the number of Latina/os earning a doctoral degree has increased from 2001 to 2010 (CPEC, 2010). Unfortunately, few Latina/os have the opportunity to secure tenure eligible or ladder track positions, which would place them on the traditional pathway to become a higher level administrator. Delgado-Romero and his colleagues (2003) posit that Latina/o faculty members represent the bottom of the faculty hierarchical system. The U.S. Department of Education, National Center for Education Statistics reveals that only four percent of faculty nationwide is Latina/o (Digest of Education Statistics, 2010, Table 256). Furthermore, research suggests that after entering the tenure pathway, 64 percent of Latina/os gain tenure in contrast to 75 percent of white faculty (Delgado-Romero, et al., 2003). The lack of attaining tenure results in less than two percent of full-time professors being Latina/o, while 75 percent are White (Harvey, 2003). Administrator representation is consistent with the low percentage of Latina/o faculty members. In Fall 2003, less than six percent of those in administrative positions were Latina/o in two-year public colleges (U.S. Department of Education, 2005). Unfortunately, the Latina/o representation lessens when examining four-year public institutions—in 2003, less than four percent of administrators are Latina/os (U.S. Department of Education, 2005).

Therefore, to increase the future applicant pool for college presidents, colleges need to actively recruit and increase the number of Latina/o tenured faculty members (Ross, Green, & Henderson, 1993; Santiago 1996; Smith & Moreno, 2006). Alternatively, community college presidents often have the opportunity to become presidents after maintaining non-academic administrator positions. Community colleges also need to increase the number of Latina/os in non-academic administrator positions (Ross, Green, & Henderson, 1993; Santiago 1996). This paper examines whether California State University and the University of California public four-year college systems have a representative number of Latina/o faculty members and administrators.

Research Questions

The research on Latina/os in higher education and the Latina/o population trends in California guide this paper and are the basis for the following research questions:

1. How did the representation of Latinas/os in tenured faculty and academic administration positions change between 2001 and 2009?
2. How do changes in Latina/o faculty members compare to Latina/o student enrollment trends between 2001 and 2009?
3. How do changes in Latina/o administrative positions compare to Latina/o student enrollment trends between 2001 and 2009?
4. How do Latinas/os in academic administration positions compare to trends in Latina/o faculty between 2001 and 2009?

Data & Methods

Using the Integrated Postsecondary Education Data System (IPEDS) and other publicly available data, we employ various descriptive and geographic information system (GIS) tools to examine demographic trends for faculty and administrators from 2001 to 2009.

We use GIS software to examine the Latina/o representation of faculty and staff in the CSU and UC systems. Using descriptive statistics, maps were designed to display the percentage of 1) Latina/os in the population of first-time/full-time enrolled students, 2) the percentage of Latina/o faculty members, and 3) the percentage of Latina/o executive administrators for Fall 2009. Furthermore, the percentage of incoming students was compared to the percentage of Latina/o faculty members. Also, the percentage of Latina/o tenured faculty was compared to the percentage of Latina/o executive administrators.

There are nine University of California (UC) campuses that have undergraduate programs; four are located in Northern California and five are located in Southern California. University of California, Berkeley, the founding UC campus, was established in 1868. UC Merced, the most recent campus, opened its doors in 2005. The California State University (CSU) system has 23 campuses throughout the state of California. San Jose State University is the oldest CSU campus and was established in 1857. CSU Channel Islands is the newest campus, and was established in 1996. Although both systems are four-year universities, the UC system concentrates on research, while the CSU system focuses on teaching per the California Master Planⁱⁱⁱ. In addition, until recently and with few exceptions, only the UC campuses offered doctoral degrees.

In this study, students in both the CSU and UC systems are defined as first-time/full-time freshmen. Since the publicly available data for each higher education system defines an “administrator” differently, we elected to use their definitions for ease of analysis. A CSU faculty member includes professors, department chairs and lecturers. Moreover, librarians, coaches and extension or summer session faculty are excluded from this definition and our analyses. A CSU administrator is defined as a campus executive, dean, personnel officer, director of physical plant, and other managers and supervisors.

Findings

Major findings emerged from the examination of Latina/o student enrollment, faculty, and administrator trends in both the CSU and UC systems. First, we found that for both the CSU and UC systems, not one campus maintains an equal distribution of Latina/o representation among incoming students, tenured faculty, and administrative executives. Second, trends analysis shows the states flagship universities, namely UC Berkeley and UCLA, have largely underrepresented Latino/a student, faculty, and administrative populations in comparison to their local populations. Third, most Latino/a students are concentrated in universities located in the Central Valley and lower-income communities.

Mapping U.S. Census Bureau (2010) data, it is clear that the Latina/o population is distributed widely throughout the state of California. However, the greatest concentration of Latina/os exists in Southern California and in the Central Valley (see Figure 1).

---Place Figure 1 About Here ---

The percentage of Latina/o first-time/full-time student enrollments and full-time Latina/o faculty for CSU campuses are presented in Figures 2 and 3, respectively. The CSU campus

enrolling the smallest percentage of Latina/o students is California Polytechnic University, San Luis Obispo, with 13 percent (see Table 1). The campuses with the highest percentage of Latina/o student enrollment, ranging from 48 to 65 percent, are CSU San Bernardino (58%), Dominguez Hills (59%), and Los Angeles (65%). Figures 2 and 3, when contrasted, show that Latina/o faculty is underrepresented compared to Latina/o student enrollment. Table 2 and Figure 3 show that the percentage of Latina/o faculty ranges from zero (Cal Maritime) to 20 percent (CSU Monterey Bay). For CSU Channel Islands, Los Angeles, San Marcos, approximately 14 percent of the faculty is Latina/o. CSU Monterey Bay (20%) has the most Latina/o faculty among all CSU campuses. Figures 2 and 4 reveals a similar narrative regarding the student and faculty comparison—Latina/o executive administrators are underrepresented when contrasted with Latina/o student enrollment. Figure 4 shows that the percentage of Latina/o executives ranges from 16 (CSU Fresno) to 22 percent (CSU San Bernardino).

---Place Table 1 and 2 About Here---

---Place Figures 2, 3 and 4 About Here---

Unfortunately, the Latina/o student representation is even more dismal at UC campuses. Table 4 and Figure 5 reveals that the Latina/o student enrollment for incoming first-time students ranges from 10 to 35 percent. UC Merced and UC Riverside represent the campuses with the largest Latina/o student enrollment population, 35 and 32 percent, respectively. Additionally, the average Latina/o UC student enrollment stands at 21 percent. As a result, they are the only two UC campuses that are classified as Hispanic Serving Institutions. However, taking the yield rate into account, UC Merced is the campus that is least attractive for students admitted. The UC Office of the President (2009) reports that only 10 percent of students admitted to UC Merced

actually choose to enroll in the campus. UC Riverside has a yield rate higher than UC Merced, with 23 percent of accepted applicants deciding to enroll in the campus. UC Berkeley, has the highest yield rate, with 40 percent of admitted students enrolling (UCOP, 2009).

