LEFT OUT
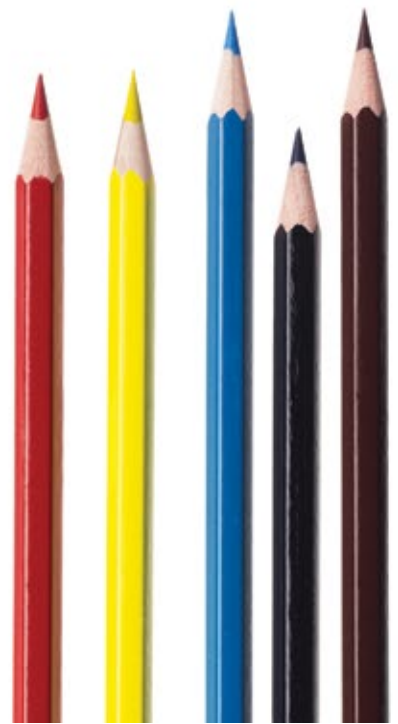
HOW EXCLUSION IN CALIFORNIA'S COLLEGES
AND UNIVERSITIES HURTS OUR VALUES, OUR
STUDENTS, AND OUR ECONOMY

The Campaign for
College
Opportunity

MARCH 2018

ACKNOWLEDGEMENTS

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INTRODUCTION

More than a century ago, California was described as the "most striking in the whole Union, and has more than any other the character of a great country, capable of standing alone in the world."[1] It was, in short, a state built by the audacity, ingenuity and courageousness of a diversity of people, from its native inhabitants and early settlers to those lured by the promise of the west to forge a new life. The Gold Rush, the building of the transcontinental railroad, the growth of agriculture, and the war production needed to fight on the Pacific stage all led to waves of settlement by people of widely diverse backgrounds, languages and experiences. Californians came together in a dynamic economic, social and population experiment unlike any before seen across these United States.[2]

The vitality, strength, and uniqueness of California stem from its greatest asset — its diversity.[3] The Chumash, Yokuts, Miwok, Wappo and many other California Indian tribes pioneered innovative methods to produce food and medicine for its people.[4] The railroad could not have been built without the labor of the Chinese. The second world war catalyzed the migration of African Americans[i] from the American South to work in the shipyards. And a Mexican-American family in Westminster called out the injustice of "separate but equal" and paved the way for the desegregation of our nation's schools. These historic movements show how the actions of one group are inextricably tied to the fate of others, and contribute to our state's prosperity.

Yet, diversity and inclusion are not synonymous. The United States is widely considered to be the land of opportunity, where individuals have the right to life, liberty and the pursuit of happiness. However, the historical stain of xenophobia and exclusionary practices that suppressed the opportunities of Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI), African Americans, American Indians and Alaska Natives (AI/AN),[ii] and Latinx people blemish our country and our state.[5] **Though the language of diversity has become commonplace in vision statements across multiple industries, including education, the insidiousness of racism and gender bias continues to influence the beliefs and actions of far too many.** These actions — often unconscious and implicit — are the result of ideologies, policies, and practices of established social systems that render judgments about who belongs and who does not.[6]

This is evident in the state's public colleges and universities where their centers of power and leadership are more reflective of a California of old than they are representative of the diversity of today's 21st century students.[7] And while we acknowledge the shift that has taken place in higher education from a time when there was no diversity to speak of, in either student enrollments or faculty and leadership appointments, **our elation over increased representation is tempered by the continued barriers impeding equity of opportunity for historically excluded populations.** Left out from serving in vital positions of leadership is a proportional representation of AANHPI, African Americans, AI/AN, and Latinx. Students from these groups are the new majority attending our colleges and universities but experienced and credentialed professionals from these same groups are distinctly underrepresented when it comes to holding faculty and leadership positions in California's public colleges and universities.

Left Out: How Exclusion in California's Colleges and Universities Hurts Our Values, Our Students, and Our

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i In this report we use the term "African American" which is used by the UC, CSU and the CA community colleges to report their data.

ii The American Indian and Alaska Native (AI/AN) students and faculty and students and faculty of two or more ethnicities are represented in the "Other" category.

Economy recognizes that a more culturally competent workforce is essential to meet the needs of California's future economy. The University of California (UC), the California State University (CSU), and the California Community Colleges (CCC) will be required to educate and produce the workforce of tomorrow. **The challenge for higher education is having the capacity, the internal competence, and the commitment to produce a college-educated workforce that is representative of the state's population diversity when their own leadership and faculty ranks are far from diverse.**

Equally important is our moral imperative to provide our 21st century students every opportunity to realize their potential and attain success in higher education. In fact, a greater number of students can succeed in graduating when they feel a sense of belonging on their campuses.

> **❝** In my opinion, having a teacher, professor or mentor that resembled me was essential to feeling that I belonged and helping me envision my future. Had I not had women of color in these roles, I may have not been bold enough to see myself pursing an advanced degree. **❞**
>
> — **Theresa Jean Ambo, UC President's Scholar, University of California San Diego**

Contributing to their sense of belonging are faculty and senior leaders who look like them, whose experiences are like theirs, and who help them to flourish. When we live up to these values everyone who works hard will have the opportunity to thrive without regard to race, ethnicity, gender or economic status. Our failure to do so means that students will not have those crucial mentors who can effectively guide them through the challenges and opportunities in higher education. An absence of diversity in positions of power will have a chilling effect on the aspirations of potential leaders who see little room for people like themselves in academia.

We critically examine the demographic makeup of faculty and leadership at each of California's governance bodies, community colleges and universities to better understand the extent to which diversity exists within their ranks. Examining the UC, CSU and CCC system leadership and college and university campus leadership is crucial given the very important roles they play in executing the mission of the institution, developing and implementing policy, carrying out fiduciary responsibilities, developing curricula, and providing the necessary academic and developmental supports that meet the needs of a diverse student population. Above all, **leaders set the tone and tenor of the institution, from the values they uphold to the culture they promote. All of which communicate to students and aspiring leaders that vital sense of belonging or devastating sense of exclusion.**

LEFT OUT: EXCLUSION IN CALIFORNIA'S PUBLIC HIGHER EDUCATION

California's public colleges and universities are among the best, from the talent evident in the students to the groundbreaking research conducted by world-renowned faculty. They are also some of the most diverse in the nation. Demographics alone would qualify many of our colleges and universities as Hispanic Serving Institutions (HSIs) and Asian American, American Indian, Pacific Islander Institutions (AANAPISIs), meaning they have a significant representation of Latinx, AANHPI and AI/AN populations.

Our analysis reveals there is much to celebrate about the 2016-17 academic year. The data show equitable representation of AANHPI faculty in the CSU and African American leadership across the UC, CSU and community colleges is equal to or more than the share of African Americans undergraduate students enrolled. More than half of senior leadership positions in the UC Office of the President are held by women. And close to half of all CSU and community colleges are led by female presidents/chancellors.

But we also have a long way to go. Only one-fourth of all faculty and leadership positions in California public higher education are held by AANHPI, African Americans, AI/AN, and Latinx leaders. This means that 1 in 10 leaders are Latinx and only 6% are AANHPI. No AANHPIs serve on the community colleges Board of Governors or the CSU Board of Trustees. Of the 60,000 tenured and non-tenured community college faculty members, only 3,186 (5%) are African American. Though women leaders are more reflective of the students served, it is shocking to see that only 7 (out of 26) women serve on the UC Board of Regents and that only 1 woman (out of 9) held a leadership position at the CSU Office of the Chancellor.

College Leadership by Race and Ethnicity

California's colleges and universities enrolled 2.8 million students in the 2016-17 academic year. Two-thirds are students from ethnically diverse populations but individuals from these groups represent only a third of all leadership positions. **Of the nearly 46,000 leadership and tenured faculty positions across the University of California, the California State University and the California Community Colleges, close to 14,000 (31%) of these positions were held by people of diverse ethnicities.**

FIGURE 1: FACULTY AND SENIOR LEADERSHIP IN CALIFORNIA PUBLIC HIGHER EDUCATION, 2016-17

Two thirds of leadership and tenured faculty positions in California public higher education are occupied by Whites

California Community Colleges: White 62%, AANHPI 9%, African American 6%, Latinx 15%, Other 2%, Unknown 6%
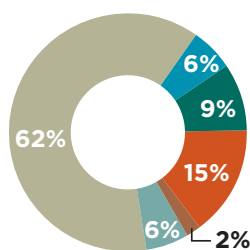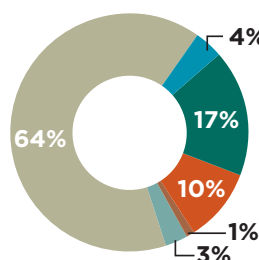
California State University: White 64%, AANHPI 17%, African American 4%, Latinx 10%, Other 1%, Unknown 3%

University of California: White 72%, AANHPI 15%, African American 3%, Latinx 6%, Other 1%, Unknown 2%
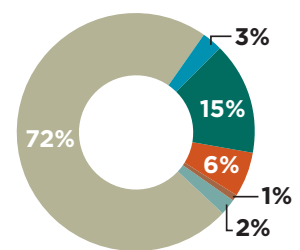
Legend: White | AANHPI | African American | Latinx | Other | Unknown

Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, and individual campus websites, 2016

LEADERSHIP DIVERSITY AT
THE UNIVERSITY OF CALIFORNIA — 2016-17
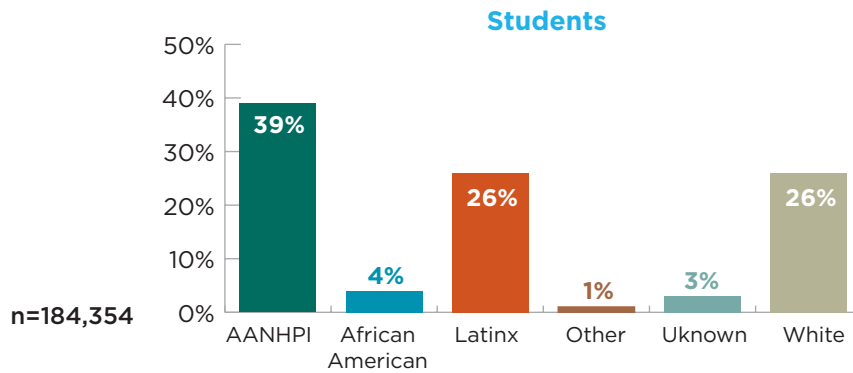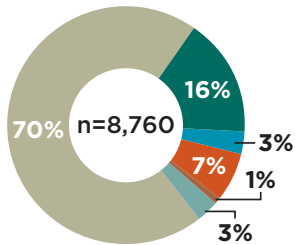
Students

n=184,354

Race	Percentage
AANHPI	39%
African American	4%
Latinx	26%
Other	1%
Unknown	3%
White	26%

Tenured Faculty by Race
n=8,760
- White 70%
- AANHPI 16%
- African American 3%
- Latinx 7%
- Other 1%
- Unknown 3%

Non-tenured Faculty by Race
n=4,246
- White 62%
- AANHPI 26%
- African American 2%
- Latinx 5%
- Other 1%
- Unknown 3%

Campus Academic Senate by Race
n=1,511
- White 80%
- AANHPI 11%
- African American 3%
- Latinx 5%
- Unknown 2%

Campus Senior Leadership by Race
n=98
- White 70%
- AANHPI 8%
- African American 8%
- Latinx 11%
- Other 2%
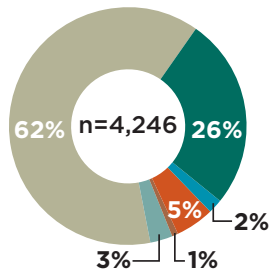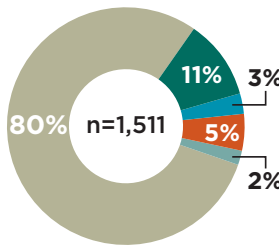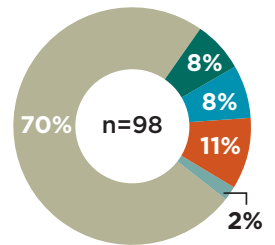
Academic Senate of the UC by Race
n=74
- White 82%
- AANHPI 11%
- African American 3%
- Latinx 4%
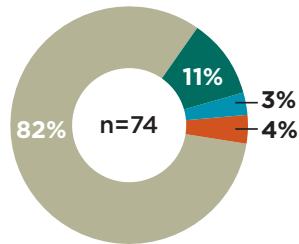
UC Office of the President by Race
n=14
- White 79%
- AANHPI 14%
- African American 7%
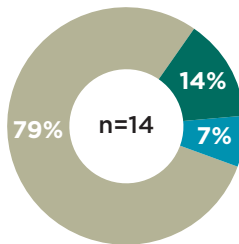
UC Board of Regents by Race
n=26
- White 62%
- AANHPI 4%
- African American 8%
- Latinx 27%
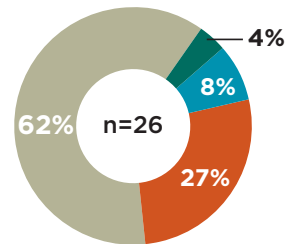
Legend: White | AANHPI | African American | Latinx | Other | Unknown

Gender Representation at the University of California
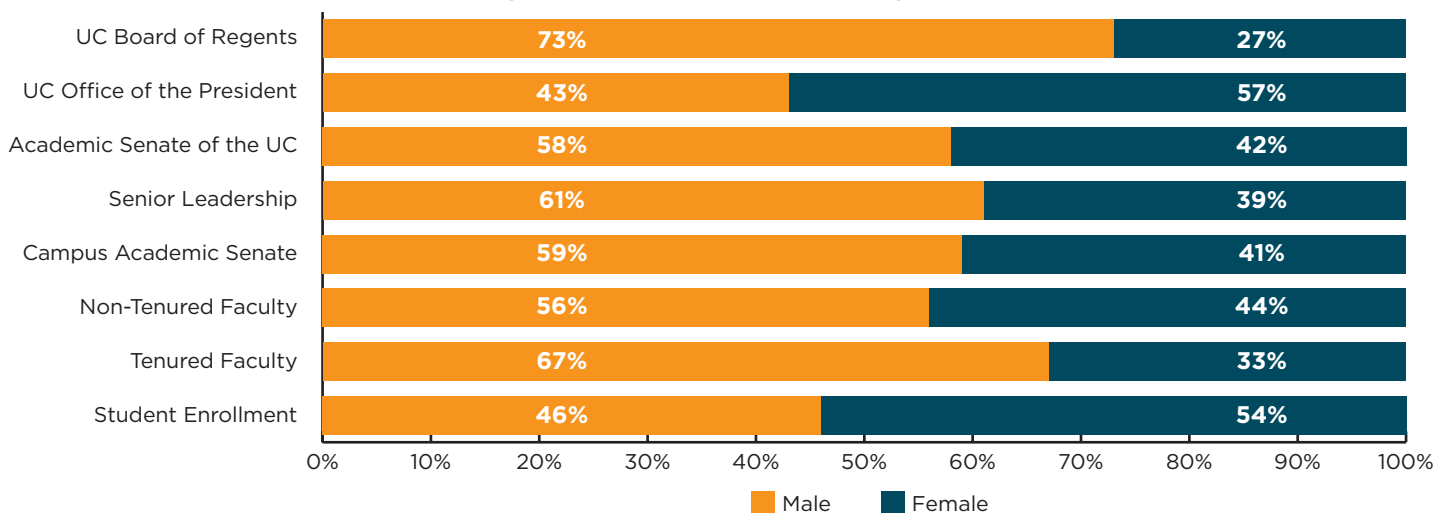
	Male	Female
UC Board of Regents	73%	27%
UC Office of the President	43%	57%
Academic Senate of the UC	58%	42%
Senior Leadership	61%	39%
Campus Academic Senate	59%	41%
Non-Tenured Faculty	56%	44%
Tenured Faculty	67%	33%
Student Enrollment	46%	54%

LEADERSHIP DIVERSITY AT
THE CALIFORNIA STATE UNIVERSITY — 2016-17

Students

n=387,172

- AANHPI: 18%
- African American: 4%
- Latinx: 43%
- Other: 5%
- Unknown: 5%
- White: 25%

Tenured Faculty by Race
n=9,628
- White: 62%
- AANHPI: 18%
- African American: 4%
- Latinx: 10%
- Other: 2%
- Unknown: 5%

Non-tenured Faculty by Race
n=2,620
- White: 70%
- AANHPI: 10%
- African American: 3%
- Latinx: 10%
- Other: 2%
- Unknown: 5%

Campus Academic Senate by Race
n=2,593
- White: 73%
- AANHPI: 14%
- African American: 4%
- Latinx: 9%
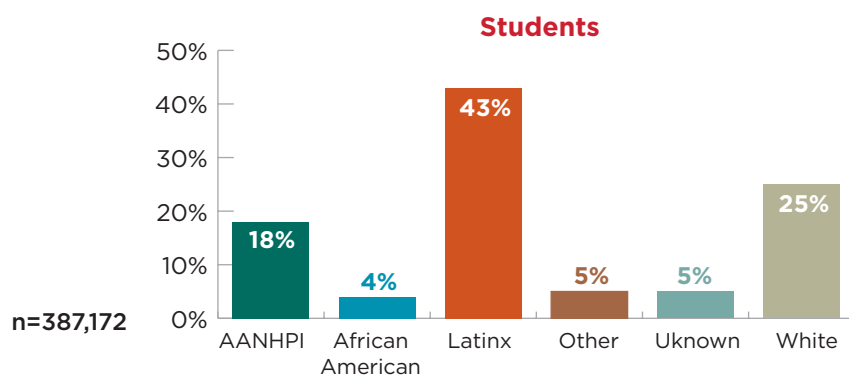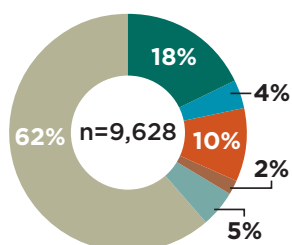
Campus Senior Leadership by Race
n=186
- White: 57%
- AANHPI: 14%
- African American: 14%
- Latinx: 14%
- Other: 1%
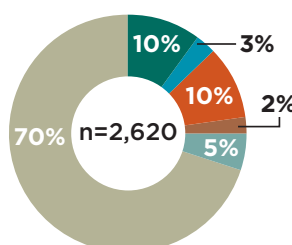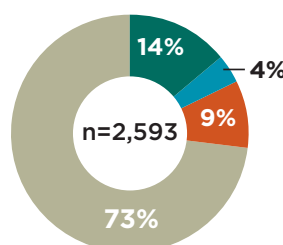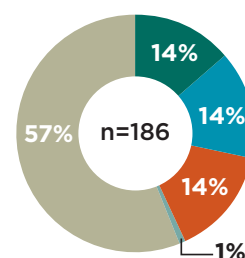
Academic Senate of the CSU by Race
n=52
- White: 83%
- AANHPI: 10%
- African American: 6%
- Latinx: 2%

CSU Office of the Chancellor by Race
n=8
- White: 63%
- African American: 13%
- Latinx: 25%

CSU Board of Trustees by Race
n=20
- White: 70%
- African American: 10%
- Latinx: 20%

Legend: White | AANHPI | African American | Latinx | Other | Unknown

Gender Representation at the California State University

Category	Male	Female
CSU Board of Trustees	65%	35%
CSU Office of the Chancellor	88%	12%
Academic Senate of the CSU	60%	40%
Senior Leadership	56%	44%
Campus Academic Senate	45%	55%
Non-Tenured Faculty	45%	55%
Tenured Faculty	53%	47%
Student Enrollment	44%	56%

Legend: Male | Female

LEADERSHIP DIVERSITY AT
THE CALIFORNIA COMMUNITY COLLEGES — 2016-17

Students

n=2,291,719

Race	Percentage
AANHPI	14%
African American	6%
Latinx	44%
Other	4%
Unknown	5%
White	27%

Tenured Faculty by Race
n=18,454
- White 61%
- AANHPI 10%
- African American 6%
- Latinx 15%
- Other 2%
- Unknown 7%

Non-tenured Faculty by Race
n=41,348
- White 60%
- AANHPI 11%
- African American 5%
- Latinx 13%
- Other 2%
- Unknown 9%

Campus Academic Senate by Race
n=2,933
- White 72%
- AANHPI 7%
- African American 5%
- Latinx 14%
- Other 2%
- Unknown 1%

Campus Senior Leadership by Race
n=600
- White 59%
- AANHPI 9%
- African American 12%
- Latinx 17%
- Other 1%
- Unknown 3%

Academic Senate for CCC by Race
n=15
- White 73%
- African American 20%
- Latinx 7%
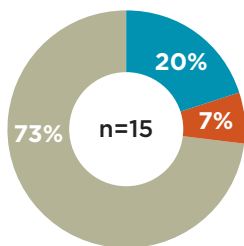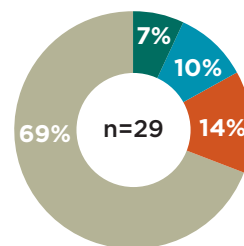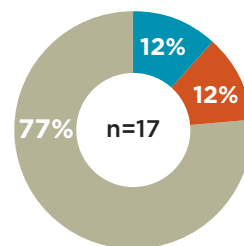
CCC Office of the Chancellor by Race
n=29
- White 69%
- AANHPI 7%
- African American 10%
- Latinx 14%

CCC Board of Governors by Race
n=17
- White 77%
- African American 12%
- Latinx 12%

CCC District Trustees
n=448
- White 69%
- AANHPI 6%
- African American 7%
- Latinx 19%

Legend: White | AANHPI | African American | Latinx | Other | Unknown

Gender Representation at the California Community Colleges

Group	Male	Female
CCC Board of Governors	59%	41%
CCC Chancellor's Office	55%	45%
Academic Senate for CCC	53%	47%
CCD Trustees	57%	43%
Senior Leadership	49%	51%
Campus Academic Senate	46%	54%
Non-Tenured Faculty	47%	53%
Tenured Faculty	46%	54%
Student Enrollment	46%	53%

Male | Female
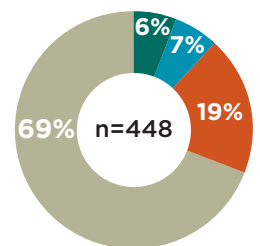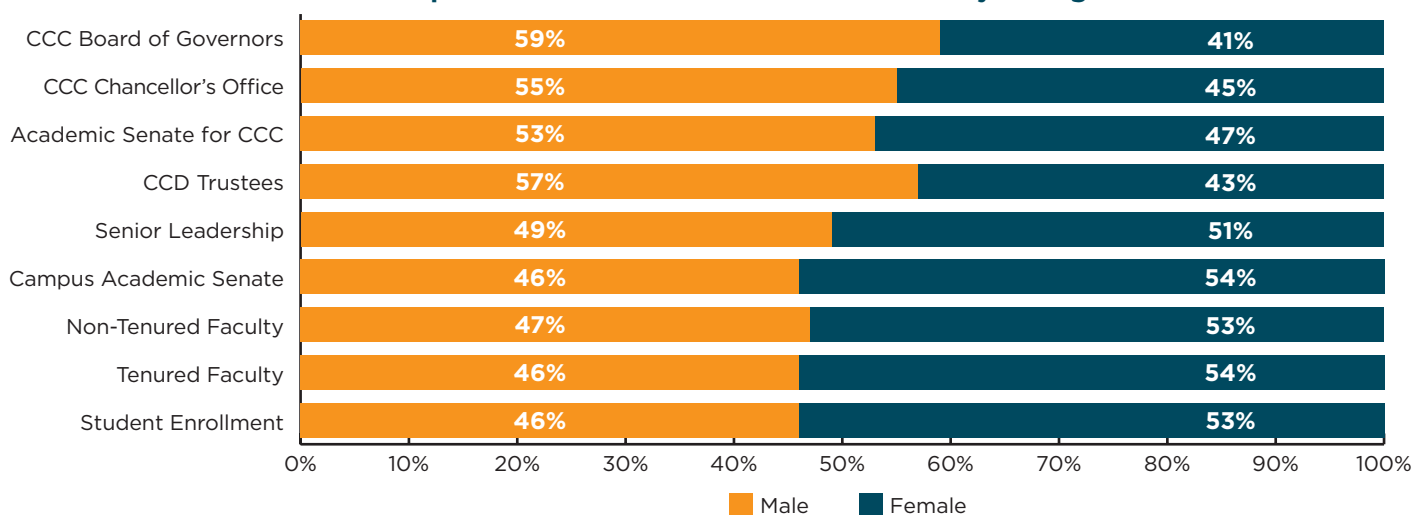
LATINX IN CALIFORNIA HIGHER EDUCATION LEADERSHIP

With more than 1.2 million Latinx enrolled in California's public colleges and universities in 2016-17, Latinx students are the largest ethnic group in California colleges and universities (43%) followed by White (26%) and AANHPI (16%) students. **Between 1996 and 2016, the number of Latinx students enrolled in college increased from 571,000 to 1.2 million, representing a 120% increase over the last two decades.** Though the vast majority of Latinx students attend the state's community colleges, enrollment increases are evident across all of higher education such that their share of the student population doubled over that time.

FIGURE 2: LATINX STUDENT ENROLLMENT IN THE UC, CSU, CCC, 1996-2016

Latinx student enrollment increased 120% between 1996 and 2016
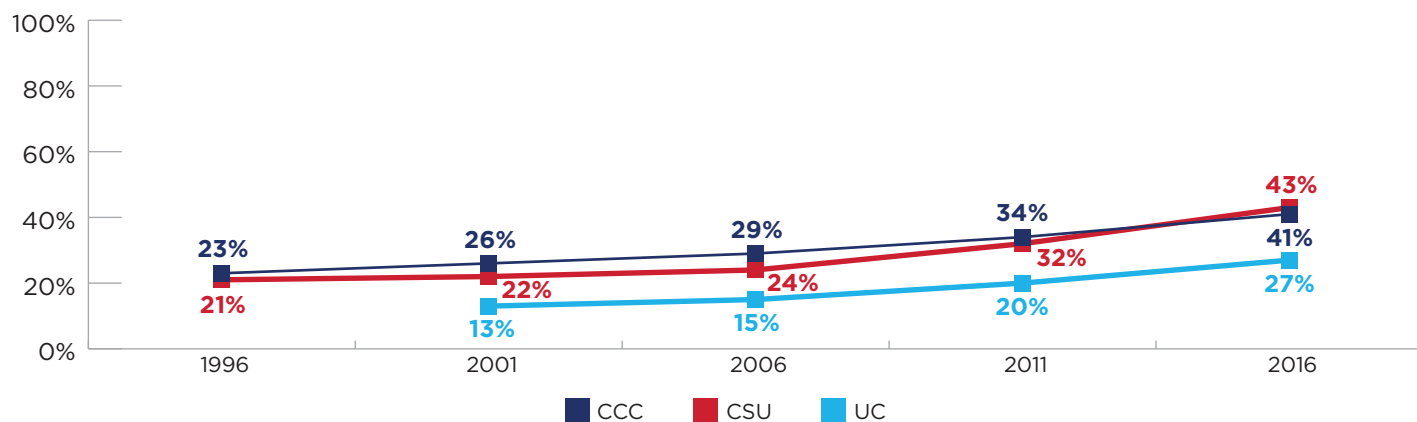
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, 2016

Latinx students make up the largest share of enrollments in California's community colleges and the CSUs and more than a quarter at the UC in the 2016-17 academic year. However, they are significantly underrepresented amongst college faculty across the UC, CSU and community colleges. Less than 1 in 10 leaders are Latinx at the UC and the CSU. While Latinx representation in California's community colleges is marginally better, only 1.5 in 10 leaders are Latinx.

FIGURE 3: LATINX REPRESENTATION IN CALIFORNIA PUBLIC COLLEGES AND UNIVERSITIES, 2016-17

Latinx are significantly underrepresented in all college and university leadership positions
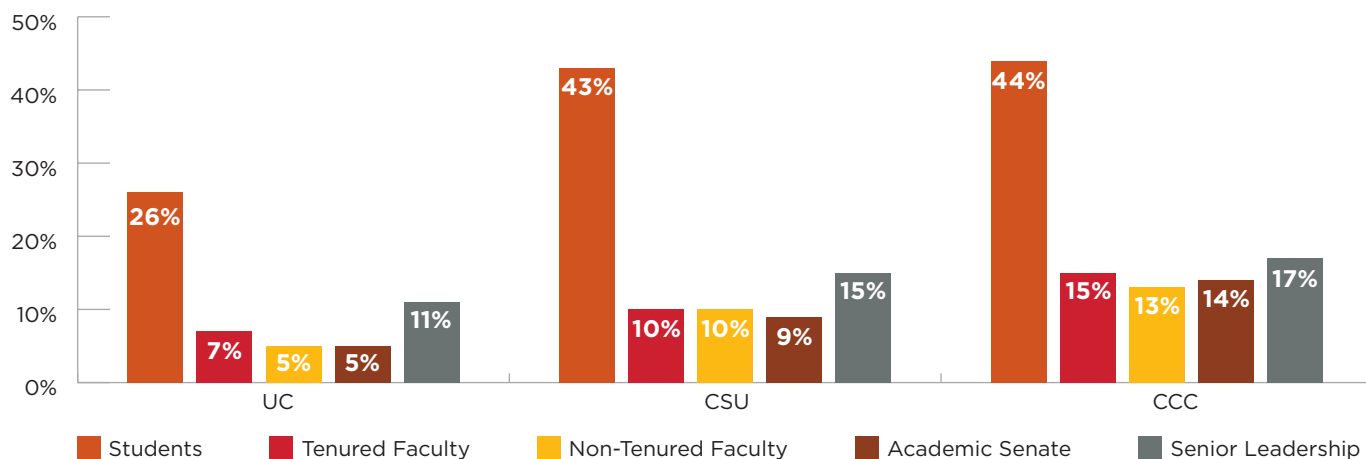
Legend: Students | Tenured Faculty | Non-Tenured Faculty | Academic Senate | Senior Leadership

UC: Students 26%, Tenured Faculty 7%, Non-Tenured Faculty 5%, Academic Senate 5%, Senior Leadership 11%
CSU: Students 43%, Tenured Faculty 10%, Non-Tenured Faculty 10%, Academic Senate 9%, Senior Leadership 15%
CCC: Students 44%, Tenured Faculty 15%, Non-Tenured Faculty 13%, Academic Senate 14%, Senior Leadership 17%

Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, and individual campus websites, 2016

Latinx students account for 43% of student enrollments but only 19% of community college district trustees[iii] and only 16% of UC, CSU and CCC system leadership combined.

FIGURE 4: LATINX REPRESENTATION IN UC, CSU AND CCC SYSTEM LEADERSHIP POSITIONS, 2016-17

Latinx occupy only 111 out of 703 (16%) of all district and statewide leadership positions in the UC, CSU and Community Colleges
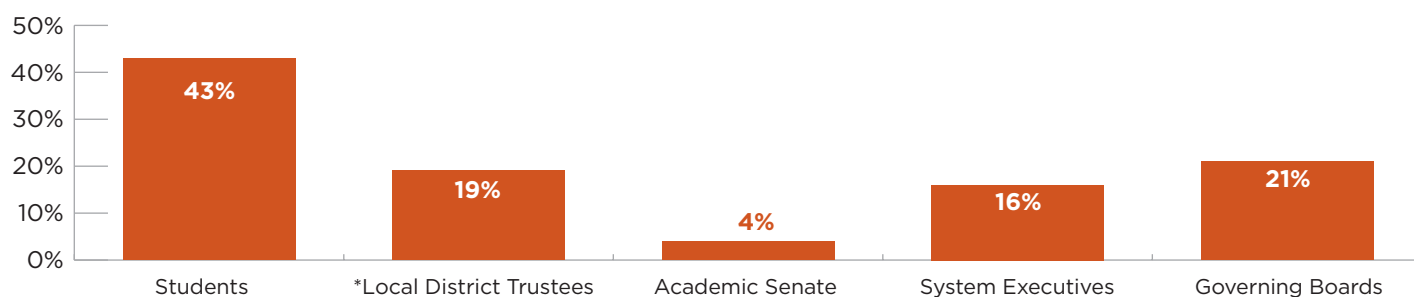
Students 43%, *Local District Trustees 19%, Academic Senate 4%, System Executives 16%, Governing Boards 21%

Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, and individual campus websites, 2016
*Applies only to community colleges

iii There are 72 Community College Districts and each are governed by locally elected boards of trustees.

In 2016, Eloy Ortiz-Oakley was named the first Latinx community college Chancellor. That same year only one Latinx professional served on the 15-member Academic Senate for California Community Colleges (ASCCC) and only one Latinx was on the Academic Senate of the California State University. No Latinx professionals held leadership positions at the University of California's Office of the President. Only 85 out of 448 (19%) locally elected community college district trustees are Latinx when 43% of community college students are Latinx.

TABLE 1. LATINX STATEWIDE LEADERSHIP 2016-17									
	CCC			CSU			UC		
	#	Latinx #	Latinx %	#	Latinx #	Latinx %	#	Latinx #	Latinx %
Local District Trustees	448	85	19%	DOES NOT APPLY					
Statewide Academic Senates	15	1	7%	52	1	2%	74	3	4%
System Leadership	29	4	14%	8	2	25%	14	0	0%
Governing Boards	17	2	12%	20	4	20%	26	7	27%
TOTAL	**509**	**92**	**18%**	**80**	**7**	**9%**	**114**	**10**	**9%**

Sources: Individual campus websites, 2016

Latinx students are the largest demographic in California's public colleges and universities and their enrollments will continue to grow as more Latinx students graduate from our state's high schools. The fact that only 1 in 10 of all faculty and leadership positions are held by Latinx is alarming. Data show that the UC and the CSU alone have awarded more than 25,000 Master's and Doctoral degrees to Latinx candidates between 2012-2016 (see Table 7). Where do these professionals go? What structural barriers do we need to address to ensure greater, more equitable opportunities for our Latinx community to gain a foothold in our colleges and universities?

WHITES IN CALIFORNIA HIGHER EDUCATION LEADERSHIP

White students are the second largest group of students enrolled in California's colleges and universities (26%) and are equally distributed throughout the community and 4-year colleges and universities.

FIGURE 5: WHITE REPRESENTATION IN CALIFORNIA PUBLIC COLLEGES AND UNIVERSITIES, 2016-17

More than half of Whites are in leadership positions in California's colleges and universities
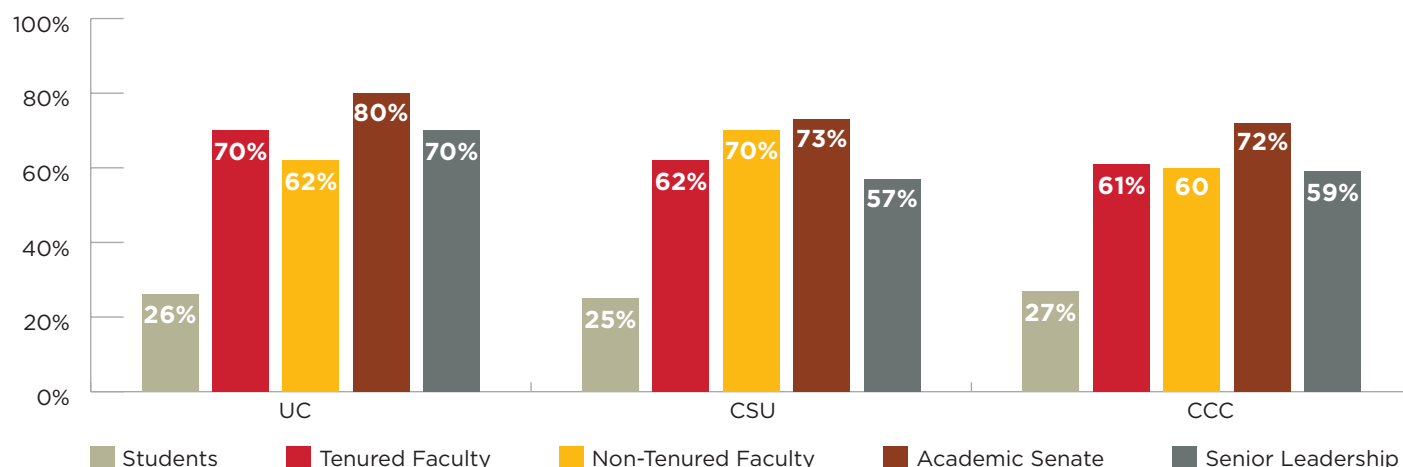
	Students	Tenured Faculty	Non-Tenured Faculty	Academic Senate	Senior Leadership
UC	26%	70%	62%	80%	70%
CSU	25%	62%	70%	73%	57%
CCC	27%	61%	60	72%	59%

Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, and individual campus websites, 2016

Statewide, Whites are one-fourth of student enrollments. Yet they occupy the vast majority of leadership positions within the three systems. **Of the 703 leadership positions statewide, 502 (71%) are held by Whites.**

Many of California's public colleges and universities have faculty and leadership bodies that are majority (51% or more) White.

121 colleges have majority White **Tenured Faculty (83%)**

126 colleges have majority White **Non-Tenured Faculty (86%)**

138 colleges have majority White **Academic Senates (95%)**

78 colleges have majority White **Senior Leadership (53%)**

FIGURE 6: WHITE REPRESENTATION IN UC, CSU AND CCC SYSTEM LEADERSHIP, 2016-17

More than two-thirds of all leadership positions statewide are held by Whites

	Students	*Local District Trustees	Academic Senate	System Executives	Governing Boards
White %	26%	69%	82%	71%	68%
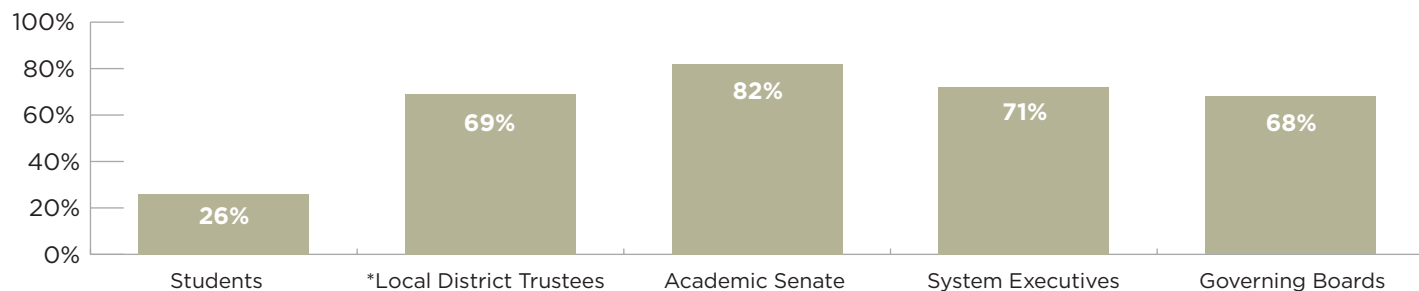
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, individual websites, 2016

Fifteen of the 72 community college districts have only White Trustees. They are:

- Antelope Valley CCD
- Barstow CCD
- Copper Mountain CCD
- Feather River CCD
- Lake Tahoe CCD
- Lassen CCD
- Mendocino CCD
- Monterey Peninsula CCD
- Redwoods CCD
- San Luis Obispo CCD
- Shasta-Tehama-Trinity Joint CCD
- Sierra Joint CCD
- Siskiyous CCD
- South Orange CCD
- Victor Valley CCD

ASIAN AMERICAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDERS (AANHPI) IN CALIFORNIA HIGHER EDUCATION LEADERSHIP

AANHPI students are the third largest group of students enrolled in California's public higher education (16%), with nearly 470,000 students. They are almost 40% of student enrollments at the UC, 18% at the CSU and 14% at the community colleges. One bright spot is that AANHPI have proportional representation among tenured faculty at the CSU. However, AANHPI are underrepresented in all other areas of campus leadership across the UC, CSU and community colleges. This underrepresentation is especially acute at the UC, where AANHPI leaders represent less than half the share of AANHPI students enrolled.

FIGURE 7: AANHPI REPRESENTATION IN CALIFORNIA PUBLIC COLLEGES AND UNIVERSITIES, 2016-17

AANHPIs are significantly underrepresented in leadership positions at the UCs
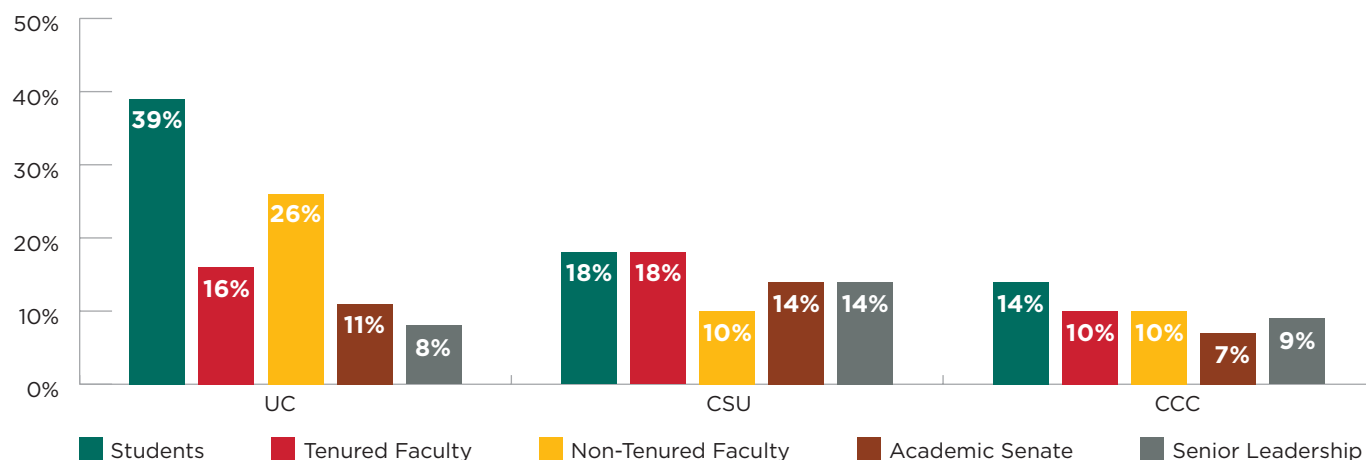
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, individual websites, 2016

Only 6% of leadership positions at the UC, CSU and the CCC systems are held by AAHNPI professionals.