---Place Table 4 and Figure 5 About Here---

Despite UC Merced and UC Riverside maintaining the highest incoming Latina/o student enrollment in 2009, the Latina/o representation among the tenured faculty and executive administrators does not compare. Table 5 and Figure 6 demonstrate the percentage of Latina/o tenured faculty ranges from a low of 3 percent at UC San Francisco to a high of 15 percent at UC Merced. The average percentage of faculty at all UC campuses is 6 percent. Also, roughly one in five Latina/o tenured faculty in all UC campuses were at UC Merced or UC Santa Cruz. Although UC Merced has the largest percentage of tenured faculty than any other UC, all other UC campuses experience a significant drop into the 3 to 6 percent range.

---Place Table 5 and Figure 6 About Here---

Remarkably, a similar trend is illustrated among UC executive administrators. Once again, UC Merced had 15 percent of their executive body identifying as Latina/o. UC Irvine followed this campus with nine percent of its faculty composed of Latinas/os. Interestingly, one in four of UC executive administrators were located at UC Merced and UC Irvine. On average, eight percent of UC executives/management staff was Latinas/os. The lowest number of UC executives was located at UC San Francisco with less than six percent of executive staff identifying as Latina/o (see Table 6 and Figure 7).

---Place Table 6 and Figure 7 About Here---

In 2001, CSU Latina/o students made up 23 percent of the total enrolled student population and by 2009 comprised 33, a 10 percentage point increase. CSU Latina/o executives showed just over a half percentage point decrease and faculty showed a two percentage point increase. During this period a clear trend emerges, the slope of Latina/o student enrollment is steep and accelerates between 2005 and 2009 compared to the slope of Latina/o faculty and executives. In 2001, the relative gaps in Latina/o student enrollment, faculty, and executives were large and by 2009 the gap widened substantially. In fact, Latina/o executives in the system lost ground while Latina/o faculty showed relatively small but steady increases.

In 2001, UC Latina/o students made up 10 percent of the total enrolled student population and by 2009 comprised 19, an approximately 10 percentage point increase. UC Latina/o executives showed a one percentage point increase and faculty showed just over a half percentage point increase. During this period a clear trend emerges, the slope of Latina/o student enrollment is steep compared to the slope of Latina/o faculty and executives. In 2001, the relative gaps in Latina/o student enrollment, faculty, and executives were small. By 2009, the gaps grew larger.

---Place Figures 8 and 9 About Here---

Contributions of the Study

The current study extends the work on Latina/o leadership in the state of California with a focus on Latina/o student enrollment, faculty, and administrators. In our analysis we reveal that there are gaps between Latina/o student enrollments, Latina/o faculty and administrator representation. We showed that, Latina/o faculty and administrators is not keeping pace with the

growth in Latina/o student enrollment. As a result, this gap has serious implications for the experience of Latina/o students when it comes to mentorship, role models, career advising, recruitment, and the like. The fact that Latina/o executives in the CSU system are losing ground is an important finding and one that requires empirical analysis to examine why this is occurring at a time when the Latina/o student enrollment population is growing.

Recommendations to Populate the Pathway to Faculty and the Administrative Ranks

Efforts should be increased to recruit and retain Latina/o students in their pursuit of doctoral degrees. Because most tenure eligible/ladder ranked faculty require a doctorate degree it is imperative to increase the pool of graduate students that can compete and fill these positions across CSUs and UCs.

As was noted by earlier research, the future applicant pool for administration and college presidents is dependent on recruiting and granting tenure to Latina/o faculty. Colleges should actively recruit and increase the number of Latina/o tenured faculty members as suggested by some researchers (Ross, Green, & Henderson, 1993; Santiago 1996; Smith & Moreno, 2006).

Given the growth in the Latina/o population, the results of this study should be welcomed by policy analysts, policy makers at different levels of government, college administrators and practitioners, and others in devising policies and practices to advance Latina/o success in meeting future labor demands.

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Figure 1: Latina/o Population and Location of CSUs and UCs in California