FIGURE 8: AANHPI REPRESENTATION IN CALIFORNIA SYSTEMS OF HIGHER EDUCATION, 2016-17

Only 44 AANHPI professionals are in leadership positions at the UC, CSU and the CCCs out of 703 positions total
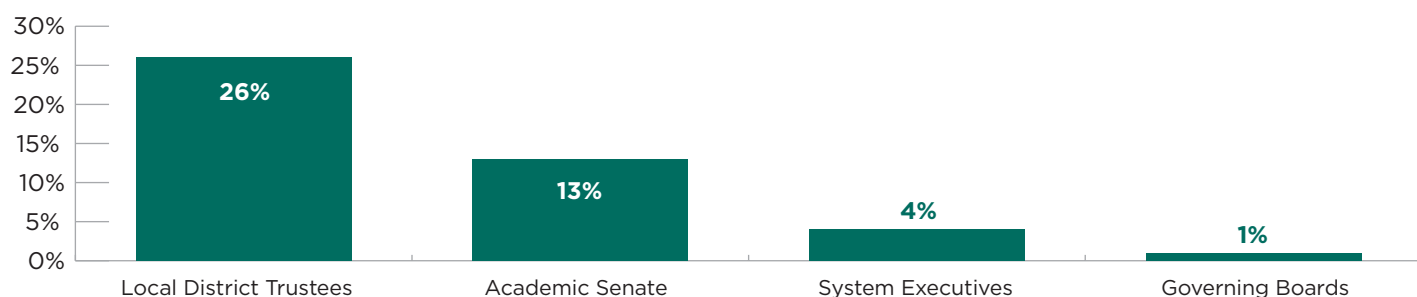
Sources: Individual websites, 2016

This severe underrepresentation is much more glaring in the governing boards. **In the Community Colleges Board of Governors and the CSU Board of Trustees no AANHPIs held positions in the 2016-17 academic year.**

TABLE 2. AANHPI STATEWIDE LEADERSHIP 2016-17									
	CCC			**CSU**			**UC**		
	#	**AANHPI #**	**AANHPI %**	**#**	**AANHPI #**	**AANHPI %**	**#**	**AANHPI #**	**AANHPI %**
Local District Trustees	448	26	6%	DOES NOT APPLY					
Statewide Academic Senates	15	0	0%	52	5	10%	74	8	11%
System Leadership	29	2	7%	8	0	0%	14	2	14%
Governing Boards	17	0	0%	20	0	0%	26	1	4%
TOTAL	**509**	**28**	**6%**	**80**	**5**	**6%**	**114**	**11**	**10%**

Sources: Individual campus websites, 2016

The percentage of tenured and non-tenured AANHPI faculty provide interesting insight into the question of representation. The good news is that, at the CSU campuses, tenured AANHPI faculty are reflective of the AANHPI student body. At community colleges, both tenured and non-tenured faculty are just under representational equity for AANHPIs. The bad news is that at the UC, where 39% of the student body are AANHPI, fewer than one-fifth of the tenured faculty members and one-fourth of the non-tenured faculty members are AANHPI.

FIGURE 9: AANHPI TENURED AND NON-TENURED FACULTY IN CALIFORNIA'S PUBLIC COLLEGES AND UNIVERSITIES, 2016-17

AANHPI faculty are significantly underrepresented at the UC
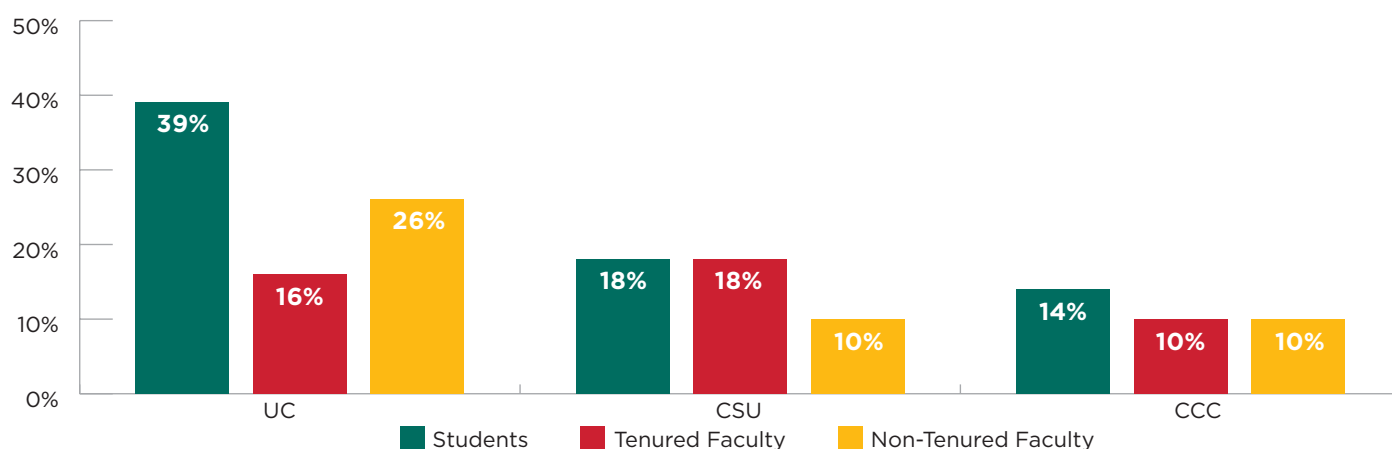
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, 2016

Given that over 2,500 of UCs tenured and non-tenured faculty are AANHPI, it is concerning that only 161 (11%) of those faculty members serve on their campus academic senate and only eight (8%) AANHPI occupy campus senior leadership positions. Therefore, we are left with the questions: What is the pathway to leadership for AANHPI professionals, especially at the UC? Is there a pathway to leadership? If not, what are the potential known and unknown barriers that inhibit AANHPIs from being placed in leadership positions?

AANHPI students represent nearly 470,000 students in California's public colleges and universities but AANHPI representation in leadership is significantly lacking. Only:

26 served as **Community College District Trustees**

13 served on the UC, CSU or Community College **Systems' Academic Senates**

3 were UC, CSU or Community College **Senior Leaders**

1 was appointed to **the UC Board of Regents**

AFRICAN AMERICANS IN CALIFORNIA HIGHER EDUCATION LEADERSHIP

The share of African American students in California's public higher education is 6%. The data show that there is near- and proportional representation in leadership positions across the UC, CSU and community college systems when compared to African American college enrollment.

FIGURE 10: AFRICAN AMERICAN REPRESENTATION IN CALIFORNIA PUBLIC COLLEGES AND UNIVERSITIES, 2016-17

African Americans appear well represented in higher education leadership roles, less so amongst faculty and Academic Senate bodies
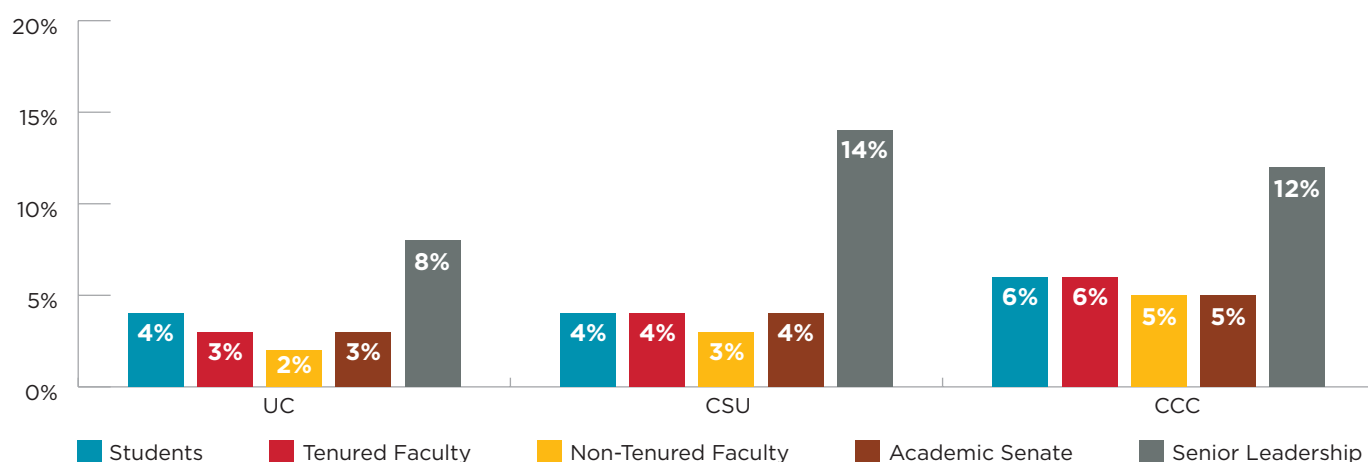
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart and individual college websites, 2016

African Americans are underrepresented in faculty positions at the CSU and the UC, yet there appears to be proportional representation in senior leadership positions across UC, CSU and community college campuses when measured against African American college student enrollment.

FIGURE 11: AFRICAN AMERICAN REPRESENTATION IN THE UC, CSU AND CALIFORNIA COMMUNITY COLLEGES SYSTEM LEADERSHIP, 2016-17

One out of every five members of the Academic Senate of the California Community Colleges is African American
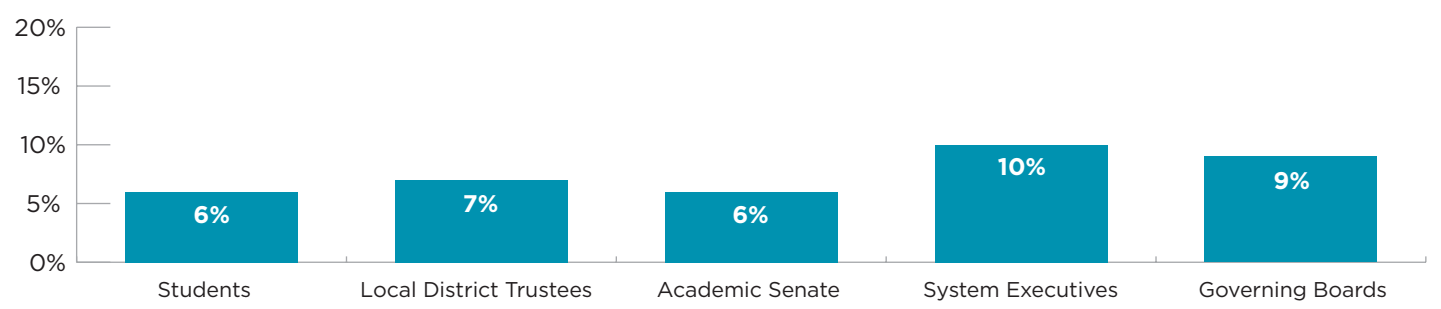
Sources: Individual college websites, 2016

The good news is that African American leaders statewide are well represented across UC, CSU, and CCC system leadership positions analyzed (statewide academic senate, system executives, governing boards). **The bad news is that only 3,182 (5%) out of a total 60,000 tenured and non-tenured community college faculty members are African American.** While one might conclude that African American representation is good when compared to college student enrollment California demographics suggest the African American student population in college could be much higher than the mere 6% it was in 2016-17. In fact, African Americans make up 11% of 18-24 year olds in California (the traditional college going age) and 28% of those 25-44 years of age (today's "post-traditional"[iv] students).

TABLE 3. AFRICAN AMERICANS IN CALIFORNIA		
	POPULATION SIZE	**% TOTAL POPULATION**
All African Americans in CA	2,265,280	6%
Traditional College Going Population 18-24 yrs.	244,650	11%
Post-traditional College-Going Population 25-44 yrs.	638,809	28%
Bachelor and Graduate/Professional Degree 25+ yrs.	370,209	24%

Source: 2016 ACS 1-year estimates, U.S. Census Bureau

iv *Excelencia* in Education defines "Post-traditional" students as those who do not fit the "traditional" 18-24 year-old college student, may delay or attend college part-time, may work 30 hours a week or more, and will make college choices based on cost of attendance (*Using a Latino Lens to Reimagine Aid Design and Delivery, 2013*).

U.S. Census data estimate that more than 2.2 million African Americans resided in California in 2016. If we take out the quarter of bachelor and professional degree holders, we estimate that more than 728,000 African Americans ages 18-44 form a pool of potential college-goers.[8]

FIGURE 12: POPULATION ESTIMATES OF AFRICAN AMERICAN POTENTIAL COLLEGE STUDENTS, 2016-17

Only one-fifth of potential African American traditional and post-traditional college goers are enrolled in California's public colleges and universities in 2016-17

67%	34%	22%
Potential Post-traditional College Students	Potential Traditional College Students	2016-17 CA Public Higher Education Enrollment
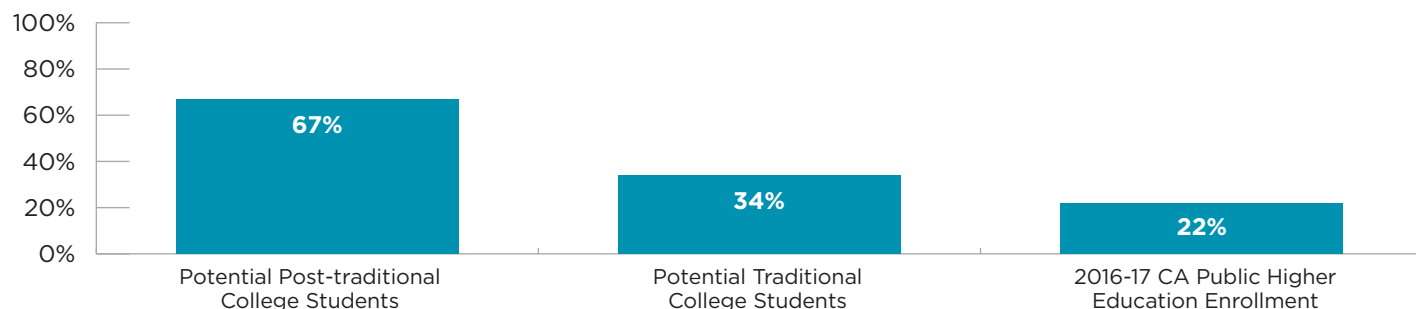
Source: 2016 ACS 1-year estimates, U.S. Census Bureau; UC Info Center, CSU Analytic Studies, CCCCO DataMart, 2016

With a total undergraduate enrollment size that is one-fifth of all potential college-goers, the data suggest a severe underrepresentation of African Americans in California's public colleges and universities. While there is equitable inclusion of African Americans in California public higher education leadership, the reality is that we must do more to improve the number of African Americans going to college. What are colleges and universities doing to increase the number of African American student enrollments? With more than 700,000 potential college students, what more can colleges and universities do to improve the faculty and leadership pipeline to reflect California's African American population?

WOMEN IN CALIFORNIA HIGHER EDUCATION LEADERSHIP

Although 54% of college students in California are female, women are underrepresented among tenured faculty, academic senates, and system executive leadership. Women are significantly underrepresented in our college governance systems with males making up more than two-thirds of UC Regents, CSU Trustees, and Community College Board of Governors. One bright spot is the growing number and almost equitable number of women Presidents in the Community Colleges (50 of 114) and in the CSU (11 of 24).

FIGURE 13: UC, CSU, AND CCC SYSTEM LEADERSHIP, BY GENDER, 2016-17

Women are significantly underrepresented in higher education governance and statewide academic senate bodies in 2016-17

Students	Tenured Faculty	System Executives	System Governance
54% / 45%	47% / 53%	43% / 57%	33% / 67%
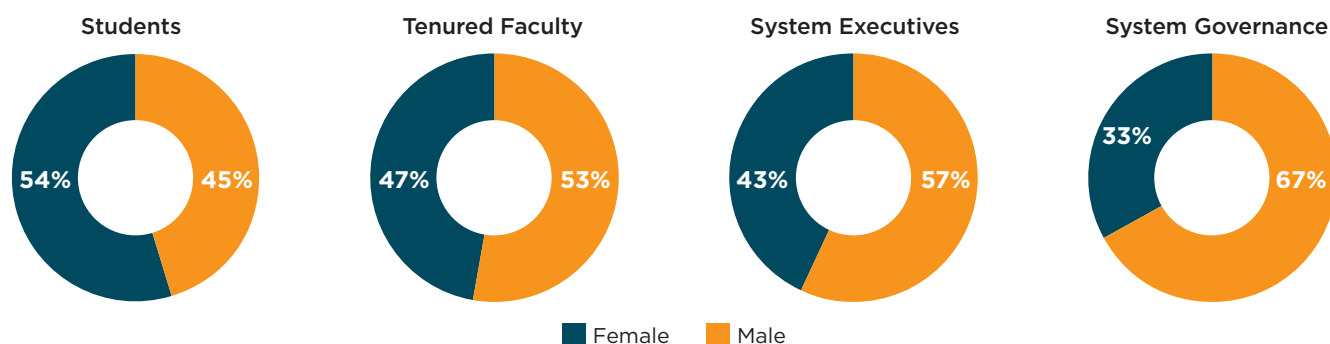
■ Female ■ Male

Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart and individual websites, 2016

WOMEN IN CALIFORNIA COMMUNITY COLLEGES

More than half (54%) of all students are female in the community colleges. Women are at or above representational equity in tenured and non-tenured faculty positions and within the academic senate. At the California Community Colleges Chancellor's Office (CCCCO) there is a near-even split between men and women.

FIGURE 14: CALIFORNIA COMMUNITY COLLEGES CAMPUS LEADERSHIP BY GENDER, 2016-17

There is more proportional representation of women among tenured faculty and within campus academic senates

	Male	Female
Senior Leadership	49%	51%
Academic Senate	46%	54%
Non-Tenured Faculty	47%	53%
Tenured Faculty	46%	54%
Students	46%	54%
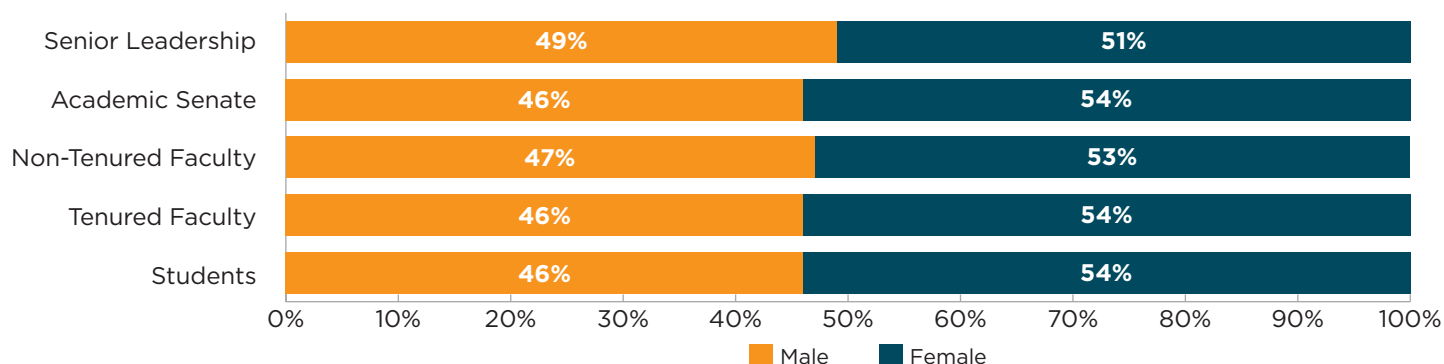
Source: CCCCO DataMart and individual college websites, 2016

Of the 17 individuals on the Community Colleges Board of Governors, there are only 7 (41%) women. And among elected community colleges district trustees, only 43% are women.

FIGURE 15: GENDER REPRESENTATION AT THE CALIFORNIA COMMUNITY COLLEGES OFFICE OF THE CHANCELLOR AND COMMUNITY COLLEGE DISTRICTS, 2016-17

Women are less than half of Board of Governor appointments

	Male	Female
Board of Governors	59%	41%
*CCC Chancellor's Office	55%	45%
Academic Senate for CCC	53%	47%
CCD Trustees	57%	43%
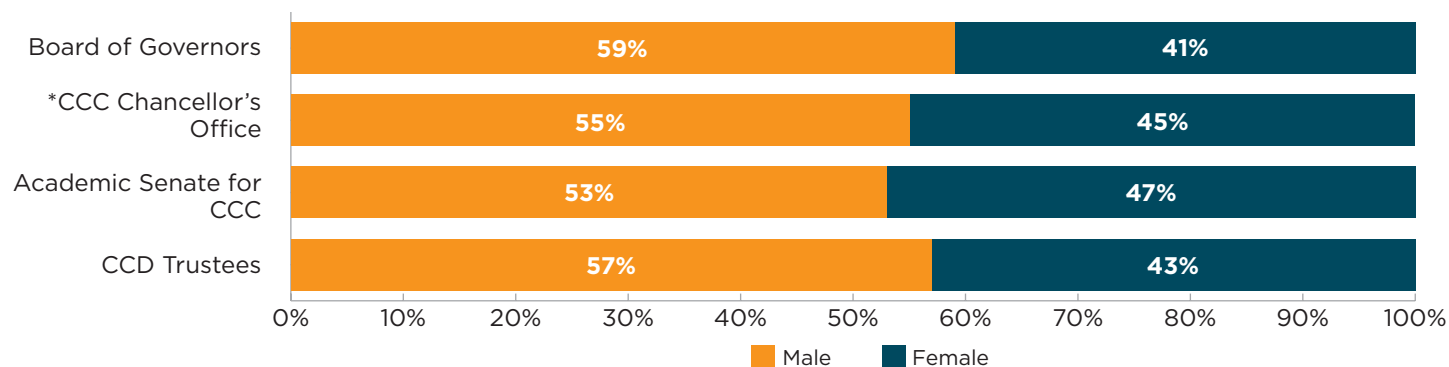
*Includes Consultation Council
Source: CCCCO and individual websites, 2016

An equity bright spot at the California Community Colleges are the 50 (48%) women who led a community college in 2016-17.

TABLE 4. FEMALE COLLEGE PRESIDENTS AT THE CALIFORNIA COMMUNITY COLLEGES

Bakersfield	Clovis	Lake Tahoe	Ohlone	San Francisco
Barstow	Coastline	Laney	Oxnard	San Joaquin Delta
Berkeley	Columbia	Long Beach	Palomar	Santa Ana
Butte	Contra Costa	LA City	Porterville	Santa Monica
Cabrillo	Cuyamaca	LA Pierce	Reedley	Skyline
Cañada	El Camino	LA Southwest	Rio Hondo	Solano
Canyons	Folsom Lake	LA Valley	San Bernardino	Southwestern
Cerro Coso	Foothill	Merritt	San Diego City	Taft
Chabot	Fresno	Mira Costa	San Diego Mesa	West Hills Coalinga
Citrus	Gavilan	Modesto	San Diego Miramar	West Hills Lemoore

Source: Individual College Websites, 2016

WOMEN IN THE CALIFORNIA STATE UNIVERSITY (CSU)

At the CSU, 56% of all CSU students are female, yet women remain underrepresented in leadership positions and amongst tenured faculty.

FIGURE 16: CALIFORNIA STATE UNIVERSITY CAMPUS LEADERSHIP BY GENDER, 2016-17

Women are well represented amongst academic senates and non-tenured faculty

Category	Male	Female
Senior Leadership	56%	44%
Academic Senate	45%	55%
Non-Tenured Faculty	45%	55%
Tenured Faculty	53%	47%
Students	44%	56%

Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, Individual College Websites, 2016
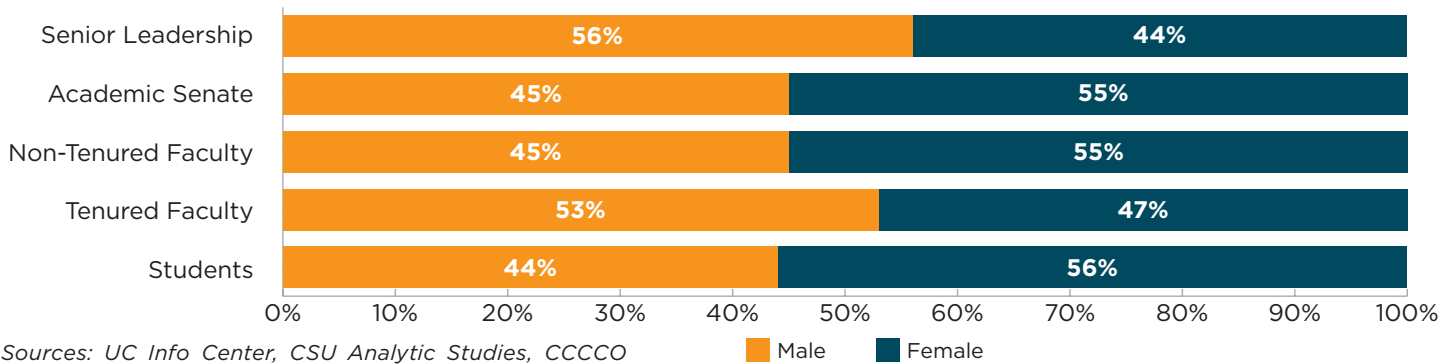
A major bright spot at the CSU is the diversity of campus presidents in 2016-17. 11 of the 24 CSU campuses (48%) were led by women.

TABLE 5. CSU COLLEGE PRESIDENTS			
MALE COLLEGE PRESIDENTS		**FEMALE COLLEGE PRESIDENTS**	
Bakersfield	Monterey Bay	Channel Islands	Pomona
Dominguez Hills	Sacramento	Chico	San Jose
East Bay	San Bernardino	Fullerton	San Marcos
Fresno	San Diego	Humboldt	Sonoma
Los Angeles	San Francisco	Long Beach	Stanislaus
Maritime	San Luis Obispo	Northridge	

Sources: Individual College Websites, 2016

While women are well represented within campus academic senates, at the CSU system, there is a notable underrepresentation of women in the Academic Senate of the CSU, among leadership at the CSU Chancellor's Office, and on the CSU Board of Trustees, where only 7 out of 13 are women. This gap is most severe in the CSU Chancellor's Office, where only one woman holds a leadership position out of 8 key leadership roles.

FIGURE 17: GENDER REPRESENTATION AT THE CALIFORNIA STATE UNIVERSITY, 2016-17

Only 1 woman (out of 9) occupied a leadership position at the California State University's Office of the Chancellor

Category	Male	Female
Board of Trustees	65%	35%
CSU Office of the Chancellor	88%	12%
Academic Senate of the CSU	60%	40%

Sources: Individual Websites, 2016
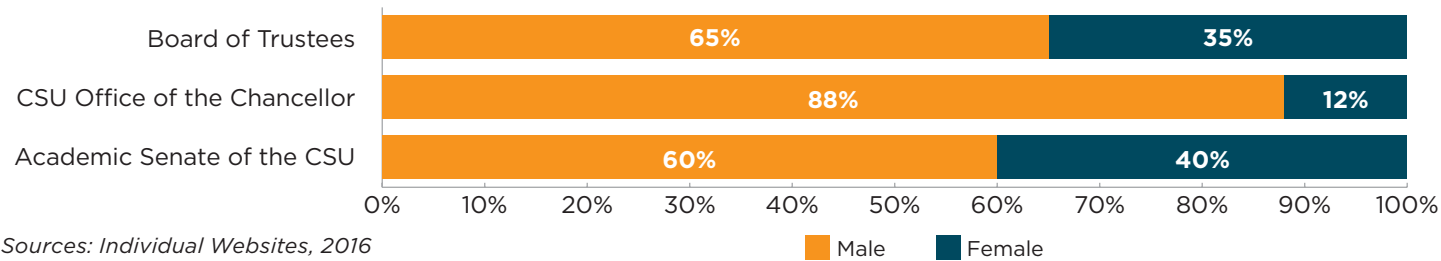
WOMEN IN THE UNIVERSITY OF CALIFORNIA (UC)

In September 2013, Janet Napolitano became the 20th President of the UC and the first woman to serve in that role when she was appointed 145 years after the UC's founding. Today, 54% of UC students are women but they still trail men in their representation on all leadership measures. The underrepresentation of women is most severe among tenured faculty and campus senior leadership positions.

FIGURE 18: UNIVERSITY OF CALIFORNIA CAMPUS LEADERSHIP BY GENDER, 2016-17

Women are underrepresented in key leadership positions despite being the majority of student enrollments

Category	Male	Female
Senior Leadership	61%	39%
Academic Senate	59%	41%
Non-Tenured Faculty	56%	44%
Tenured Faculty	67%	33%
Students	46%	54%
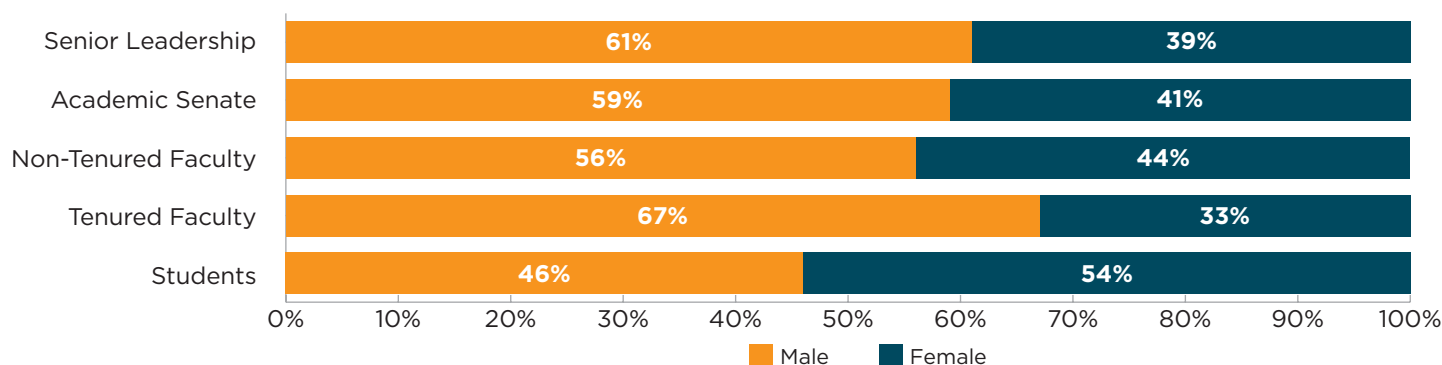
Sources: UC Info Center and Individual College Websites, 2016

Most shocking is how few women have been appointed to serve on the UC Board of Regents, where only seven women sit on the 26-member governing body of the system. The good news is that the UC Office of the President does have proportional representation of women among the 14 key leaders in that office. The bad news is that while there are nine UC campuses there is only one female Chancellor in 2016-17.

FIGURE 19: WOMEN IN LEADERSHIP AT THE UNIVERSITY OF CALIFORNIA, 2016-17

Only seven women sit on the 26-member UC Board of Regents

Category	Male	Female
Board of Regents	73%	27%
UC Office of the President	43%	57%
UC Academic Senate	58%	42%
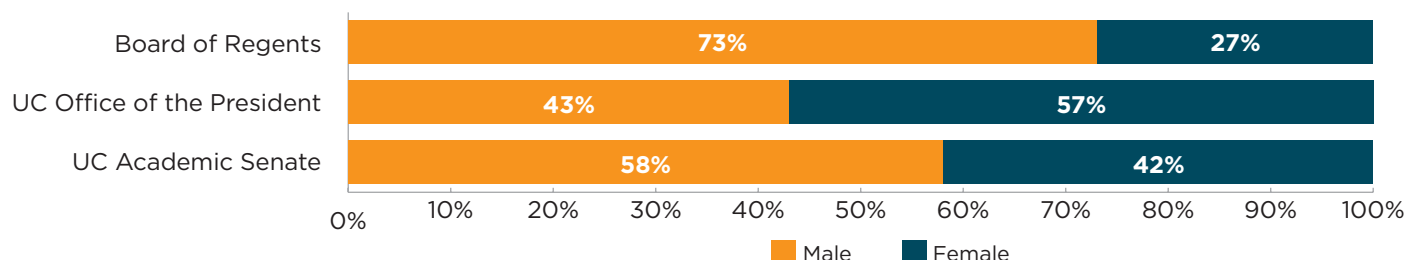
Sources: Individual College Websites, 2016

The data show that women continue to trail men in securing faculty and leadership positions in California's public colleges and universities. Though some points of equity do exist, our state and system leaders must take more intentional action if we are to see faculty and leadership bodies that are reflective of the students being served.

LEADERSHIP DEFINED:
A FOCUS ON RACE AND GENDER

The goal of this research is to review the racial and gender composition of California's public higher education leadership and the extent to which they are representative of the diverse student populations they serve. The UC, CSU and California Community Colleges have made an explicit commitment to diversity as evidenced by statements publicized on their websites. Each of these statements describes a commitment to better serve the diverse students enrolled, concentrating their efforts on both supporting equal opportunity and fostering diversity. But what these statements do not do is to explicitly identify racial and gender equity as a priority on their campuses. Nor do they address how they will ensure statements of support for diversity actually translate into supportive environments for AANHPI, African American, AI/AN, and Latinx students and how the faculty and college leadership will reflect the growing diversity of our students and state.

The University of California states: The University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.[9]

The California State University's commitment to inclusive excellence states: The California State University is committed to fostering a vibrant community of diverse students, faculty, staff, and administrators, all focused on one thing: student success.? The CSU community—faculty, staff, administrators, and students themselves—seeks to achieve success for all students through a quality education matched with opportunity.[10]

The California Community Colleges state: California's community colleges serve students from all walks of life, and that diversity stands as a tremendous source of pride for the system. Our students represent the future of California; they will be the mainstay of our state and economy over decades to come... We are committed to continuing to improve equal employment opportunities across the system and look forward to better serving our system's diverse student population.[11]

Sources: UCOP, CSU Office of the Chancellor, CCCCO, 2016

"Race-consciousness in an affirmative sense involves noticing racial inequities in educational outcomes and experiences, naming those specific, racial/ethnic groups that are experiencing equity gaps, and shying away from euphemisms often used to avoid open and honest discussions of the roles that race and racism play in the perpetuation of educational inequality."[12]

Why Race?

A focus on racial equity requires us to examine race with a critical eye, looking at historical patterns of bias and exclusion that have prevented AANHPI, African Americans, AI/AN, and Latinx students and professionals from achieving access and equitable outcomes in higher education. To ignore race — or use race-neutral language — is to ignore the inequities in academic achievement, education opportunity, workforce participation and social integration that continue to plague our communities of color.

As the Center for Urban Education[13] makes clear, along with other research, the history of America, and the different experiences faced by AANHPI, African American, AI/AN, Latinx, and others, race matters because:

- Race is visible;

- Racial and ethnic minorities have been legally prohibited from attending colleges and universities in the past;

- Race impacts the development of social capital crucial for educational opportunity; and

- Not focusing on race makes it more difficult to fully understand the impact of race on educational opportunity.

Why Gender?

Women experience discrimination and inequality in the academy. Research suggests that there is a disproportionately low representation of women in academia given the number of female graduate students earning degrees and considering tenure track and administrative positions.[14] Moreover, women tend to be employed in lower status institutions and earn less in wages. Though our research shows that women are 54% of the student population, they trail their male peers in all faculty and leadership placements. **Only 4 out of every 10 faculty and leadership positions at college and university campuses at the UC, CSU and CCC systems are held by women.** This suggests that there is a glass ceiling[15] preventing women from advancing. This troubling pattern of inequality has a profound effect on the career trajectories of women: one in six women with doctoral degrees leave academia.

To state it more clearly, there is a racial and gender equity problem in California's public colleges and universities. We must name it in order to correct it.

" During my undergraduate career, in both a community college and UC Riverside, I never had a black professor in Psychology. I had two Asian professors at UCR, but that was the most diversity I saw within the department. As an undergrad at UCR I felt as though they took for granted the fact that they have so many undergrads that are from diverse backgrounds, therefore they don't feel the need to have diversity hires. Or at least I wasn't aware of any efforts made by UCR to diversify its faculty when I was a student. "

– Tatiana Garcia-Meza, 2015 University of California, Riverside Graduate

To that end, we identified key leadership positions at college and university campuses and the UC, CSU and CCC systems for the 2016-17 academic year.[vi] This allowed us to see where equity exists and where efforts are required to achieve equitable racial and gender representation. We believe equity is achieved when there is proportional representation of faculty and leaders compared to student enrollments.

vi To the extent possible, the positions identified for analysis are similarly titled across the UC, CSU and the California community colleges with some campus-by campus variations in such leadership bodies as senior leadership (e.g., President's cabinet, Consultation Council) and the local district boards of trustees, which are unique to the California community colleges. All of the data collected were disaggregated by race and gender. A forthcoming publication analyzes the nexus between race and gender in California public higher education.

TABLE 6. LEADERSHIP DEFINED		
CALIFORNIA COMMUNITY COLLEGES	**CALIFORNIA STATE UNIVERSITY**	**UNIVERSITY OF CALIFORNIA**
Tenured Faculty*	Tenured Faculty*	Tenured Faculty*
Non-Tenured Faculty	Non-Tenured Faculty	Non-Tenured Faculty
Campus Academic Senate Members	Campus Academic Senate Members	Campus Academic Senate Members
Campus Senior Leadership**	Campus Senior Leadership**	Campus Senior Leadership**
Academic Senate for California Community Colleges	Academic Senate of the California State University	University of California Academic Senate
California Community College District Boards of Trustees	No Corresponding Leadership Body	
California Community Colleges Chancellor's Office (CCCCO) Senior Leadership	California State University Office of the Chancellor Senior Leadership	University of California Office of the President Senior Leadership
CCCCO Consultation Council	No Corresponding Leadership Body	
CCC Board of Governors	CSU Board of Trustees	UC Board of Regents

* Includes tenure-track faculty

**Positions are included if they are members of the President's Cabinet, Executive Council or identified in organizational charts as being "senior leadership/administration." May include, but not limited to Chancellor/President/Superintendent, Provost, VP/Vice Chancellor Academic Affairs, VP/Vice Chancellor Student Affairs, VP/Vice Chancellor Human Resources, VP/Vice Chancellor Business Services, Chief Operating Officer, Chief Financial Officer, VP/Vice Chancellor University Advancement, VP/Vice Chancellor Communications, VP/Vice Chancellor Research

> **❝** I think it's important for the university to make an effort to show students…there are people like them who look like them, who talk like them, who believe the same things as them, who have been able to achieve incredible things. I think that it's especially a good thing for the university to try and make the number of people from different diverse backgrounds — especially in faculty — representative of the student population as well. **❞**
>
> **– Senior, University of California Davis**[vii]

HIGHER EDUCATION:
THE PATHWAY TO OPPORTUNITY

Higher education is the pathway to opportunity and California's public colleges and universities rank among the very best in the world.[16] Just as the state's population makeup has changed over time, so too has the student population of the UC, CSU and CCC. **AANHPI, African Americans, AI/AN, Latinx, and people from two or more ethnicities represented 69% of student enrollments statewide in the 2016-17 academic year. Women were more than half (54%) of all students enrolled.**

FIGURE 20: CALIFORNIA PUBLIC HIGHER EDUCATION STUDENT ENROLLMENT, 2016-17

Almost two million students out of 2.8 million total students enrolled in California's public colleges were gender and ethnically diverse in 2016-17

Category	Enrollment
Latinx Female	687,355
Latinx Male	529,337
White Female	389,109
White Male	358,217
AANHPI Female	244,055
AANHPI Male	221,578
African American Female	91,820
African American Male	73,517
Unknown Male	65,267
Other Female	63,524
Unknown Female	58,987
Other Male	53,347
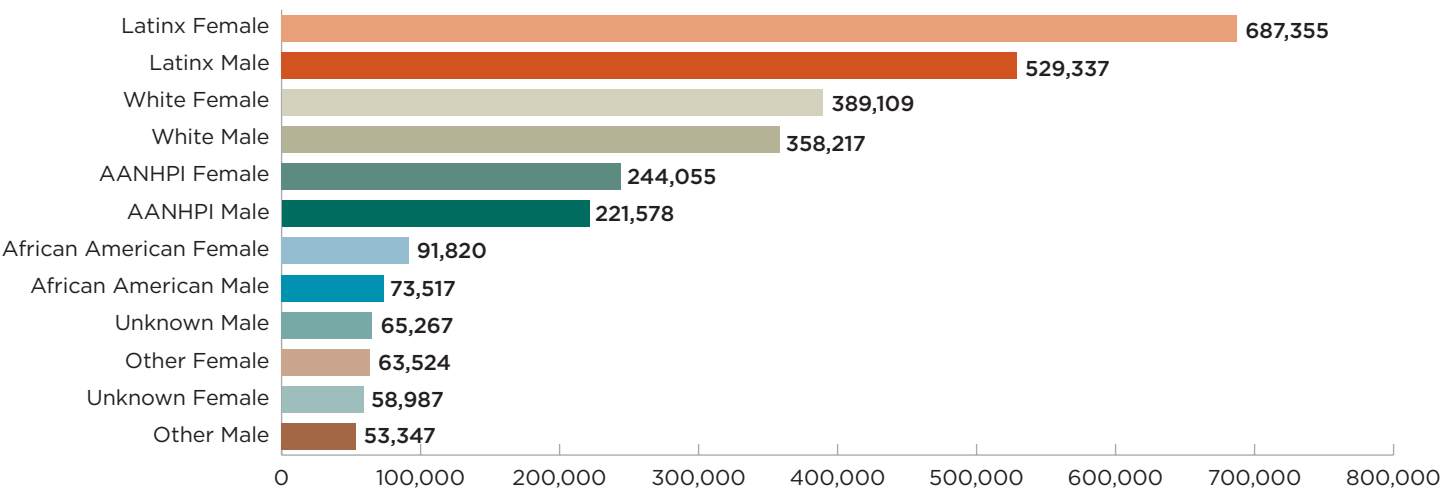
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, 2016

> **"** In most four-year college strategic plans, there is a good-faith statement calling for increasing diversity as an institutional goal. There are good — even noble — reasons for doing so. The principal one is that American colleges and universities must look more like the rest of America if they are to be remain relevant in the 21st century. **"**

– Testimony of Dr. Cecil Canton CFA AVP-Affirmative Action, to the Oversight Hearing of the CA State Assembly Committee on Higher Education, October 6, 2016

This same diversity however, cannot be seen in leadership and faculty positions in California's colleges and universities. Left out is a proportional representation of faculty, presidents, chancellors, trustees and other leaders who reflect the diversity of our students.