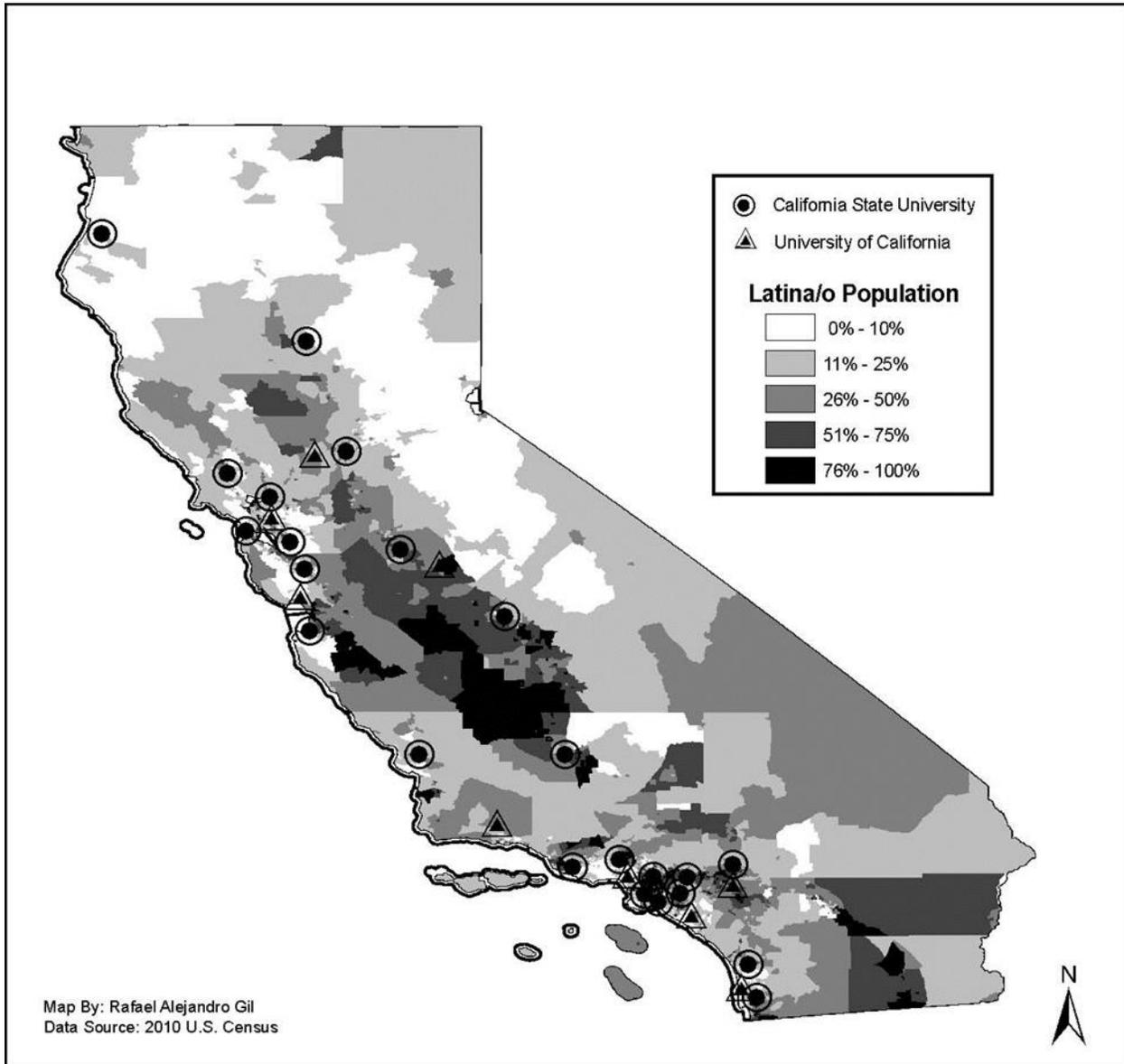


Figure 2: Incoming Latina/o Students to the California State University, Fall 2009