We have a long history of "recognizing" the importance of diversity in our colleges. But what does it say when our diversity initiatives do not extend to the power centers of our campuses and systems? What does it say when our leaders do not reflect the diversity of the students they are appointed to serve? What does it mean to our students who are looking for role models and recognition of their experiences? Above all, what does it say about our values when groups of people are left out?

Many on our college campuses believe diversity is an ideal. But not achieving diversity and inclusion seems to be perfectly acceptable. What we need is more than an "intellectual commitment" to diversity. We need inclusion-related action.

Emely Lopez is a third year student at California State University, Long Beach (CSULB). She aspires to become a teacher and eventually, a superintendent of the school district she attended as a child. A first generation college student, she is acutely aware of the opportunities higher education will afford her, including opening doors that will lead her to the superintendency. Growing up she lived in a community where most people were just like her — Latinx, first-generation, and economically disadvantaged. Going to CSULB introduced her to a new world of diverse people, perspectives, and experiences.

It definitely was culture shock, but I really enjoy that because I get to learn about a bunch of different cultures and I get to see the differences between all of us. The fact that education brings us all together...I absolutely love that.

Yet, it is troubling to her that the student diversity she sees on her campus is not evident among faculty or in the leadership of CSULB.

There are not enough people of color within our administration. I've probably had a couple of professors, probably two in my three years here that were actually Latinx. Or just people of color in general. The majority of my professors have *been White. And looking deep into the administration like our deans, our president, everyone within the upper administration, that is not a representation of our student population at all.*

For Emely, who aspires to one day lead an educational institution, seeing the lack of diversity in senior leadership at a Hispanic Serving Institution (HSI) like CSULB that prides itself on its diverse student body makes her question her background and the culture she comes from.

What's wrong with us that there aren't more of us in leadership positions? Because what I see on a daily basis sends a message to me that these other people are more qualified than someone like me.

The lack of representation has profoundly affected her college experience and her aspirations to education leadership. But, as Emely firmly believes, it doesn't have to be that way.

I know that there are faculty who have the same concerns about the lack of representation as I do. I feel that if there are more people of color that are professors and are in leadership then that will encourage more students of color to think that they too can pursue and be in [those] positions as well.

POPULATION DIVERSITY
DOES NOT EQUAL INCLUSION

We need the deliberate inclusion of individuals from diverse backgrounds with their array of perspectives, ideas, and experiences in California's colleges and universities. Students of all backgrounds, races, and ethnicities who engage with and learn from a diversity of students, faculty, and leaders develop the problem-solving[17] and critical thinking skills[18] that are essential for living and working in a pluralistic society. Moreover, interacting with individuals of varying racial and ethnic backgrounds has been shown to have a positive impact on student retention, overall college satisfaction, and increased intellectual and social self-confidence.[19] The positive effects of communicating and negotiating across a range of perspectives have been found for White students and students of color alike.[20]

FIGURE 21: CALIFORNIA POPULATION BY AGE AND RACE, 2016

The Latinx community is young — it has the highest percentage of people under the age of 45
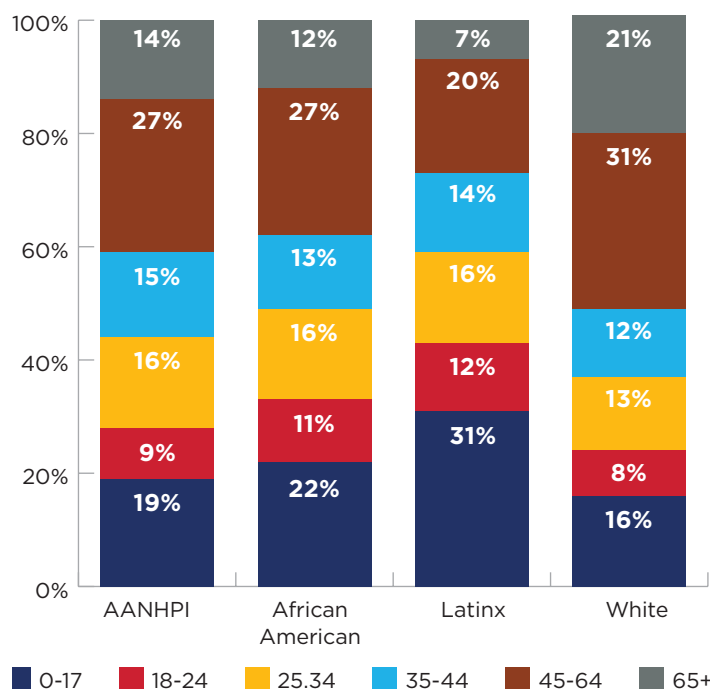
Source: 2016 ACS 1-year estimates, U.S. Census Bureau

Inclusion is diversity-related action. Whereas diversity efforts acknowledge the value of difference, **inclusion "puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection — where the richness of ideas, backgrounds, and perspectives are harnessed."[21]** If we are not intentional in our efforts, a lack of diversity and inclusivity hurts not only our students, but harms California as a whole.

Growing diversity in our state's population and corresponding diversity in our K-12 schools underscore our call for greater diversity and inclusivity in California's community colleges and universities. Nearly three-quarters of Latinx Californians are under the age of 45 **— people who are currently attending college and may be enrolling in the foreseeable future.** They are closely followed by African Americans under the age of 45 (62%) and AANHPIs (59%). These demographic shifts are unmistakable in light of K-12 enrollments where Latinx students were more than half (54%) of the 6.2 million students enrolled.[22] Latinx were half (50%) of the 429,000 high school graduates in 2015-16 (see Figure 22).[23]

> " It's not just about diversifying the faces on campus, but diversifying the experiences in the classroom and honoring the fact that, especially in the political era that we're in today, there are students that have a reality, a historical context that maybe doesn't align with the standard political or historical context of the college environment. "
>
> — **Olivia Light, Senior, University of California, Los Angeles**

Collectively, AANHPI, African Americans, AI/AN, Latinx, and other students of two or more ethnicities represent three-fourths of K-12 student enrollments in 2016-17. Projections suggest that California's diverse populations will continue to grow. By 2032, 73% of the 1.4 million expected high school graduates will be AANHPI, African American, AI/AN or Latinx.[24] These young people are the future of California and our colleges and universities must be prepared to competently and effectively facilitate their success.

Despite this increase in diverse young people and the corresponding increase in college enrollments, our college and university campuses remain predominantly White in regard to faculty and leadership. This mismatch can lead students to experience feelings of isolation and inadequacy, and can cause them to question their academic competency.[25] Unless we act with deliberate intent and action to change the status quo, we fail our students and prevent them from reaping the benefits of higher education.

More proportional representation of AANHPI, African Americans, AI/AN, Latinx, and other historically underserved groups in positions of leadership and influence can have a positive effect on the aspirations and academic trajectories of students. Because leaders are responsible for the policies and practices guiding their institutions, which policies and practices they enact and which values they uphold will make a difference in the organizational vision and work of the institution. Research on Latinx students in the Los

FIGURE 22: CALIFORNIA K-12 ENROLLMENT (2016-17) AND HIGH SCHOOL GRADUATES (2015-16)

Latinx students were more than half of all K-12 enrollments in 2016-17 and high school graduates in 2015-16

K-12 Students
- 6% AANHPI
- 12% African American
- 24% White
- 1%
- 4% Other
- 54% Latinx

High School Graduates
- 6% AANHPI
- 13% African American
- 27% White
- 0.3%
- 3%
- 51% Latinx

Legend:
- White
- AANHPI
- African American
- Latinx
- Other
- Unknown
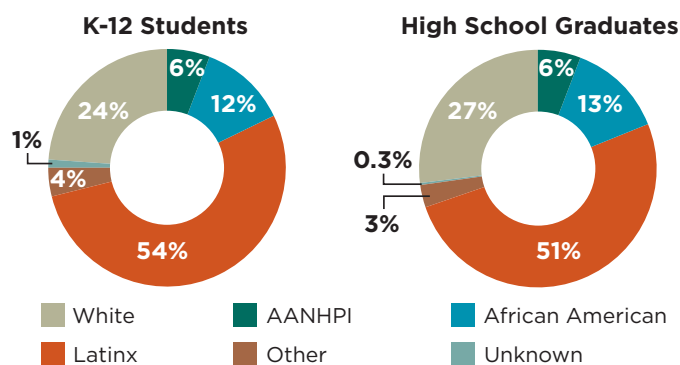
Source: California Department of Education, Data Quest, 2018

Angeles Community College District, for example, found that Latinx faculty positively influence Latinx students' sense of belonging and social integration on the college campus.[26]

Faculty and leadership appointments in California public higher education, however, do not match the diverse student enrollments of the UC, CSU and the community colleges. **Students from AANHPI, African American, AI/AN, Latinx and other populations represented two-thirds of all higher education students enrolled in the 2016-17 academic year.**

FIGURE 23: STUDENT ENROLLMENTS AT THE UC, CSU AND THE CALIFORNIA COMMUNITY COLLEGES, 2016-17

Two-thirds of the students enrolled at the UC, CSU and the California Community Colleges are from historically underrepresented groups

California Community College

Category	%
White	27%
AANHPI	14%
African American	6%
Latinx	44%
Other	4%
Unknown	5%

California State University

Category	%
White	25%
AANHPI	18%
African American	4%
Latinx	43%
Other	5%
Unknown	5%

University of California

Category	%
White	26%
AANHPI	39%
African American	4%
Latinx	26%
Other	1%
Unknown	3%

Legend: White, AANHPI, African American, Latinx, Other, Unknown
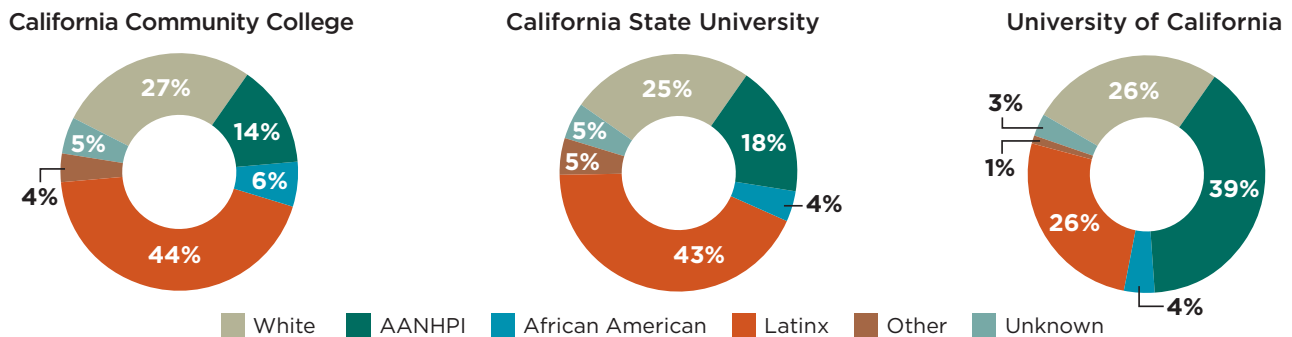
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, 2016
Note: Numbers will not always add up to 100% due to rounding

The racial, ethnic, and gender composition of faculty and leadership across the UC, CSU and the community colleges is not reflective of the students they serve. This dramatic mismatch means that AANHPI, African American, AI/AN and Latinx students — male and female — have very few role models and advisors/mentors who share their experiences and who can guide them through the intricacies of higher education. It also means that White students are not exposed to enough college faculty and leaders that are not White. **While the lack of proportional representation acutely affects the experiences of "minoritized"[27] students, the reality is that ALL STUDENTS have less exposure to diverse faculty and leaders.**

> **When we have Latinx and African Americans in our faculty and administrators we are more able to transform the classroom. And the way we teach begins to change and better addresses the needs of our students. If done right, it can result in lessening bias and discrimination on behalf of those who are members of the dominant group.**
>
> —Arturo Ocampo, District Director for Diversity and Compliance, North Orange County Community College District

FIGURE 24: LEADERSHIP DIVERSITY IN CALIFORNIA'S PUBLIC COLLEGES AND UNIVERSITIES, 2016-17

Leadership in California's colleges and universities is not reflective of the students they serve

Students
26% · 6% · 16% · 43% · 4% · 5%

Tenured Faculty
63% · 5% · 14% · 12% · 2% · 5%

Non-Tenured Faculty
61% · 5% · 12% · 12% · 8% · 2%

Academic Senate
74% · 4% · 10% · 10% · 1% · 1%

Senior Leadership
60% · 12% · 10% · 16% · 2% · 1%

Legend: White · AANHPI · African American · Latinx · Other · Unknown
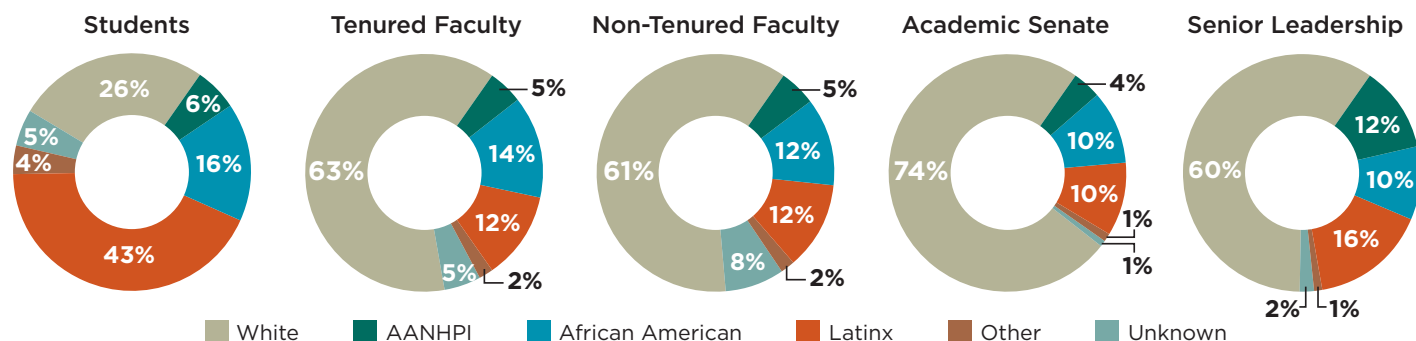
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, 2016

Equity in higher education will be achieved when there is proportional representation of AANHPI, African American, AI/AN, and Latinx faculty and senior leaders in California's public colleges and universities.[28] Four out of every ten students are Latinx and there are nearly twice as many Latinx (43%) students enrolled as there are White students (26%), the next largest enrolled population. **If our colleges and universities were working in an equitable way, we would expect to see the demographics of the student population reflected in those who are part of a students' educational experiences.** Our data show that leadership in our college and university campuses is out of step with our student population.

FIGURE 25: LATINX AND WHITE LEADERSHIP IN CALIFORNIA PUBLIC COLLEGES AND UNIVERSITIES, 2016-17

Latinx lack equitable representation in vital faculty and senior leadership positions in California's public colleges and universities

Latinx
- Student Enrollment: 43% (EQUITY line)
- Tenured Faculty*: 12%
- Academic Senate: 10%
- Senior Leadership: 18%

White
- Student Enrollment: 26% (EQUITY line)
- Tenured Faculty*: 63%
- Academic Senate: 74%
- Senior Leadership: 60%
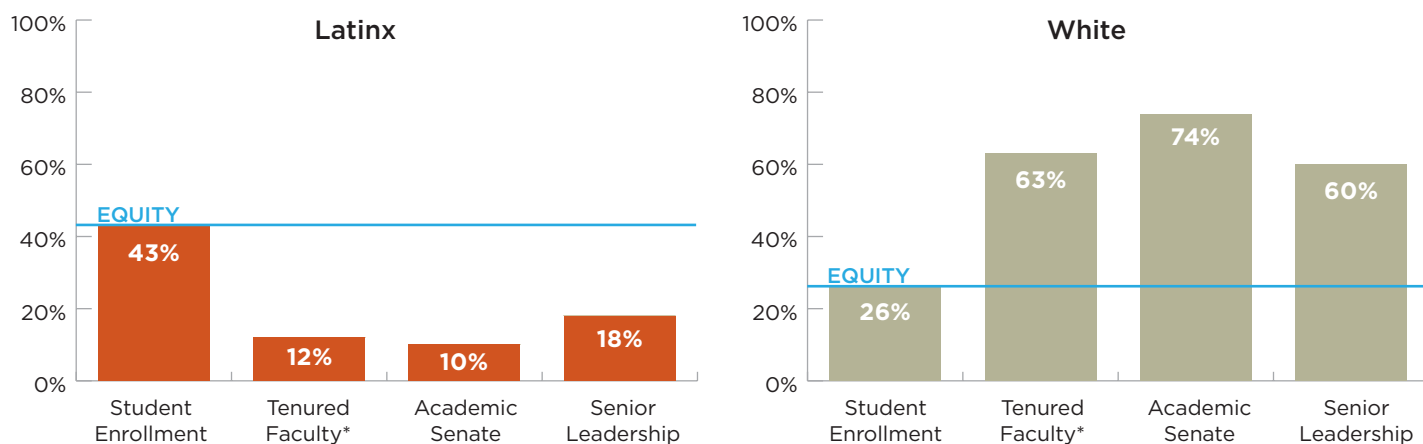
Sources: UC Info Center, CSU Analytic Studies, CCCCO DataMart, 2016
*Includes Tenured-Track Faculty

There is a representation gap[29] of 25-33% between Latinx student enrollment and key campus leadership positions, the most acute being in tenured faculty and academic senate membership. In comparison, there is an overrepresentation between White student enrollment and campus faculty and leadership positions. This gap in representation generates an equity crisis in California higher education when the majority of our students do not see faculty or campus leaders from their backgrounds.

❝ I think it's important for the leadership of an institution to reflect its student body. Students need to feel like their experiences, their backgrounds and their perspectives are represented in the institution's leadership because institutional leaders are responsible for making decisions that are not only in the best interest of the institution but also in the best interest of the students. So, it's important for students to know that decisions are being made by people who understand their real life experiences, have some understanding of what their lives are like, what are the challenges they experience and the assets that they bring to the institution. **❞**

– **Dr. Frank Harris III,**
  Professor of Postsecondary Educational Leadership and Student
  Affairs, San Diego State University

CALIFORNIA'S LACK OF DIVERSITY IN PUBLIC HIGHER EDUCATION
EXPLAINED OR EXCUSED?

Proposition 209

Passed in 1996 by California voters, Proposition 209 effectively ended affirmative action in public employment, public education, and contracts.[30] Titled the "California Civil Rights Initiative," the law invalidated a series of laws enacted in the 1970s requiring state agencies to increase the number of women and people of color in positions where their numbers were not reflective of the population.