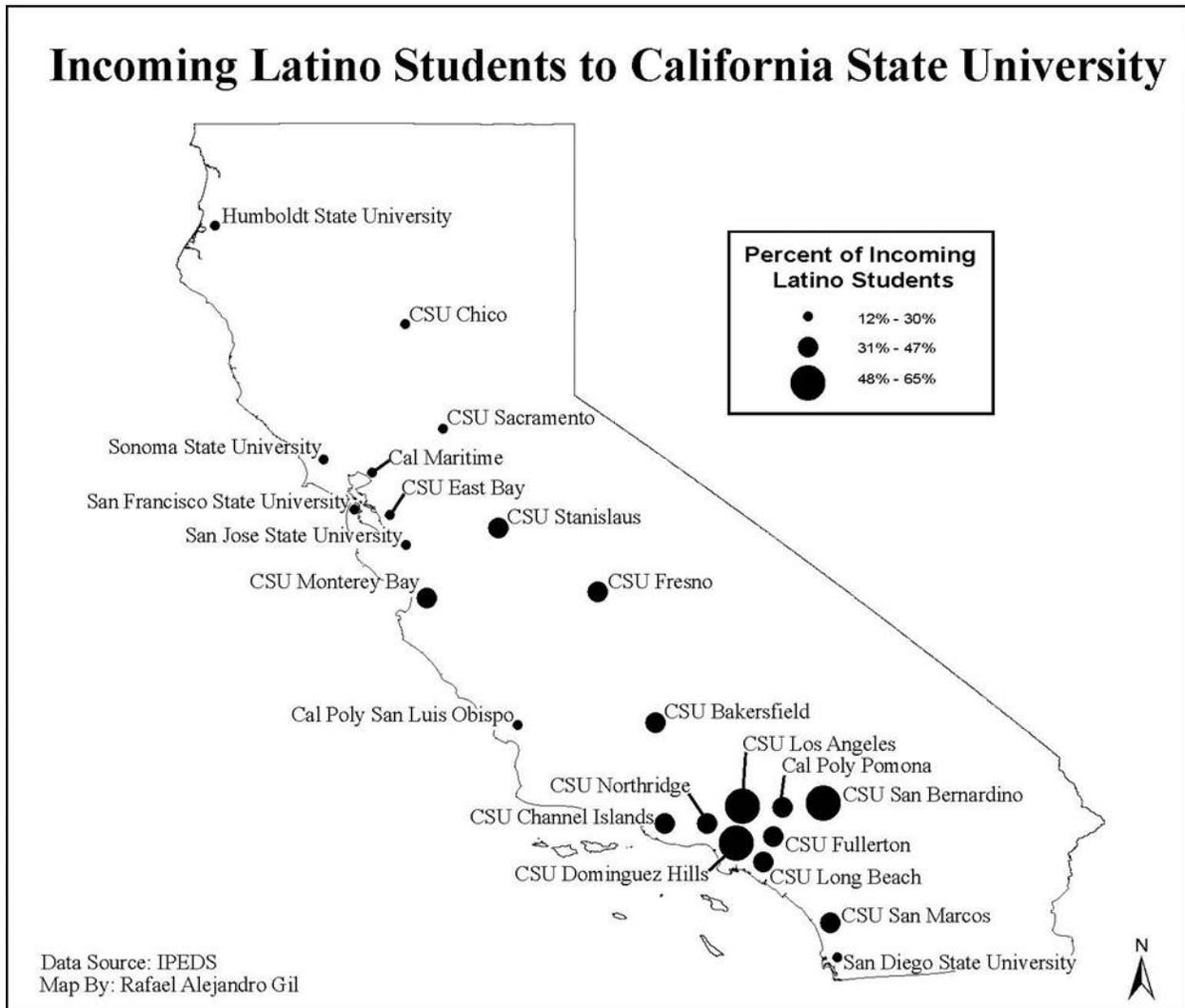


Figure 3: California State University Latina/o Faculty, Fall 2009

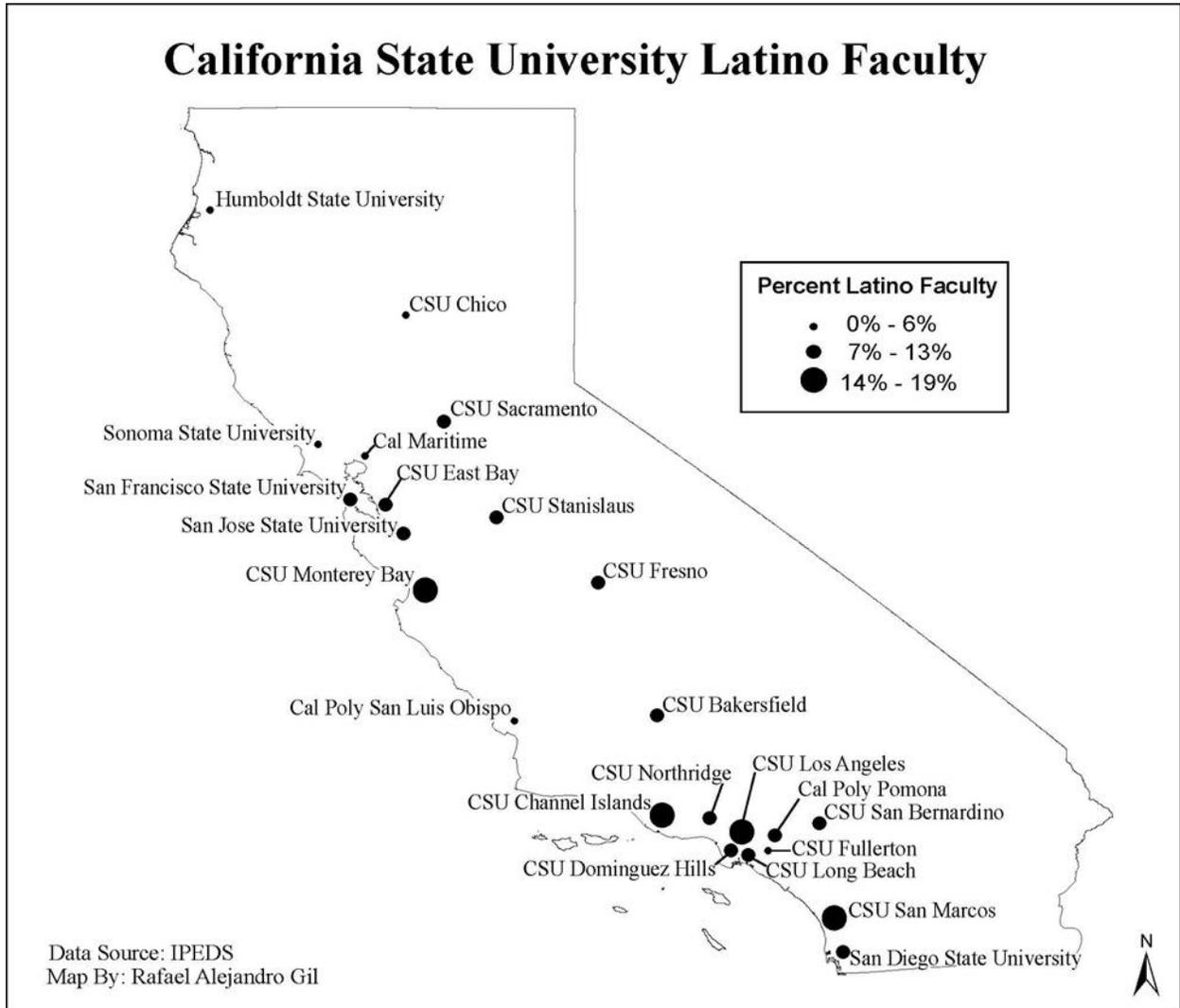


Figure 4: California State University Latina/o Executives, Fall 2009

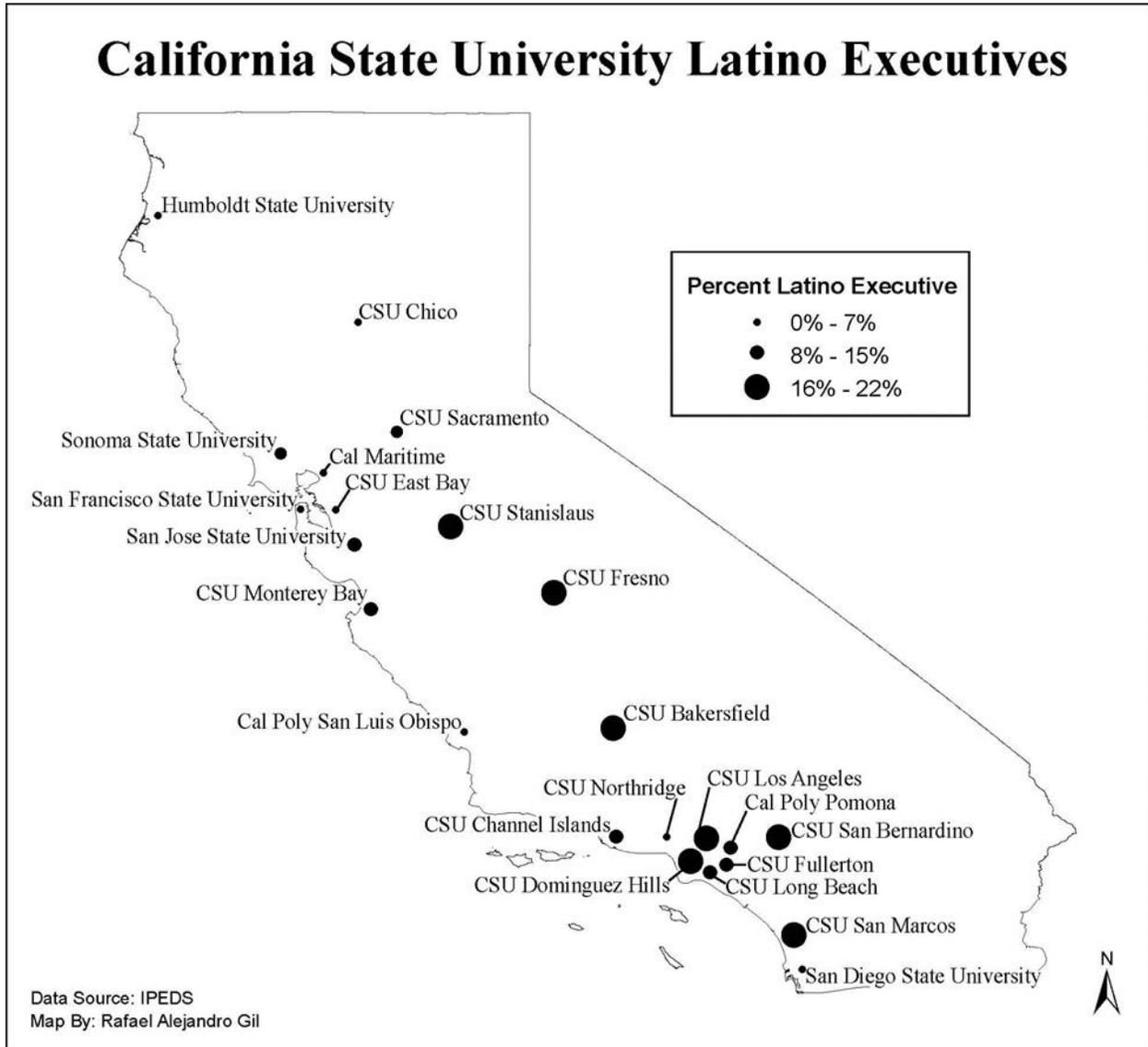


Figure 5: Incoming Latina/o Students to the University of California, Fall 2009

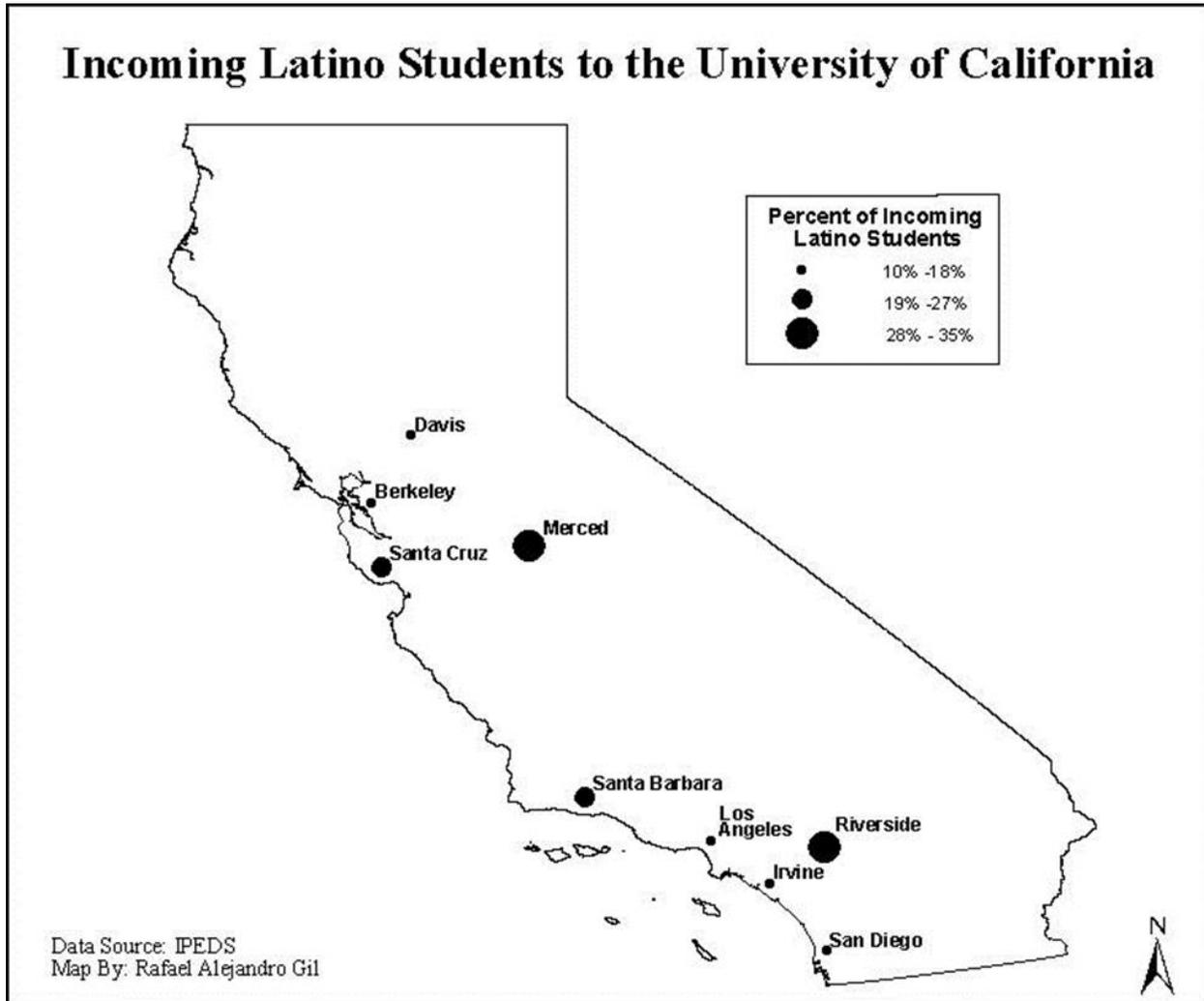


Figure 6: University of California Latina/o Faculty, Fall 2009

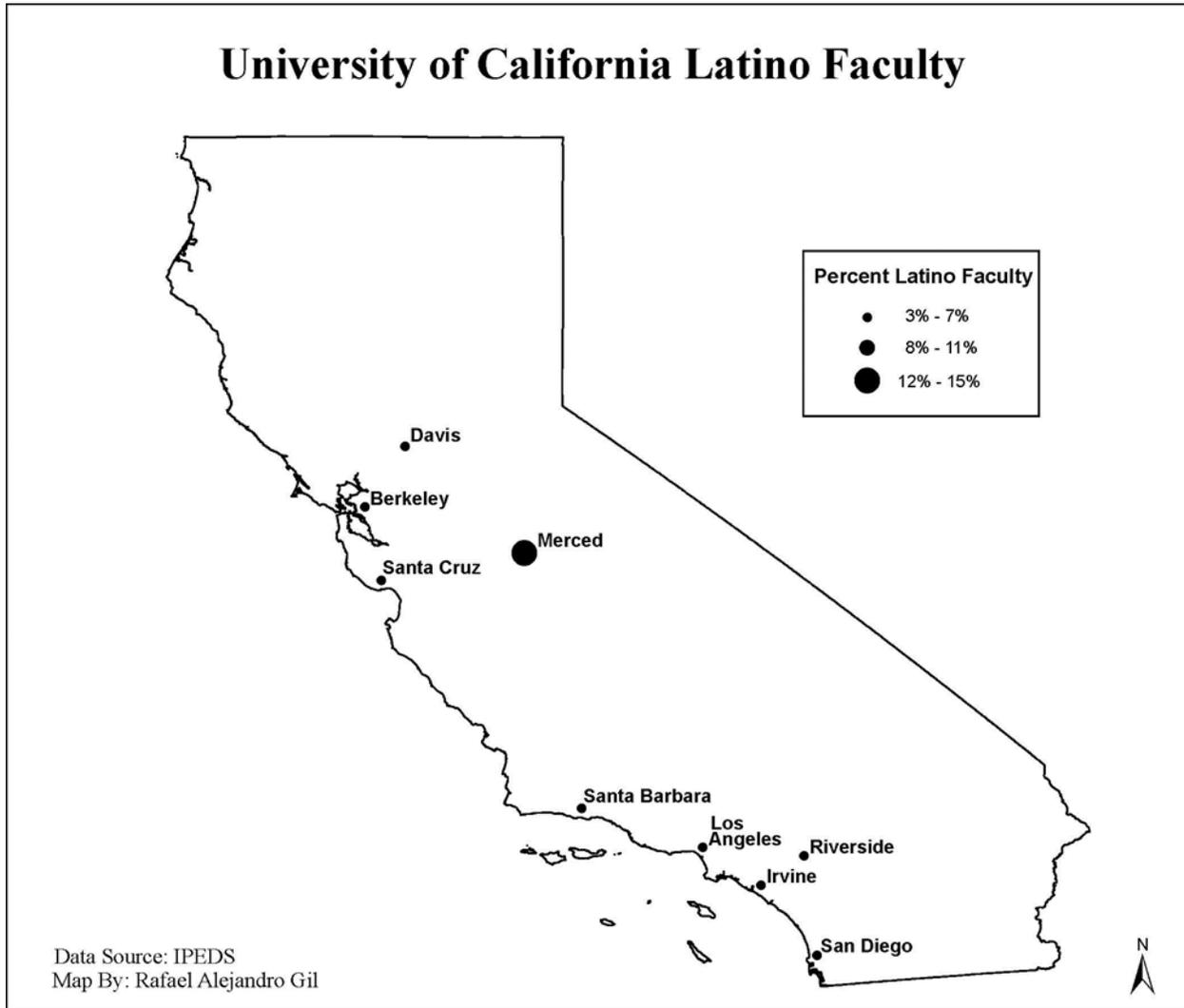
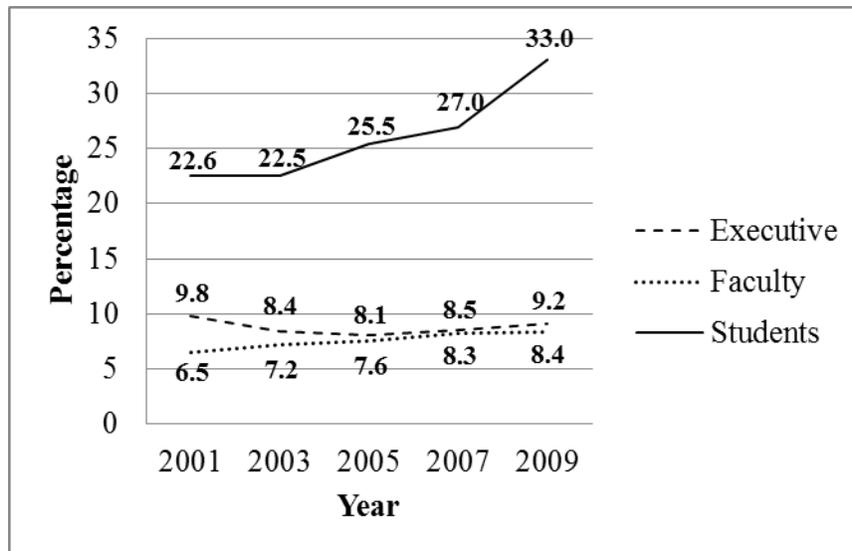