Both the CSU[31] and UC[32] have written brochures detailing what an institution can and cannot do in response to the ban as well as its federal obligation to affirmative action. The UC, for example, states in its brochure, "Race or gender may not be used as the sole criterion in the recruitment and selection of potential employees. Efforts should be made to attract a robust pool of candidates that includes individuals from groups that are underrepresented in the field and in higher education generally." Although the systems are not legally prohibited from considering race and gender in hiring by itself, a Chief Diversity Officer suggested that fear over being sued for discrimination is impacting hiring decisions.

The inclusion of AANHPI, African Americans, AI/AN, Latinx, and other historically marginalized populations of all genders among tenured faculty and senior leadership positions is vital to the success of all students and the community at large. And as the Chief Diversity Officer indicated, "they are worth the risk of pushing the Prop 209 envelope." In a state built upon its diversity, California's public higher education is uniquely positioned to lead the country and catalyze change towards more meaningful inclusion of diverse groups of people. As a first step, it is crucial to acknowledge where progress has stalled and where groups have been left out of leadership and faculty positions in order to take deliberate action to ensure the new majority of professionals has a clear pathway to leadership.

> **"** Depending on how conservative of an interpretation your legal counsel has on Prop 209, colleges may or may not take meaningful proactive steps to diversify their faculty and administrative positions. Everyone is afraid of being sued that Presidents and hiring committees are unwilling to take the risk and actively recruit persons of color. **"**

— Chief Diversity Officer

The Pipeline Problem

The last several years have seen demands to increase diversity on college campuses nationwide, including several CSU and UC campuses.[33] Among these demands are calls for greater diversity in faculty ranks, improved campus climates, increased support for students of color, culturally relevant curricula, and culturally competent faculty.[34] A common response to these demands is that California has a "pipeline problem."[35] The pipeline problem argument suggests that there are simply not enough qualified AANHPI, African American, AI/AN, Latinx, and others to fill the number of faculty[36] and leadership positions available. But this explanation begs the question: is this true? Research, data, and experience suggest that more critical reflection is necessary to reach this conclusion.

TABLE 7. Master's and Doctorate Degrees Awarded by the UC and the CSU, 2012-2016

	AANHPI	African American	Latinx	*Other	Unknown	White
CSU Master's	13,105	4,061	17,493	2,973	12,364	32,812
UC Master's	9,074	1,179	4,555	1,516	3,351	18,520
CSU Doctorates	248	146	345	65	212	802
UC Doctorates	5,587	814	2,663	617	4,061	13,443
CA TOTAL	**28,014**	**6,200**	**25,056**	**5,171**	**19,988**	**65,577**

Source: IPEDS, 2017

* Includes AI/AN and two or more races/ethnicities

Greater reflection in academia is key to addressing how bias is influencing the definitions of who is "qualified." The Chief Diversity Officer's 16 years of experience working with hiring committees have shown him that hiring committees are more prone to "replicate themselves." Research from the Center for Urban Education raises questions about what is valued and whether that value will benefit students.[38] For example, will hiring committees' "qualification" demands include an ability to effectively improve student outcomes for all students, talent for working effectively with underrepresented populations, be equity minded, and race-conscious? Or will the lack of diverse hiring committees simply result in hiring committees that hire people exactly like themselves — thereby perpetuating a lack of diversity on a campus?

These more subjective questions of qualifications and value are important when considering the data and the story they tell about potentially qualified applicants of color in California alone. **Between 2012-2016, the CSU and the UC awarded a combined 150,006[viii] Master's and Doctorate degrees. Of these, more than 64,000 (43%) went to graduates of color.** Given these statewide numbers, it can be argued that there is a more than adequate pool of candidates with credentials from California's well-regarded institutions to compete for faculty and leadership positions. Yet it is hiring practices and how "qualifications" are defined that may be preventing talented candidates from being thoughtfully and equitably considered for the job.

"Although concerns about the pipeline are legitimate, this rationale should not serve as an excuse for inaction. The common stereotype that a pool of diverse applicants does not exist or is difficult to access encourages search committees to pursue "business as usual" in their hiring efforts, ultimately perpetuating existing inequalities. The deeper challenge is that many diverse candidates simply are not aggressively recruited. To address this challenge, it is important for academic institutions to employ best practices to hire, promote, and retain the diverse faculty talent that does exist. Institutions that are serious in their desire to enhance their faculty diversity can do so, but they must be aggressive, intentional, creative, and focused on creating change over time."[37]

viii Does not include degrees awarded to non-residents.

Rather than justifying the lack of diversity due to an inadequate pipeline of talent from AANHPI, African American, AI/AN and Latinx communities, research suggests that colleges and universities must stop doing "business as usual" and instead develop and implement comprehensive plans to outreach into the talent pools that exist and encourage and grow talent from within.[39] While the lack of diversity has sparked considerable debate, from the suggestion that there are not enough students of color in graduate programs,[40] to the intentional exclusion of candidates from historically underserved populations[41] and inadequate hiring practices,[42] the call to action is the same: We need to change how we do business in our colleges and universities. That begins with a reconsideration of how California's colleges and universities recruit, hire, and retain faculty and others in leadership positions. Senior leaders, department heads, and faculty must work together to set an institutional context that prioritizes and promotes diversity in hiring, appointments, and promotions.[43]

" We need leaders who are willing and able to take risks to do the right thing. I'm ready to take that risk. We need to cultivate leaders and train them to have courageous conversations and make sure that they understand and get the fact that in order for us to sustain ourselves as institutions, we have to make significant changes to our hiring and promotion practices. "

— Rich Shintaku, Ph.D, Director of Diversity and Inclusion, University of California, Davis

WHY DIVERSITY AND INCLUSION MATTERS

Student Development

Three decades of education research have long documented the positive benefits of a diverse campus environment on students' learning and development. Studies have shown that individuals exposed to peers of different backgrounds are more likely to consider alternate points of view that potentially challenge deeply held beliefs and perspectives.[44] The use of activities (e.g., diverse curricula) and instructional methods (e.g., culturally competent pedagogy) that promote students' interactions with diverse perspectives and peers positively affect student development.[45] These activities do not occur on their own but are guided by faculty who are diverse in terms of gender, race, and ethnicity and wholly embrace the assets of diversity. In return, all students reap the benefits of this exposure, as faculty are able to create environments that promote increased support and mentoring for students from underrepresented groups.[46]

Academic performance and career aspirations are enhanced when these students have faculty of similar backgrounds who can serve as role models.[47] **The validation of students experiences and struggles by faculty of the same ethnicity and gender builds self-confidence and self-esteem among students from disadvantaged backgrounds who may come to college doubting their academic potential.[48]** In an essay on the importance of Black teachers teaching Black students, the remarks of a 9th grade teacher's experiences in the classroom are easily transferred to the college environment. Acknowledging that the amount of melanin in his skin does not grant him superpowers, he nonetheless concludes that having a shared racial identity with his students allows him to "see their charms and challenges without the filters of 'urban,' 'minority' or 'at risk.'"[49]

> **"** Black students need teachers who understand that they're capable of the full range of anxieties and insecurities, greatness and success, hilarious moments and generous surprises. The amount of melanin in my skin is neither necessary nor sufficient for this: It's not a magic formula. But I can remember a time when I looked and sounded like my students. That helps me see myself in them, and all they're capable of. I hope they can see themselves in me.[50] **"**

— **David Jackson, High School Teacher**

Leadership Development

Campus leaders play an equally important role for students — albeit a bit more removed than the more frequent and direct-contact students have with faculty — and for junior faculty and staff who aspire to leadership positions. College and university campus leaders are responsible for defining the mission, values, and goals for their institutions,[51] thus creating a community that is committed or not to diversity and inclusion. Diverse faculty and leaders help junior faculty of color navigate their institutions[52] and can serve as mentors for colleagues who are interested in pursuing administrative and leadership pathways.[53]

Leaders representing diverse backgrounds and experiences are essential to ensure diversity and inclusion become important goals in faculty and leadership hiring.[54] They are likewise positioned to act upon those goals of diversity and inclusion by providing leadership development opportunities and a clear pathway to leadership for individuals from historically excluded groups. **They can work towards a more equitable and inclusive environment that breaks down barriers and challenges deficit-based assumptions about people from marginalized communities.[55]** This is especially important given research that points to faculty of color of both genders experiencing racial and gender bias that is at times invisible but nevertheless raises doubt about their intellectual and professional competence[56] as well as job security for those on the pathway to tenure.

Without this leadership in place, faculty and administrative staff of color who aspire to leadership positions may be weighed down by campus politics and/or overwhelming responsibilities because they are, in fact, the only person of color seen as the "go to" on campus. One faculty member described wanting "to do more" on her predominantly Latinx campus to better support her students during a time when racial tensions were high between faculty and administrators. But as she said, there was only "one of her" and the risks were too high. Still others simply do not consider leadership as an option. More diversity in faculty and leadership ranks would potentially address the challenges and pressure that some of these faculty face.

" We need both of those — a diverse pool of diverse candidates and more internal consideration of diverse candidates. But the other thing we need is to empower our really good faculty and give them the notion that they would be an amazing administrator and really support them. I can be honest and say when I applied for this position, there was an imposter syndrome that you deal with. "Am I too young for this? Do I have enough experience? Am I worthy of such a role?" We have these questions that we ask of ourselves, but there's nobody we can ask these questions to. So I had nobody other than my wife, who said, 'No, I think you should do this. You can try it, and you can see what happens.' "

— Damien Peña, Vice President of Student Affairs Ventura College

In his testimony to the Oversight Hearing of the California State Assembly Committee on Higher Education and Assembly Budget Subcommittee on Education Finance, Dr. Cecil Canton, California Faculty Association (CFA) Associate Vice President for Affirmative Action shared what it means to be a CSU faculty member and the "cultural taxation" experienced by faculty of color. The changing demographics at the CSUs shows that only 25% of students identify as White, compared to 64% of faculty. All faculty are required to carry out the responsibilities of their profession — teach courses, build a record of scholarship, and meet the standards of retention, promotion and the tenure process. For faculty of color, however, they must do all of the above, but carry the additional responsibility of meeting and working with students of color who look to them for mentorship, guidance and support. **This "cultural taxation" is a special burden experienced by faculty of color when situations and/or tasks are imposed upon them because of their race/ethnicity.[57] It is a burden that is often not rewarded or considered an important qualification for consideration in the hiring process, and it is one that faculty of color cannot say no to if they expect to remain within academia, and one that too often leads to burnout.**

The Educational Success of Diverse Californians is An Economic Imperative

California's current and future economic well-being is dependent on the educational attainment, workforce participation and civic integration of its 39 million people. Twenty-five years of population shifts among AANHPI, African Americans, AI/AN, and Latinx people demonstrate their potential economic and civic power. Continued population growth makes it abundantly clear that the future of California rests in the hands of its diverse communities. Estimates suggests that by 2030, AANHPI, African American, AI/AN, and Latinx Californians will comprise two-thirds of the state's population. Yet continued education inequities diminish the economic and social contributions of these individuals to their communities and to the state.

> " A college education is a proven bridge to the middle class. At a time of growing economic inequality, California's public colleges and universities can be part of the solution by driving social and economic mobility across California and the nation. To sustain California's growth and prosperity, we must open the doors of opportunity to a higher education even wider to all Californians, today and in the future.[58] "

— University of California President Janet Napolitano

FIGURE 26: CALIFORNIA POPULATION DIVERSITY 1980-2030

Demographic shifts-past, present and future-show that the economic potential of the states is in the hands of California's diverse communities
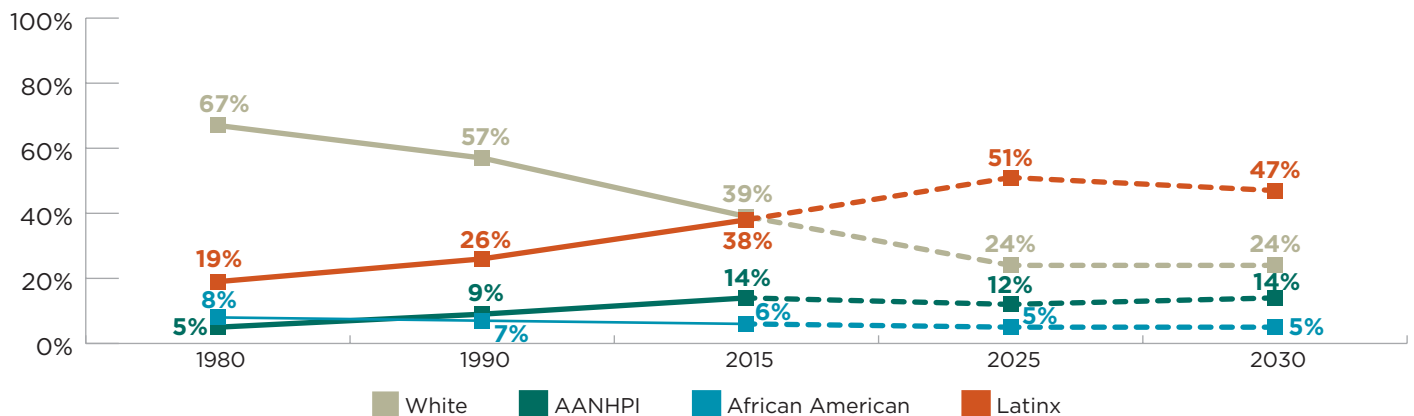
Source: U.S. Census Bureau

Today, only 39% of Californians 25 years and older have a postsecondary degree or credential. Still, 68% of jobs in the state will require college credentials.[59] **If current trends continue, California is on track to be short 1.1 million workers with the necessary bachelor degrees by 2030.[60]**

FIGURE 27: CALIFORNIA BACHELOR DEGREE ATTAINMENT FOR ADULTS 25 YEARS AND OVER, 2012-2016

Latinx Californians have the lowest bachelor degree attainment than all other Californians
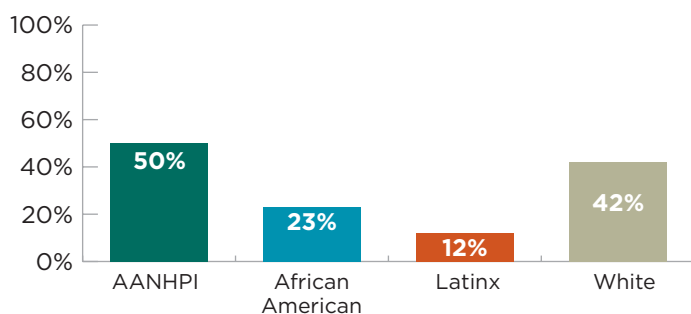
Source: Educational Attainment, 2012-2016 American Community Survey 5-Year Estimates, U.S. Census Bureau

Racial, ethnic and gender diversity in key administrative and faculty positions is vital. Not only will it ensure our historically disadvantaged populations achieve education success within our colleges and universities, but also facilitate their success in the workforce. Interactions with a more diverse student body and faculty produce outcomes that are beneficial in a pluralistic society. **In working cooperatively with others from varying backgrounds, students develop critical thinking and problem-solving skills that are vital to their participation in the workforce of a more globalized society.[62]** Research suggests that increased diversity in multiple industries yield success. For example, diversity of board members in large private companies in the United States is positively associated with performance.[63] That is because leadership composed of individuals with varying backgrounds can make valuable contributions to board decisions by providing unique perspectives on key issues.[64]

The research is clear: diversity matters, and proportional inclusion is essential to ensure the educational attainment and economic success of our students and our state. **Therefore creating an educational environment that is gender and racially inclusive is a noticeable signal and symbol of a campus' commitment to diversity.[65]** Faculty and leadership from diverse backgrounds play a significant role in contributing to these vital goals. However, the current lack of diverse voices in positions of leadership and faculty can have a substantial, potentially negative, impact on campus climate, classroom interactions and community morale. The lack of diversity in these positions of power will similarly have a chilling effect on the aspirations of potential leaders within the ranks of faculty and administrators who see little room for people like them at the decision-making table.

> " I've been at Rio Hondo College since 2006. When I was hired, I immediately got involved in different committees and I started to hear the frustration from some of my colleagues. They were frustrated by some of the conversations that were happening on campus — some of the ways that our students were being described was coming from a deficit mentality perspective. But I really didn't feel comfortable enough to step out and become more vocal on campus. There's one of me and a lot of them. But what started shifting was that we had more people of color having these conversations, sharing some of their frustration. So instead of standing alone, we said, 'let's do this together.' "

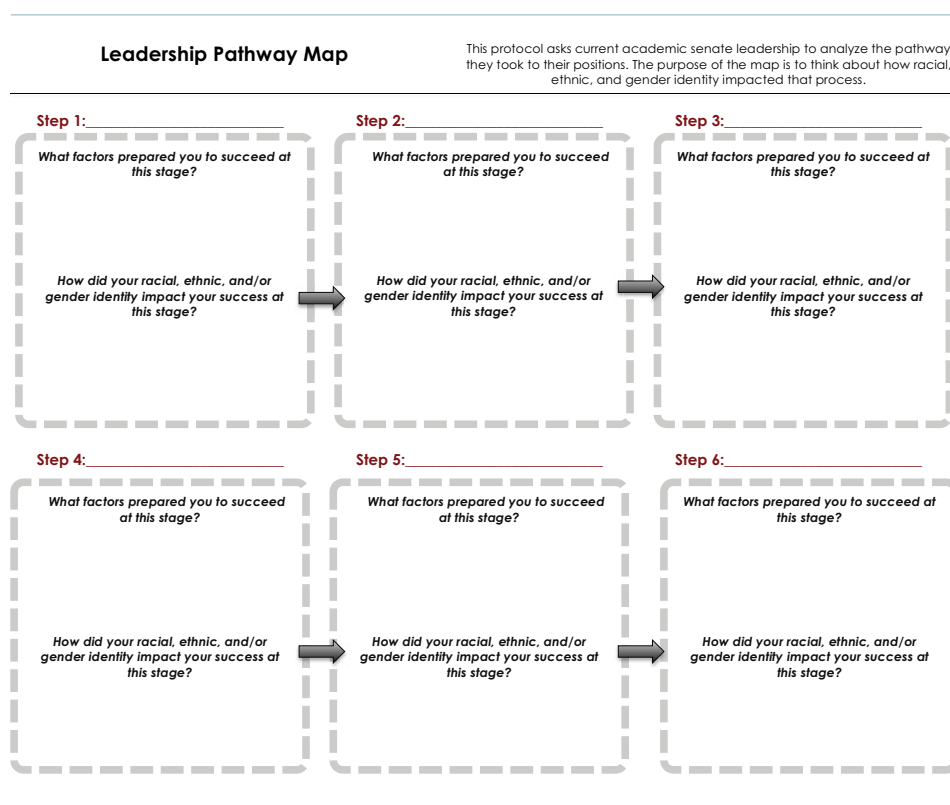— Juana Mora, Professor and Academic Senate Member, Rio Hondo College

A TOOLKIT TO EFFECT CHANGE

We have a clear call to action. The demographic composition of faculty and senior leadership in California's public higher education colleges, universities and systems are not sufficiently diverse to represent the racial and gender diversity of our students. Action is required to ensure both the success of our students during college but their success long after they leave with diploma in hand. California's economic future depends on the ability of today's students to become the globally competent and productive workforce of tomorrow.

In collaboration with the Center for Urban Education (CUE), we propose several steps that the University of California, the California State University and the California Community Colleges can take to upend the status quo of inadequate representation at the three systems and within our colleges and universities. The Toolkit (see Appendix D) will enable administrators, faculty, and staff to improve the educational outcomes of student groups who have been historically subject to inequity by engaging in a five-step reform process:

1) Review institutional data, disaggregated by race, ethnicity, and gender, from an equity-minded perspective;

2) Identify the areas in which institutional inequities occur;

3) Use the data as a prompt for examining how the institution's own policies and practices are producing these inequities;

4) Take action to change these policies and practices so that they better support equity; and

5) Continue to collect data, disaggregated by race, ethnicity, and gender, in order to assess the revised policies and practices, and, if necessary, revise them further in order to ensure equitable outcomes.

Leadership Pathway Map

This protocol asks current academic senate leadership to analyze the pathway they took to their positions. The purpose of the map is to think about how racial, ethnic, and gender identity impacted that process.