Figure 7: University of California Latino/o Executives, Fall 2009

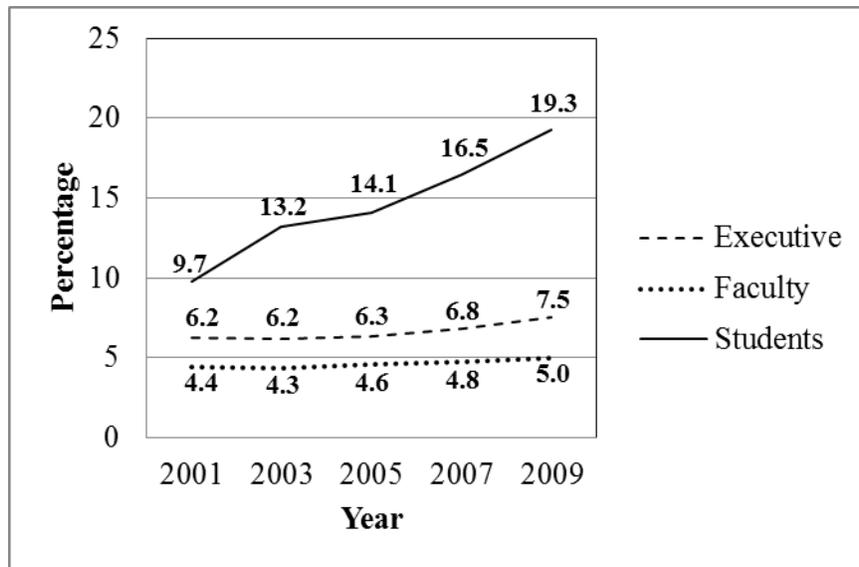


Figure 8: California State University Latina/o Students, Faculty, and Executives, Fall 2001 to Fall 2009



Source: IPEDS

Figure 9: University of California Latina/o Students, Faculty, and Executives, Fall 2001 to Fall 2009



Source: IPEDS

Tables

Table 1: California State University first-time/full-time undergraduate students, by race/ethnicity, Fall 2009

	Total (Head count)	American Indian/ Alaska Native (%)	Asian/Native Hawaiian/Other Pacific Islander (%)	Black/African American (%)	Hispanic/Latino (%)	White (%)	Race/Ethnicity Unknown (%)	Nonresident Alien (%)
CSU Total	49,432	0.28%	15.97%	5.48%	33.03%	32.66%	10.45%	2.13%
CSU, Bakersfield	1,055	0.28%	5.88%	5.97%	38.10%	14.98%	33.36%	1.42%
CSU, Channel Islands	483	0.62%	7.04%	1.24%	31.88%	47.62%	11.59%	0.00%
CSU, Chico	2,468	0.89%	4.74%	1.94%	18.68%	60.29%	11.30%	2.15%
CSU, Dominguez Hills	1,070	0.28%	3.83%	24.77%	58.50%	3.18%	6.45%	2.99%
CSU, East Bay	1,436	0.21%	24.86%	14.55%	29.74%	13.02%	10.52%	7.10%
CSU, Fresno	2,620	0.50%	15.88%	6.72%	35.76%	29.77%	9.77%	1.60%
CSU, Fullerton	3,845	0.16%	22.16%	2.83%	37.24%	26.94%	8.61%	2.05%
Humboldt State	1,345	0.45%	3.64%	3.27%	22.75%	55.09%	14.42%	0.37%
CSU, Long Beach	3,473	0.12%	23.75%	4.35%	37.92%	22.43%	9.19%	2.25%
CSU, Los Angeles	1,877	0.11%	16.30%	6.66%	65.26%	4.32%	4.32%	3.04%
Cal Maritime	146	0.00%	6.16%	1.37%	16.44%	63.01%	13.01%	0.00%
CSU, Monterey Bay	944	0.53%	3.28%	4.24%	30.40%	46.08%	14.83%	0.64%
CSU, Northridge	4,049	0.20%	10.77%	10.40%	47.00%	19.93%	8.47%	3.24%
Cal Poly, Pomona	2,728	0.00%	20.78%	3.30%	38.38%	26.17%	8.80%	2.57%
CSU, Sacramento	2,954	0.41%	21.97%	8.53%	25.86%	30.67%	11.92%	0.64%
CSU, San Bernardino	1,968	0.25%	6.76%	9.04%	58.23%	15.45%	7.16%	3.10%
San Diego State	3,241	0.25%	13.79%	3.09%	27.34%	42.76%	11.14%	1.64%
San Francisco State	3,855	0.16%	25.29%	5.16%	24.54%	30.66%	10.53%	3.66%
San Jose State	2,621	0.11%	35.52%	5.34%	22.36%	25.22%	9.27%	2.17%
Cal Poly, San Luis Obispo	3,877	0.34%	11.12%	0.62%	12.59%	63.48%	11.27%	0.59%
CSU, San Marcos	1,114	0.54%	8.35%	1.71%	32.85%	45.96%	9.69%	0.90%
Sonoma State	1,465	0.41%	3.82%	1.64%	17.27%	62.32%	13.79%	0.75%
CSU, Stanislaus	798	0.00%	9.77%	3.01%	42.86%	32.33%	10.90%	1.13%

Source: IPEDS

Table 2: California State University Tenured Faculty, by Race/Ethnicity, Fall 2009

	Total (Head count)	American Indian/ Alaska Native (%)	Asian/Native Hawaiian/Other Pacific Islander (%)	Black/African American (%)	Hispanic/Latino (%)	White (%)	Race/Ethnicity Unknown (%)	Nonresident Alien (%)
CSU Total	7,175	0.70%	14.17%	3.93%	8.29%	70.49%	2.24%	0.17%
CSU, Bakersfield	147	0.00%	12.93%	5.44%	11.56%	70.07%	0.00%	0.00%
CSU, Channel Islands	50	0.00%	4.00%	2.00%	14.00%	70.00%	10.00%	0.00%
CSU, Chico	344	0.29%	7.85%	2.03%	5.81%	83.14%	0.87%	0.00%
CSU, Dominguez Hills	149	1.34%	10.74%	10.74%	8.72%	67.79%	0.67%	0.00%
CSU, Fresno	349	0.29%	12.03%	4.01%	8.02%	72.49%	3.15%	0.00%
CSU, Fullerton	431	0.23%	16.94%	2.55%	6.26%	73.55%	0.00%	0.46%
CSU, East Bay	200	0.50%	16.50%	8.50%	7.50%	63.50%	3.50%	0.00%
Humboldt State	184	2.17%	6.52%	2.17%	2.72%	85.33%	1.09%	0.00%
CSU, Long Beach	568	0.70%	17.08%	2.99%	7.75%	70.77%	0.70%	0.00%
CSU, Los Angeles	393	0.25%	23.16%	4.83%	13.23%	56.23%	2.29%	0.00%
Cal Maritime	32	0.00%	9.38%	3.13%	0.00%	84.38%	3.13%	0.00%
CSU, Monterey Bay	66	1.52%	19.70%	7.58%	19.70%	48.48%	3.03%	0.00%
CSU, Northridge	523	0.96%	12.05%	5.74%	11.85%	68.83%	0.38%	0.19%
Cal Poly, Pomona	367	0.27%	19.07%	2.72%	8.72%	64.03%	4.90%	0.27%
CSU, Sacramento	514	1.17%	12.65%	5.84%	8.37%	71.01%	0.97%	0.00%
CSU, San Bernardino	292	0.68%	10.96%	4.45%	8.56%	72.60%	2.74%	0.00%
San Diego State	598	0.67%	11.37%	2.34%	8.19%	76.25%	1.17%	0.00%
San Francisco State	521	1.15%	18.81%	5.95%	7.10%	62.38%	3.45%	1.15%
San Jose State	485	0.41%	20.21%	3.09%	6.60%	65.57%	4.12%	0.00%
Cal Poly, San Luis Obispo	426	0.00%	9.15%	1.17%	6.10%	79.34%	4.23%	0.00%
CSU, San Marcos	161	1.24%	13.66%	3.73%	14.29%	60.87%	5.59%	0.62%
Sonoma State	191	1.57%	7.33%	2.09%	6.28%	81.15%	1.57%	0.00%
CSU, Stanislaus	184	1.63%	10.87%	2.17%	7.07%	73.37%	4.35%	0.54%

Source: IPEDS

Table 3: California State University Executives/Management Staff, by Race/Ethnicity, Fall 2009

	Total (Headcount)	American Indian/ Alaska Native (%)	Asian/Native Hawaiian/Other Pacific Islander (%)	Black/African American (%)	Hispanic/Latino (%)	White (%)	Race/Ethnicity Unknown (%)	Nonresident Alien (%)
CSU Total	1994	0.35%	10.18%	7.72%	9.18%	70.66%	1.91%	0.00%
CSU, Bakersfield	32	3.13%	6.25%	15.63%	15.63%	59.38%	0.00%	0.00%
CSU, Channel Islands	36	0.00%	8.33%	8.33%	11.11%	72.22%	0.00%	0.00%
CSU, Chico	67	0.00%	2.99%	4.48%	1.49%	89.55%	1.49%	0.00%
CSU, Dominguez Hills	63	0.00%	7.94%	19.05%	17.46%	53.97%	1.59%	0.00%
CSU, East Bay	52	0.00%	9.62%	15.38%	1.92%	69.23%	3.85%	0.00%
CSU, Fresno	97	0.00%	4.12%	7.22%	15.46%	71.13%	2.06%	0.00%
CSU, Fullerton	81	0.00%	14.81%	8.64%	11.11%	65.43%	0.00%	0.00%
Humboldt State	53	3.77%	3.77%	1.89%	0.00%	90.57%	0.00%	0.00%
CSU, Long Beach	113	0.00%	12.39%	4.42%	10.62%	69.03%	3.54%	0.00%
CSU, Los Angeles	55	0.00%	21.82%	14.55%	18.18%	45.45%	0.00%	0.00%
Cal Maritime	24	0.00%	4.17%	0.00%	4.17%	91.67%	0.00%	0.00%
CSU, Monterey Bay	46	0.00%	8.70%	4.35%	10.87%	67.39%	8.70%	0.00%
CSU, Northridge	69	0.00%	2.90%	7.25%	7.25%	81.16%	1.45%	0.00%
Cal Poly, Pomona	76	0.00%	17.11%	3.95%	10.53%	64.47%	3.95%	0.00%
CSU, Sacramento	42	0.00%	16.67%	9.52%	11.90%	59.52%	2.38%	0.00%
CSU, San Bernardino	76	0.00%	5.26%	11.84%	22.37%	59.21%	1.32%	0.00%
San Diego State	126	0.00%	4.76%	9.52%	4.76%	80.16%	0.79%	0.00%
San Francisco State	87	0.00%	22.99%	11.49%	4.60%	59.77%	1.15%	0.00%
San Jose State	72	0.00%	11.11%	5.56%	9.72%	70.83%	2.78%	0.00%
Cal Poly, San Luis Obispo	81	1.23%	3.70%	6.17%	3.70%	83.95%	1.23%	0.00%
CSU, San Marcos	43	0.00%	0.00%	9.30%	16.28%	69.77%	4.65%	0.00%
Sonoma State	69	0.00%	4.35%	2.90%	8.70%	81.16%	2.90%	0.00%
CSU, Stanislaus	30	0.00%	10.00%	6.67%	16.67%	66.67%	0.00%	0.00%
CSU Chancellor's Office	94	0.00%	10.64%	4.26%	7.45%	76.60%	1.06%	0.00%