Step 1:	Step 2:	Step 3:
What factors prepared you to succeed at this stage?	*What factors prepared you to succeed at this stage?*	*What factors prepared you to succeed at this stage?*
How did your racial, ethnic, and/or gender identity impact your success at this stage?	*How did your racial, ethnic, and/or gender identity impact your success at this stage?*	*How did your racial, ethnic, and/or gender identity impact your success at this stage?*

Step 4:	Step 5:	Step 6:
What factors prepared you to succeed at this stage?	*What factors prepared you to succeed at this stage?*	*What factors prepared you to succeed at this stage?*
How did your racial, ethnic, and/or gender identity impact your success at this stage?	*How did your racial, ethnic, and/or gender identity impact your success at this stage?*	*How did your racial, ethnic, and/or gender identity impact your success at this stage?*

These steps reflect CUE's Equity Scorecard process, aimed at developing an institution's capacity both to identify and to reduce race- and ethnicity-based inequities occurring within the institution. More specifically, the Scorecard process seeks to train administrators, faculty, and staff, to investigate—via collaborative, data-driven inquiry and evaluation—the impact of an institution's policies and practices on the educational experiences of people of color. The Toolkit provides equity-minded inquiry processes and protocols for institutions to use as they respond to the inequities chronicled in this report.

CONCLUSION

The dynamic economic, social and population experiment that became California is the result of its people, whose diversity of culture, language, and experience laid the foundation for the global success we are today. This social experiment did not come without its challenges — too often serving as a breeding ground for the discrimination and exclusion of Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI), African Americans, American Indian and Alaska Natives, and Latinx people seeking opportunity. If we are to be accountable to 21st century California students, we must acknowledge our history of bias, racism and, exclusion. A history that "reinforced historical patterns of privilege and disadvantage"[66] and has left out AANHPI, African Americans, AI/AN, Latinx and other aspiring leaders from ascending to positions of influence and power. To do so is to assume "a particular blend of moral courage and integrity to examine inequities in one's own house"[67] meaningfully and without defensiveness.

We are a great state. Our public colleges and universities contribute to that greatness. But we must do more and we must do better.

We firmly believe in education as the great equalizer. The California Community Colleges, the California State University, and the University of California are on the forefront of ensuring economic and social mobility. But we must eradicate inequities in college access, achievement and representation if we are to harness the civic and economic power of our AANHPI, African American, AI/AN, Latinx and other culturally diverse people. Our legacy in California public higher education should not be one characterized by exclusion — we are indeed better than that. No one should be LEFT OUT.

" At Cal State Long Beach, we pride ourselves so much in how diverse our campus is. We have diverse students and all these international students. We have people from everywhere. We pride ourselves so much in that yet Cal State Long Beach is only looking at the students. If we're going to take pride in our diversity, we need to show it at all levels — faculty, upper administration, etc. We're better than that. **"**

– Emely Lopez, California State University, Long Beach

RECOMMENDATIONS

The following recommendations would ensure the inclusion in our community colleges and public universities that reflects California's true values. We urge the Governor, Legislature, and college leaders to put students first and act with the urgency required to ensure campus climates that support student success and help us produce the graduates we need for the 21st Century. Achieving equity is good for all Californians.

State Action

• Commit to racial equity and gender in higher education;

• The Governor must appoint individuals to the UC Board of Regents, CSU Board of Trustees and the California Community Colleges Board of Governors that reflect the diversity of the state of California;

• Require colleges and universities to examine faculty and leadership hiring practices and implement solutions to improve equity;

• Require the UC, CSU and the California Community Colleges to submit a bi-annual analysis of leadership, faculty, and academic senate diversity by race, ethnicity, and gender that includes goals for improving inclusivity; and

• Establish statewide and campus-by-campus goals with specific plans and milestones for closing equity gaps and increasing the representation of historically marginalized groups.

College Leaders

• The UC, the CSU and the California Community Colleges should annually collect data, disaggregated by race, ethnicity, and gender, for campus leadership and academic senate positions;

• Governing boards need to prioritize the hiring of college presidents that are representative of the students they serve and who have the proven ability and cultural competency to lead/promote more equitable and inclusive college campuses;

• College presidents and senior leadership need to provide clear, unambiguous guidance to hiring committees about Proposition 209 compliance while ensuring an understanding for how to identify and recruit diverse applicants;

• College presidents and senior leadership need to review current hiring practices to prevent bias against recruiting and hiring a more diverse and culturally competent faculty with the demonstrated ability to ensure student success;

• College presidents should require diverse applicant pools and have the courage and leadership to start searches over again if the applicant pool for a position has not resulted in an adequate number of competitive candidates from diverse backgrounds;

• Campus hiring committees, including those for adjunct/temporary faculty, should be reflective of the diversity of California and be required to have unconscious bias training. Qualifications must value diversity and require candidates to demonstrate an ability to effectively improve student outcomes and a talent for working effectively with underrepresented populations; and

• College presidents and senior leadership need to develop clear pathways to leadership and invest in leadership development opportunities to create a pipeline of staff from historically marginalized groups to enter into leadership positions.

CAMPUS ANALYSES

UC, CSU, AND CALIFORNIA COMMUNITY COLLEGES CAMPUS ANALYSES

http://collegecampaign.org/left-out-appendices

METHODOLOGY

Data for this report were collected from a variety of sources. For the purposes of this analysis, we defined "leadership" as:

	CALIFORNIA COMMUNITY COLLEGES	CALIFORNIA STATE UNIVERSITY	UNIVERSITY OF CALIFORNIA
CAMPUS LEVEL	Faculty	Faculty	Faculty
	Academic Senate Members	Academic Senate Members	Academic Senate Members
	Campus Executives	Campus Executives	Campus Executives
DISTRICT LEVEL	CCD Trustees	DOES NOT APPLY	DOES NOT APPLY
SYSTEM LEVEL	Academic Senate for California Community Colleges	Academic Senate of the California State University	University of California Academic Senate
	CCCCO Leadership	CSU Office of the Chancellor Leadership	UCOP Leadership
	Board of Governors	Board of Trustees	Board of Regents

Because leadership was defined as multiple roles at both the campus and UC, CSU and California Community College systems, it was necessary to collect information from individual campuses as well as system and federal databases. Student data is also included as a measure of comparison, with the belief that if leaders are serving their student body, then the leadership bodies should match the structural diversity of the students. The following sections describe definitions of the data as well as the sources and the collection methods.

The populations used for this analysis include:

TERM	DEFINITION
Students	Included all enrollment status undergraduate students
Faculty	Included instructional staff categorized as "tenured," "tenure track," or "not on tenure track/no tenure system," following the language provided by the Integrated Postsecondary Education Data System (IPEDS) • Tenured: Professor, Associate Professor • Tenure-track: Assistant Professors, Instructors, Lecturers, and other instructional staff who are on the academic ladder • Not on tenure track/No tenure system: no academic rank
Campus Academic Senates	Included voting members in the Academic Senate of each campus. Members are only counted once, even if they serve on multiple committees
Campus Leadership	Included senior leadership from each campus • Community Colleges: President/Superintendent; Vice President and identified members of the President's cabinet • California State Universities: President; Vice President; Provost and identified members of the President's cabinet • University of California: Chancellor; Vice Chancellor and identified members of the Chancellor's cabinet
Statewide Academic Senates	Members who participate in the Academic Senates of the UC, CSU and the California Community Colleges
System Leadership	Included the UC, CSU and California Community College system senior leadership • University of California: UC Office of the President (UCOP) - President; Vice President and members of the President's cabinet • California State Universities: CSU Office of the Chancellor- Chancellor; Vice Chancellor and member's of the Chancellor's cabinet • Community Colleges: California Community College Chancellor's Office (CCCCO) — Chancellor; Deputy Chancellor; Vice Chancellor and members of the chancellor's cabinet and Consultation Council
Governing Boards	• Community Colleges: Board of Governors • California State Universities: CSU Board of Trustees • University of California: UC Board of Regents

Data Collection

Student and faculty data were collected for the 2016-2017 academic year from the California Community Colleges Chancellor's Office (CCCCO) Management Information Systems Data Mart, the California State University (CSU) Division of Analytic Studies, and the University of California Office of the President (UCOP) Division of Institutional Research and Academic Planning. Student and faculty data by race and gender are collected annually by the Integrated Postsecondary Education Data System (IPEDS), operated out of the National Center for Education Statistics (NCES), in the U.S. Department of Education.

While the collection of student and faculty data are routinely collected by institutions for submission to IPEDS and disaggregated by race and ethnicity and gender, no such data is reported to IPEDS for Academic Senate bodies and campus and UC, CSU and CA community colleges system leaders. Therefore, academic senate rosters, college and UC, CSU and CA

community colleges system leadership information, and organizational charts were collected primarily through publicly available information on institutional or organizational websites for the 2016-2017 academic year. Even if leaders serve in multiple capacities they were only counted once and only voting members were included in the analysis.

Identification of Race/Ethnicity, Gender, International Status

The student and faculty data were collected from the UC Info Center, CSU Analytic Studies, and CCCCO DataMart and included demographic information such as racial/ethnic background, gender, and international status. Nonresident reported populations were excluded from the general analysis and a smaller, more focused analysis was conducted specifically for this population.

The classification we used to determine race/ethnicity was the U.S. Census Bureau's standards on race and ethnicity:[i]

- Hispanic or Latino

- White, Non-Hispanic
  - Middle East
  - North Africa

- Black or African American

- American Indian and Alaska Native

- Asian American
  - Far East
  - Southeast Asia
  - Indian subcontinent

- Native Hawaiian and Other Pacific Islander

- Two or more races

- Some other race or unknown

Due to small sample sizes within American Indian and Alaska Native and Two or More races, we combined these two categories into one group, which we labeled "Other." Similarly, we combined Asian American, Native Hawaiian, and Pacific Islanders into one group, called "Asian American Native Hawaiian Pacific Islander (AANHPI)." While we acknowledge the importance of disaggregating the AANHPI data and exploring more in-depth the nuances for the AI/AN and multiracial communities, given small sample sizes, we elected to create these combined categories.

We employed a process of racial identification using photos in a multiple-step process:

1) Membership rosters, along with physical headshots of the corresponding individual were utilized to make a preliminary distinction of the race/ethnicity of the individual as well as their gender.

2) If a physical photo was not available, the next phase in the pre-screening process was to cross reference the roster with the professional organization websites (i.e. Academic Senate for California Community Colleges), professional websites (i.e. LinkedIn) as well as social media websites (i.e. Facebook, Instagram, etc.) to attempt to confirm a physical match as well as determine place of birth for international status determination.

3) If still no physical confirmation could be matched with the roster, then a third phase was put into action to determine the leader's surname with its country of origin from Ancestry.com to identify a racial/ethnic distinction for that individual. The guidelines on country of origin for racial/ethnic categorization followed the definitions given by the U.S. Census Bureau on current racial/ethnic categorization standards.

4) Finally, all data collected led to a preliminary determination of racial/ethnic category, gender, and international status for each leader.

5) Once a preliminary determination was completed, data were sent for verification to each institution or membership body for review (See description below). For instance, we sent academic senate demographic membership data to Academic Senate Presidents and Public Information Officers at each individual campus, requesting he/she verify or update the data we provided.

6) Once data edits or confirmations were received from the institution, the preliminary determinations were re-evaluated and completed for final data analysis.

i United States Census Bureau. (2013). Race: About. Retrieved from: http://census.gov/topics/population/race/about.html on January 24, 2017.

Subsequently, there were two formal request for data verification from each leadership body and a varied number of interactions via email and phone throughout 2016-17. In January 2017, we emailed the data to the Academic Senate President, Public Information Officer and/or President of each campus to review and verify our findings on academic senate membership. In December 2017, we provided Academic Senate presidents and public information officers a final opportunity to verify the data before publication of the report. Furthermore, we also emailed our findings on campus leadership demographics to public information officers, chancellor and president's offices, and executive support staff at every campus. With the community college district trustees, we contacted district public information officers and district executives to verify community college district trustee information. Finally, we emailed our UC, CSU and CA community college system leadership findings to the California Community College Chancellor's Office (CCCCO), the California State University Office of the Chancellor, and the University of California Office of the President (UCOP) for verification.

For a number of campuses, the available information on their websites was incomplete, outdated, or missing.

For these colleges, we followed up with formal public information requests from the Public Information Officers. The campuses that were contacted by this additional method are included below:

• Los Angeles Harbor College

• Reedley College

• Los Angeles City College

• Las Positas College

• Barstow College

While some campuses and districts responded positively to our request and agreed to verify or provide corrected data, many campuses objected to our verification requests and outright refused to provide any information. Other campuses claimed that they did not collect that type of data, therefore, would not be able to help us. Furthermore, some campuses expressed concern over the ways in which we collected the data, yet did not provide any suggestions on how to improve the process or secure the information in the absence of having these data publicly available.

The number of institutions that responded to our request are shown in Table 1 below, along with the corresponding response rates.

TABLE 1. RESPONSES TO DATA VERIFICATION REQUESTS								
	Campus Academic Senate		Campus Leadership		District Trustees*		System	
	#	%	#	%	#	%	#	%
Community Colleges	39	34%	36	32%	29	40%	0	0%
CSU	9	39%	6	26%	NA	NA	0	0%
UC	4	44%	5	56%	NA	NA	1	100%

*Community Colleges Only

Community College n=114, CSU n=23, UC n=9, CCD n=72

System Academic Senate, System Leadership, Governance n=1 (1 email sent to each system for all three leadership bodies)

The number of institutions that examined the data and confirmed the findings, or provided updated numbers that accurately reflect their leadership bodies is reflected in Table 2.

TABLE 2. DATA VERIFICATION OR CORRECTION								
	Campus Academic Senate		Campus Leadership		District Trustees*		System	
	#	%	#	%	#	%	#	%
Community Colleges	23	20%	33	29%	27	38%	0	0%
CSU	3	13%	5	22%	NA	NA	0	0%
UC	1	11%	3	33%	NA	NA	0	0%

Community Colleges Only

Community College n=114, CSU n=23, UC n=9, CCD n=72

System Academic Senate, System Leadership, Governance n=1 (1 email sent to each system for all three leadership bodies)

Finally, we conducted a data audit to measure and verify the accuracy of our estimates. We determined the accuracy by comparing our estimations to the verified or corrected data we received from responding campuses and the UC, CSU and CA community college systems. This is the average percent correct for each leadership body. For example, for the community college academic senates, we correctly estimated the racial identifications at an average of 81%. There were very few errors or corrections to the data from the responding leadership bodies, therefore, our accuracy across all estimations was 80% or higher. The average accuracy of our racial identification estimations is provided in Table 3.

TABLE 3. AVERAGE OF ACCURACY OF RACIAL IDENTIFICATION				
	Campus Academic Senate	Campus Leadership	District Trustees*	System
Community Colleges	81%	81%	93%	NA
CSU	85%	88%	NA	NA
UC	NA	95%	NA	NA

Community Colleges Only

Community College n=114, CSU n=23, UC n=9, CCD n=72

System Academic Senate, System Leadership, Governance n=1 (1 email sent to each system for all three leadership bodies)

For a more detailed list of who responded and who did not, please refer to Appendix C where each college is summarized in detail.

Unlike student and faculty data, there are no publicly available data disaggregated by race or gender for campus academic senates, campus leadership, systemwide academic senates, system leadership, community college boards of trustees, nor governing bodies. Therefore, we had to employ a different method to identify race/ethnicity, gender, and international status[i]

for these particular groups. Using campus-supported biographies, professional organization membership summaries, social media, and professional websites, we employed a process of racial identification using this information, photos and all other available information.

We followed previous research across the social sciences and education that uses visual data (such as photographs and images) to classify people into racial categories, called photo elicitation and visual inspection.[ii] Specifically, social psychological research

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i International faculty and leaders were excluded from the analysis.

ii Feliciano, C. (2016). Shades of race: How phenotype and observer characteristics shape racial classification. American Behavioral Scientist, 60(4), pp. 390-419. DOI: 10.1177/0002764215613401; Hill, H., Bruce, V., & Akamatsu, S. (1995). Perceiving the sex and race of faces: The role of shape and colour. Proceedings of the Royal Society of London B: Biological Sciences, 261 (1362), 367-373; Li, D. & Koedel, C. (2017). Representation and salary gaps by race-ethnicity and gender at selective public universities. Educational Researcher, 46(7), pp. 343-354; Roth, W. D. (2015). Studying ethnic schemas: Integrating cognitive schemas into ethnicity research through photo elicitation. In C. E. Santos & A. J. Umaña -Taylor (Eds.), Studying ethnic identity: Methodological and conceptual approaches across disciplines (pp. 89-118); Roth, W. D. (2016). The multiple dimensions of race. Ethnic and Racial Studies, 39(8), 1310-133.

has explored the complexity of racial and gender identity not only from an individual estimation of self, but also from others' perceptions of racial and gender identities.[iii] Through this body of research, social psychology scholars have learned about the importance of perceived categorization on racial and gender identity. Furthermore, one of the most highly regarded education journals recently published an article about racial and gender representation among higher education faculty[iv] and the authors used the same methods as we employed for this study. This study empirically confirmed the accuracy of their racial and gender designations, which validates our method as well. While externally applying race/ethnic and gender categories to someone can be problematic, enrollment for the Medicare database, for instance, shows that for African American and White enrollees, the accuracy of categorization is very high.[v] Additionally, the research has shown that people of one race/ethnicity are more accurate at correctly identifying same-race participants.[vi] This means that through photo elicitation and visual inspection, Latinx individuals, for example, are much better at identifying other Latinx individuals. This research supports the accuracy of our estimations given the racial breakdown of the individuals who conducted the identification:

- 2 White

- 1 Asian American

- 1 Latinx

- 1 Multiracial

Data collection would have been strengthened if colleges collected and transparently reported disaggregated data by race on their campus leaders and academic senates and if the colleges and universities had been more cooperative in confirming or correcting our analysis as requested to every single campus. Specifically, over the course of a year, we reached out to campus academic senate presidents, public information officers, chief communication officers, directors of public relations, systemwide academic senates, and system central offices to provide them with the opportunity to correct or verify their data. Future analyses would greatly benefit from increased institutional verification and/or an integrated data system similar to the ones in Institutional Research offices that collect information on students.

Expert Feedback

We convened experts in the field of education to review our methodology and to discuss preliminary findings. The roundtable consisted of 10 faculty members, one campus senior leader, one system leader, two student representatives, and three public policy consultants from the UC, CSU and CA community college systems to discuss the research and the framing of the analysis. We wanted to highlight the importance of diverse perspectives both in the classroom where there is more direct contact with students, and at leadership levels where critical decision-making about hiring, curricula, campus climate, and student

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iii Bodenhausen, G. V. (2010). Diversity in the person, diversity in the group: Challenges of identity complexity for social perception and social interaction. European Journal of Social Psychology, 40(1), pp. 1-16; Feliciano, C. (2016). Shades of race: How phenotype and observer characteristics shape racial classification. American Behavioral Scientist, 60(4), pp. 390-419. DOI: 10.1177/0002764215613401; Hill, H., Bruce, V., & Akamatsu, S. (1995). Perceiving the sex and race of faces: The role of shape and colour. Proceedings of the Royal Society of London B: Biological Sciences, 261 (1362), 367-373; Roth, W. D. (2015). Studying ethnic schemas: Integrating cognitive schemas into ethnicity research through photo elicitation. In C. E. Santos & A. J. Umaña -Taylor (Eds.), Studying ethnic identity: Methodological and conceptual approaches across disciplines (pp. 89-118); Roth, W. D. (2016). The multiple dimensions of race. Ethnic and Racial Studies, 39(8), 1310-133; Stepanova, E. V., & Strube, M. J. (2012). The role of skin color and facial physiognomy in racial categorization: Moderation by implicit racial attitudes. Journal of Experimental Social Psychology, 48(4), pp. 867-878;

iv Li, D. & Koedel, C. (2017). Representation and salary gaps by race-ethnicity and gender at selective public universities. Educational Researcher, 46(7), pp. 343-354.

v Waldo, D. R. (2004). Accuracy and bias of race/ethnicity codes in the Medicare enrollment database. Health Care Financing Review, 26(2), 61-72.

vi Hourihan, K. L., Benjamin, A. S., & Liu, X. (2012). A cross-race effect in metamemory: Predictions of face recognition are more accurate for members of our own race. Journal of Applied Research in Memory and Cognition, 1(13), 158-162.

support services are made that have impacts on students in concrete and intangible ways.

Preliminary findings were presented as well as a detailed explanation of the methods used to collect and analyze the data. One suggestion for improvement for the final report included the importance of displaying the findings for all racial/ethnic groups instead of aggregating all leaders of color into one category. Another suggestion for improvement was to expand the senior leadership data to not only include the most senior leaders on campus (i.e., President, Provost, etc.), but to also include the cabinet members as well. Based on their feedback, adjustments, additions, and edits were made to strengthen the validity and reliability of the data collection, thus bolstering the accuracy of the findings.

A draft of the report was sent to experts in the field to review and provide feedback and recommendations on how to strengthen the report. These reviewers included three tenured professors, one community college chancellor, two former college presidents, one non-profit policy director, and one higher education policy expert and entrepreneur. Reviewers were given two weeks to read, edit, and comment on the entire report. We incorporated their suggestions into the final draft.