Source: IPEDS

Table 4: University of California first-time/full-time undergraduate students, by race/ethnicity, Fall 2009

	Total (Headcount)	American Indian/ Alaska Native (%)	Asian/Native Hawaiian/Other Pacific Islander (%)	Black/African American (%)	Hispanic/Latino (%)	White (%)	Race/Ethnicity Unknown (%)	Nonresident Alien (%)
UC Total	34,057	0.62%	39.80%	3.65%	19.27%	29.76%	4.48%	2.43%
UC, Berkeley	4,339	0.44%	41.92%	2.95%	10.76%	30.40%	5.90%	7.63%
UC, Davis	4,337	0.76%	40.33%	2.77%	15.59%	34.66%	4.38%	1.52%
UC, Irvine	4,014	0.37%	57.65%	2.14%	14.40%	19.61%	3.96%	1.87%
UC, Los Angeles	4,457	0.52%	40.00%	4.29%	17.16%	32.06%	3.03%	2.94%
UC, Merced	1,127	0.98%	33.63%	8.43%	35.23%	18.10%	2.84%	0.80%
UC, Riverside	4,265	0.30%	41.41%	7.48%	31.72%	14.89%	2.98%	1.22%
UC, San Diego	3,746	0.29%	55.15%	1.23%	14.71%	21.62%	4.43%	2.56%
UC, Santa Barbara	4,569	1.05%	20.75%	3.81%	24.23%	44.89%	4.16%	1.12%
UC, Santa Cruz	3,203	1.22%	22.76%	2.59%	20.86%	43.68%	8.43%	0.47%

Source: IPEDS

Table 5: University of California Tenured Faculty, by Race/Ethnicity, Fall 2009

	Total (Head count)	American Indian/ Alaska Native (%)	Asian/Native Hawaiian/Other Pacific Islander (%)	Black/African American (%)	Hispanic/Latino (%)	White (%)	Race/Ethnicity Unknown (%)	Nonresident Alien (%)
UC Total	7463	0.35%	13.29%	2.24%	5.01%	77.88%	1.03%	0.20%
UC, Berkeley	1125	0.00%	11.47%	2.31%	4.44%	80.89%	0.71%	0.18%
UC, Davis	1183	0.59%	12.60%	1.69%	3.89%	79.71%	1.35%	0.17%
UC, Irvine	824	0.12%	18.33%	2.18%	5.34%	73.42%	0.61%	0.00%
UC, Los Angeles	1532	0.33%	14.03%	2.94%	5.48%	76.50%	0.46%	0.26%
UC, Merced	46	2.17%	8.70%	0.00%	15.22%	73.91%	0.00%	0.00%
UC, Riverside	464	0.43%	17.03%	2.37%	5.39%	72.84%	1.72%	0.22%
UC, San Diego	907	0.11%	14.00%	1.43%	4.85%	78.06%	1.54%	0.00%
UC, San Francisco	299	0.67%	8.03%	2.34%	3.34%	84.62%	1.00%	0.00%
UC, Santa Barbara	688	0.29%	9.59%	2.03%	5.52%	81.69%	0.00%	0.87%
UC, Santa Cruz	395	1.27%	12.15%	3.29%	6.58%	72.66%	4.05%	0.00%

Source: IPEDS

Table 6: University of California Tenured Faculty, by Race/Ethnicity, Fall 2009

	Total (Headcount)	American Indian/ Alaska Native (%)	Asian/Native Hawaiian/Other Pacific Islander (%)	Black/African American (%)	Hispanic/Latino (%)	White (%)	Race/Ethnicity Unknown (%)	Nonresident Alien (%)
UC System-wide Total	4,099	0.59%	10.69%	5.17%	7.54%	73.90%	2.02%	0.10%
UC, Berkeley	234	0.00%	10.26%	7.69%	7.26%	69.23%	5.13%	0.43%
UC, Davis	478	0.42%	6.49%	3.77%	7.11%	79.71%	2.51%	0.00%
UC, Irvine	370	1.08%	9.73%	5.41%	9.19%	72.70%	1.89%	0.00%
UC, Los Angeles	861	0.58%	12.66%	6.39%	7.90%	70.85%	1.63%	0.00%
UC, Merced	122	0.00%	9.02%	3.28%	14.75%	68.85%	4.10%	0.00%
UC, Riverside	186	1.08%	8.06%	6.99%	8.06%	73.12%	2.69%	0.00%
UC, San Diego	500	0.60%	7.60%	4.40%	6.80%	77.80%	2.60%	0.20%
UC, San Francisco	550	0.36%	18.00%	4.73%	5.45%	70.91%	0.36%	0.18%
UC, Santa Barbara	218	0.92%	4.13%	2.75%	8.26%	83.49%	0.00%	0.46%
UC, Santa Cruz	170	0.59%	4.71%	0.59%	7.06%	84.12%	2.94%	0.00%
UC Office of the President	410	0.73%	14.15%	7.07%	7.07%	69.02%	1.95%	0.00%

Source: IPEDS

Notes

ⁱ There are many terms that can be used to refer to individuals of Hispanic origin in social science research. Throughout this paper we employ the term Latina/os, but refer to Hispanics when referencing reports or studies based on federal data that use this category.

ⁱⁱ Even though we did not include Community Colleges in this analysis we thought it was important to present the magnitude of the labor shortages for this leadership position in order to paint a more complete picture of the magnitude of the need for administrative positions in all public postsecondary education.

ⁱⁱⁱ The California Master Plan for Higher Education of 1960 is regarded as the most successful framework for higher education in the U.S. (UCOP, 2009). The Master Plan differentiated functions among the state's public institutions of higher learning by creating a tripartite system, provided universal access and affordable education for state residents, established admission pools for each system, and addressed other social and practical imperatives (Kerr, 1994).