Interviews

To inform the quantitative data collected on the composition of leadership bodies at the three public systems, interviews were conducted with students, faculty, and senior leaders from the community colleges and universities. Interviews lasting 45-60 minutes were conducted to provide insight into leadership, power, and practices on their campuses. The data from these interviews led to an in-depth understanding of leadership diversity among practitioners and those directly involved with campus diversity efforts. In addition, we conducted a brief online survey where respondents were asked a series of multiple-choice questions pertaining to leadership and an open-ended question about their perspectives about the importance (or not) of having diverse faculty and leaders in higher education.

Limitations

As with any research project, there are a number of limitations in the data and methods. One limitation was the way in which the race/ethnicity, gender, and international status was identified for campus and system leaders (with the exception of students and faculty). Given that there is no comprehensive database that includes this information, estimations were made based on publicly available data. Another limitation is the option of "Other" on some of the data sets, yet absent on others. This ambiguous racial category was difficult to operationalize across data sets and therefore, may not be consistent in the findings. Similarly, multiracial individuals were difficult to categorize given the variety of ways that multiracial individuals identify and are perceived. Therefore, some of the categorizations for multiracial individuals may be inconsistent.

This is the best possible approach to collecting the data necessary for this research project. We welcomed and provided numerous opportunities for colleges to confirm the data we collected. More importantly, in spite of these limitations, we are confident with the findings that our campuses are not diverse enough, do not reflect the student bodies served, and that this hinders student success. Our colleges and universities need to be more aggressive about inclusivity at all levels of the campus and the UC, CSU and CA community college systems.

Conclusion

A state as diverse as California and with a diverse student body in college deserves to have demographic data on academic senate and college leaders readily available and accessible. This would ensure that our public colleges and universities have the data to determine if they are adequately hiring and including diverse Californians in their leadership bodies. In doing so, colleges will be able to identify where they may be excluding and leaving critical members of our community out of these positions of power and influence. The state of California should require that these data be collected and made publicly available. If they were, all of California would be able to identify institutions that should be held accountable for their lack of diversity as well as recognize colleges that are more inclusive.

CAMPUS AND SYSTEM VERIFICATION

KEY

Corrected: College provided corrections to the data

No Response: College did not respond at all to requests for verification

Refused to Verify: College responded to requests, but did not verify or correct the data

Verified: College verified that the data was correct

CALIFORNIA COMMUNITY COLLEGES		
	ACADEMIC SENATES	SENIOR LEADERS
Community College	Verified or Corrected Data	Verified or Corrected Data
Alameda	No Response	No Response
Allan Hancock	No Response	Corrected
American River	Corrected	Verified
Antelope Valley	Refused to Verify	Corrected
Bakersfield	No Response	Corrected
Barstow	No Response	No Response
Berkeley	Refused to Verify	No Response
Butte	Refused to Verify	No Response
Cabrillo	No Response	No Response
Cañada	Corrected	No Response
Canyons	No Response	Verified
Cerritos	No Response	Corrected
Cerro Coso	No Response	Corrected
Chabot	No Response	No Response
Chaffey	No Response	Verified
Citrus	No Response	No Response
Clovis	No Response	No Response
Coastline	No Response	No Response
Columbia	Corrected	No Response
Compton	No Response	No Response
Contra Costa	Corrected	No Response
Copper Mountain	No Response	No Response
Cosumnes River	No Response	Corrected
Crafton Hills	No Response	Corrected
Cuesta	Corrected	No Response
Cuyamaca	No Response	Verified
Cypress	No Response	No Response
De Anza	Corrected	Corrected
Desert	No Response	No Response
Diablo Valley	No Response	Corrected
East Los Angeles	Corrected	No Response
El Camino	Corrected	No Response
Evergreen Valley	Refused to Verify	No Response
Feather River	No Response	No Response
Folsom Lake	No Response	No Response
Foothill	Corrected	No Response
Fresno	Refused to Verify	No Response
Fullerton	No Response	No Response
Gavilan	No Response	No Response
Glendale	No Response	No Response

CALIFORNIA COMMUNITY COLLEGES		
	ACADEMIC SENATES	**SENIOR LEADERS**
Community College	**Verified or Corrected Data**	**Verified or Corrected Data**
Golden West	No Response	No Response
Grossmont	No Response	No Response
Hartnell	No Response	Corrected
Imperial Valley	No Response	No Response
Irvine Valley	Refused to Verify	No Response
Lake Tahoe	Corrected	Corrected
Laney College	No Response	No Response
Las Positas	No Response	Verified
Lassen	Refused to Verify	No Response
Long Beach	Corrected	No Response
LA City	Refused to Verify	No Response
LA Harbor	No Response	No Response
LA Mission	No Response	Corrected
LA Southwest	No Response	No Response
LA Trade Tech	Refused to Verify	Verified
LA Valley	No Response	Verified
Los Medanos	Corrected	No Response
Marin	Corrected	No Response
Mendocino	No Response	No Response
Merced	No Response	No Response
Merritt	No Response	No Response
MiraCosta	No Response	No Response
Mission	No Response	No Response
Modesto	No Response	Verified
Monterey Peninsula	No Response	No Response
Moorpark	Corrected	No Response
Moreno Valley	Verified	No Response
Mt. San Antonio	Refused to Verify	No Response
Mt. San Jacinto	Refused to Verify	No Response
Napa Valley	No Response	No Response
Norco	No Response	No Response
Ohlone	No Response	No Response
Orange Coast	Refused to Verify	No Response
Oxnard	No Response	No Response
Palo Verde	No Response	No Response
Palomar	Refused to Verify	No Response
Pasadena City	Refused to Verify	Corrected
Pierce	Corrected	No Response
Porterville	No Response	No Response
Redwoods	No Response	No Response
Reedley	No Response	No Response
Rio Hondo	No Response	No Response
Riverside City	No Response	No Response
Sacramento City	No Response	No Response
Saddleback	No Response	Corrected
San Bernardino Valley	No Response	Refused to Verify
San Diego City	No Response	Corrected
San Diego Mesa	Refused to Verify	No Response

CALIFORNIA COMMUNITY COLLEGES		
	ACADEMIC SENATES	**SENIOR LEADERS**
Community College	**Verified or Corrected Data**	**Verified or Corrected Data**
San Diego Miramar	No Response	Verified
San Francisco	Refused to Verify	No Response
San Joaquin Delta	No Response	Corrected
San Jose City	No Response	Corrected
San Mateo	Verified	No Response
Santa Ana	No Response	Corrected
Santa Barbara	No Response	No Response
Santa Monica	No Response	Corrected
Santa Rosa Junior	Corrected	Corrected
Santiago Canyon	Corrected	Verified
Sequoias	No Response	No Response
Shasta	No Response	Corrected
Sierra	No Response	Corrected
Siskiyous	No Response	No Response
Skyline	Corrected	Verified
Solano	No Response	No Response
Southwestern	No Response	No Response
Taft	No Response	No Response
Ventura	No Response	No Response
Victor Valley	No Response	Corrected
West Hills Coalinga	Corrected	No Response
West Hills Lemoore	No Response	No Response
West Los Angeles	No Response	Verified
West Valley	No Response	No Response
Woodland	No Response	No Response
Yuba	Corrected	No Response

CALIFORNIA STATE UNIVERSITY		
	ACADEMIC SENATES	SENIOR LEADERS
College	Verified or Corrected Data	Verified or Corrected Data
Bakersfield	No Response	Corrected
Cal Maritime	No Response	No Response
Cal Poly Pomona	Corrected	No Response
Cal Poly San Luis Obispo	No Response	No Response
Channel Islands	Refused to Verify	Verified
Chico State	Corrected	No Response
Dominguez Hills	No Response	No Response
East Bay	No Response	No Response
Fresno State	Refused to Verify	Verified
Fullerton	No Response	No Response
Humboldt State	Refused to Verify	Refused to Verify
Long Beach	Refused to Verify	No Response
Los Angeles	Corrected	No Response
Monterey Bay	No Response	No Response
Northridge	No Response	No Response
Sacramento State	Refused to Verify	Corrected
San Bernardino	No Response	No Response
San Diego State	No Response	No Response
San Francisco	No Response	No Response
San Jose State	No Response	No Response
San Marcos	Refused to Verify	Corrected
Sonoma State	No Response	No Response
Stanislaus	No Response	No Response

UNIVERSITY OF CALIFORNIA		
	ACADEMIC SENATES	SENIOR LEADERS
College	Verified or Corrected Data	Verified or Corrected Data
Berkeley	No Response	Verified
Davis	Refused to Verify	Verified
Irvine	Corrected	No Response
Los Angeles	Refused to Verify	No Response
Merced	No Response	No Response
Riverside	No Response	Corrected
San Diego	No Response	No Response
Santa Barbara	Refused to Verify	Refused to Verify
Santa Cruz	No Response	Refused to Verify

SYSTEMS	
SYSTEMS	Verified or Corrected Data
California Community College System	No Response
California State University System	No Response
University of California System	Refused to Verify

TOOLKIT

The "Next Steps Toolkit" is an inquiry process for individual campuses wanting to make sense of statewide data on higher education leadership within their local contexts. The toolkit draws on data, process, and benchmarking tools as well as structured inquiry activities modeled in the Center for Urban Education's Equity Scorecard™. The Equity Scorecard brings together education practitioners—administrative leaders, faculty, and staff—to investigate issues of educational equity. CUE helps two- and four-year colleges as well as state higher education systems to identify problems, develop interventions, and implement equity goals to increase retention, transfer, and graduation rates for historically underrepresented racial/ethnic groups. Since its founding, more than ninety colleges and universities in ten states have partnered with CUE to use the Equity Scorecard™ and learn about the concept of "equity mindedness" that is the foundation for institutional responsibility.

The "Next Steps Toolkit" provides an inquiry protocol to help institutions collect and analyze data on the state of racial/ethnic equity in campus leadership. The toolkit guides campus teams through a process of collecting demographic data on key leadership positions such as academic senate members, vice presidents, presidents, and trustees. Teams are encouraged to identify equity gaps in representation, unpack policies and procedures leading to those gaps, and look into institutional values and beliefs that are contributing to inequities. Finally, the toolkit asks campus leaders to reflect on their pathways to leadership and how their racial/ethnic and gender identities impacted those pathways. This reflective process not only allows campuses to define steps to leadership positions, but also to identify problem areas where professional development, mentoring structures, and other programs can address the inequities revealed through data collection. The ultimate goal of the Next Steps Toolkit is to inspire action among practitioners to bring about local change that will have statewide, even nationwide effects.

CENTER *for* URBAN
EDUCATION

http://cue.use.edu

NEXT STEPS TOOLKIT: CAMPAIGN FOR COLLEGE OPPORTUNITY REPORT

This report presents UC, CSU, and CCC faculty and leadership by race, ethnicity, and gender. The Center for Urban Education (CUE) believes that such data can make a marked difference in the educational outcomes of student groups who have been historically subject to inequity by enabling administrators, faculty, and staff to engage in a five-step reform process:

1) Review institutional data, disaggregated by race, ethnicity, and gender, from an equity-minded perspective.

2) Identify the areas in which institutional inequities occur.

3) Use the data as a prompt for examining how the institution's own policies and practices are producing these inequities.

4) Take action to change these policies and practices so that they better support equity.

5) Continue to collect data, disaggregated by race, ethnicity, and gender, in order to assess the revised policies and practices, and, if necessary, revise them further in order to ensure equitable outcomes.

These steps reflect CUE's Equity Scorecard process, aimed at developing an institution's capacity both to identify and to reduce race- and ethnicity-based inequities occurring within the institution. More specifically, the Scorecard process seeks to train administrators, faculty, and staff, to investigate—via collaborative, data-driven inquiry and evaluation—the impact of an institution's policies and practices on the educational experiences of people of color. The following toolkit provides equity-minded inquiry processes and protocols for institutions to use as they respond to the inequities chronicled in this report.

WHAT DOES EQUITY LOOK LIKE?

CUE uses a numerically distinct definition of equity—parity in representation and outcomes for each minoritized racial and ethnic group. Representational equity means proportional participation in all levels of an institution including full professorships, academic senates, and leadership. Outcome equity means parity in such educational outcomes as graduation rates. Research has shown that students of color experience better academic outcomes when taught by faculty of color and that representational equity at all campus levels increases feelings of belonging for students of color (antonio, 1999; Milem, 2001; Villegas and Irvine, 2010; Benitez et. al., 2017; Chapa, 2006; Hurtado & Carter, 1997; Harris and Wood, 2013). This body of research shows that representational equity in faculty and leadership is a promising step towards outcome equity for California's Asian American, Native Hawiaan, and Pacific Islanders, African American, Latinx, students in higher education.

INQUIRY PROTOCOL FOR RESPONDING TO THE "LEFT OUT" REPORT

When faced with data that reveals ongoing opportunity disparities by race, ethnicity, and gender, it can be tempting to move to assumptions to explain these disparities away. A more productive process would be to continue asking questions about these data and create structured opportunities for productive discussion and further data collection in your unique context. What follows is a brief protocol to think through what may be preventing the proportional inclusion of African AANHPI, American, and Latinx professionals in leadership and faculty positions in the UC, CSU and community colleges. While the protocol focuses on academic senate leaders in particular, it can be easily translated to track the pathway to leadership of Boards of Trustees, Presidencies, or any other key leadership role.

FORM A CAMPUS COMMITTEE TO ASSESS THE STATE OF RACIAL/ETHNIC AND GENDER EQUITY IN CAMPUS LEADERSHIP

This protocol is best used in a community setting in which a cross-functional team attempts to understand the report and seeks out further information to better address issues of inclusion in leadership within their own campus or leadership body. By engaging in reflective process and further inquiry, that team can then generate and implement next steps for addressing existing racial, ethnic, and gender disparities in the leadership bodies under analysis.

Who should be on your cross-functional team?

Aim for no more than 10 individuals. Include campus leadership, key academic senate representatives, faculty who are campus leaders but not members of the academic senate, and representatives from your campus equity office / committee. Include representatives from as many academic departments as possible too.

STEP TWO

COLLECT DISAGGREGATED DATA SHOWING RACIAL/ETHNIC AND GENDER REPRESENTATION AND CONVENE THE COMMITTEE TO REVIEW IT

The table at right shows how disaggregated data can be presented to examine the state of racial/ethnic and gender equity in campus leadership representation. Note that the campus leadership data is broken down to include representation from Calixample Community College's Academic Senate, Senior Leadership, and Local District Board of Trustees.

The table uses yellow highlights to indicate percentage-point gaps between between -3.0 and -10.0 in size relative to the campus's overall student racial/ethnic and gender representation. Pink highlights represent negative percentage-point gaps greater than -10.0. Black highlights represent percentage-point gaps of +3.0 or higher, thus indicating that the group was proportionately over-represented compared to overall student enrollment.

What additional data could be collected?

Depending on your campus, also include the racial/ethnic and gender representation of campus presidents, presidents of local district boards of trustees, student trustees, and system leadership.

Student Enrollment Compared to Campus Leadership Representation by Race/Ethnicity and Gender								
	Student Enrollment, Fall 2017 Census (Comparison)		Campus Leadership					
			Academic Senate		Senior Leadership		Local District Board of Trustees	
	#	% of pop.	#	% of pop.	#	% of pop.	#	% of pop.
African American Male	564	2.8%	1	2.0%	0	0.0%	1	10.0%
African American Female	675	3.4%	2	4.0%	1	20.0%	0	0.0%
AANPHI Male	1,356	6.7%	1	2.0%	0	0.0%	0	0.0%
AANPHI Female	1,526	7.6%	1	2.0%	0	0.0%	0	0.0%
Latinx Male	3,918	19.5%	3	6.0%	1	20.0%	0	0.0%
Latinx Female	4,933	24.5%	2	4.0%	0	0.0%	1	10.0%
Other Male	391	1.9%	1	2.0%	0	0.0%	1	10.0%
Other Female	457	2.3%	0	0.0%	0	0.0%	0	0.0%
Uknown Male	495	2.5%	0	0.0%	0	0.0%	0	0.0%
Unknown Female	435	2.2%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic Male	2,568	12.8%	22	44.0%	2	40.0%	4	40.0%
White Non-Hispanic Female	2,787	13.9%	17	34.0%	1	20.0%	3	30.0%
TOTAL	20,103	100.0%	50	100.0%	5	100.0%	10	100.0%

At Calixample Community College, Latinx females are experiencing the greatest equity gaps in representation among the campus's Academic Senate, Local District Board of Trustees, and Senior Leadership. Latinx males and, to a lesser extent, AANPHI males and females, are also experiencing gaps in the Local District Board of Trustees and Senior Leadership representation. In contrast, White Non-Hispanic males and females are overrepresented in all three leadership bodies.

MODEL QUESTIONS FOR DISCUSSION AND INQUIRY

While the statewide data is very troubling, it can often feel daunting to address issues around racial, ethnic, and gender inclusion beyond our immediate spheres of influence. To begin to build clear pathways to leadership for AANHPI, African American, and Latinx higher education professionals, local inquiry and interventions are a promising first step. With that in mind, when convening a campus leadership equity team have them 1) read the *Left Out* report and 2) review institutional data to identify the racial/ethnic and gender groups experiencing the greatest gaps in leadership representation on their campus.

When discussing campus data, use equity-minded questions to understand the institution's role when unpacking the emergence and sustained-existence of inequities. Avoid deficit-minded questions that seek to place the blame on individuals, and especially individuals from historically underserved racial/ethnic groups. For example, equity-minded questions seek:[1]

To name equity-gaps	What does our local academic senate look like in regards to race, gender, and ethnicity? Which groups are over and under-represented?
To clarify and unpack processes and structures	How are academic senate representatives selected? And what is it about this process that is producing underrepresentation for Latinx faculty and overrepresentation for White faculty?
Data that's close(r) to practice	How many people, by race/ethnicity and gender, start the process of becoming academic senate representatives? Where along the way are they lost and are there racial/ethnic patterns to when candidates are lost?
To identify institutional actors and their roles	Are there formal mechanisms in which faculty and/or staff encourage potential academic senate representatives to aspire to this role?
To understand existing data practices	What data do we currently collect on the racial, ethnic, and gender identities of our local academic senate members and leaders? Are we currently monitoring those data for disproportionate representation? If not, how can we embed this practice into regular data analyses?

1 For the sake of this example, the following questions focus on Calixample's Academic Senate, the leadership body in which Non-Hispanic White Males and Females are the most overrepresented

STEP THREE

INQUIRE INTO INSTITUTIONAL PROCESSES THAT LEAD TO INEQUITABLE RACIAL/ETHNIC REPRESENTATION AMONG CAMPUS LEADERSHIP

Reflective Protocol for Academic Senate Leaders

The following process map is designed for current academic senate representatives to reflect on their pathway to leadership through a race and gender conscious lens. By working individually on this map and then discussing the results with a team of other senate members who have taken an interest in increasing diversity and inclusion, academic senate leaders can begin to identify the pathway to their positions and obstacles or hindrances that may be faced by African American, Latinx, and AANHPI faculty.

Leadership Pathway Map

This protocol asks current academic senate leadership to analyze the pathway they took to their positions. The purpose of the map is to think about how racial, ethnic, and gender identity impacted that process.

Step 1:_____

What factors prepared you to succeed at this stage?

How did your racial, ethnic, and/or gender identity impact your success at this stage?

Step 2:_____

What factors prepared you to succeed at this stage?

How did your racial, ethnic, and/or gender identity impact your success at this stage?

Step 3:_____

What factors prepared you to succeed at this stage?

How did your racial, ethnic, and/or gender identity impact your success at this stage?

Step 4:_____

What factors prepared you to succeed at this stage?

How did your racial, ethnic, and/or gender identity impact your success at this stage?

Step 5:_____

What factors prepared you to succeed at this stage?

How did your racial, ethnic, and/or gender identity impact your success at this stage?

Step 6:_____

What factors prepared you to succeed at this stage?

How did your racial, ethnic, and/or gender identity impact your success at this stage?

Reflection Questions

1. What steps towards senate leadership are common across multiple participants' maps? What support structures are currently in place that are working well at each step?

2. Who will take on institutionalizing routine data collection of senate demographic data and convening stakeholders to make recommendations?

3. What programs currently exist to ensure that African American, Latinx, and AANHPI faculty have structured support along pathways to leadership and senate membership? What points in the process map would benefit from structured, race-conscious leadership training?

4. If we have statewide senate representatives on our campus, what pathway did they follow to achieve their leadership roles? How might we mentor African American, Latinx, and AANHPI faculty and provide a coherent pathway to academic senate leadership on our campus and beyond?

5. How might the lack of proportional representation by African American, Latinx, and AANHPI faculty in leadership be impacting the success of our students in these groups? Our campus racial climate?

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