

San Diego Chicano/Latino Concilio on Higher Education
Research & Policy Report #6, September 2022
Chicano/Latino Faculty

The Status of San Diego Chicanos/Latinos in Public Higher Education:
Decolonizing Local Colleges and Universities

This research and policy report is the sixth of a series of papers by the San Diego Chicano/Latino Concilio on Higher Education (hereafter the SD Concilio) that analyzes data and information gathered from eleven public colleges and universities in San Diego to provide a profile of the status of local Chicanos/Latinos in higher education. The SD Concilio is a local coalition of faculty and staff, including emeriti, that has monitored and conducted advocacy for the **access and success** of Chicano/Latino students in higher education for over thirty years.

The representative presence of Chicano/Latino faculty makes a critical contribution to both the access and success of our students at local colleges and universities (Bristol and Martin-Fernandez, 2019; Castellanos and Jones, 2003; Hurtado and Alvarado, 2015; Smith, 2015). Chicano/Latino faculty are needed across academic disciplines rather than only Chicano/Latino Studies or Ethnic Studies. Scholars such as Hurtado and Alvarado document the importance of Chicano/Latino faculty in U.S. higher education:

Because faculty with adequate support may be employed for up to 30 years at a single institution, **diversification at all ranks is the single most important long term structural change in institutional transformation**; it is the most effective way to diversity the curriculum, broaden research foci, and increase connections with minority communities as well as ensure pathways to future academic leadership (p. 36, emphasis added).

The SD Concilio asked each local, public institution to provide detailed data on the representation of Chicano/Latino faculty across their academic departments and programs. The responses from those institutions were uneven in terms of the degree to which they provided all our requested data and information.

In this report, we provide the basic data gathered from each local, public college or university on their Chicano/Latino faculty. The data are not uniform across institutions due to their difference in submissions to our SD Concilio and/or the availability of data on institutional websites. We will report more detailed data and information in a future, comprehensive report.

Chicano/Latino Faculty--Results

As the above quote indicates, a critical mass of Chicano/Latino faculty is important to the access and success of Chicano/Latino students and for institutional excellence itself. Chicano/Latino faculty are more likely to conduct research on various dimensions of the Chicano/Latino experience, leading to the construction of knowledge that is critical to our community and to the mission of higher education institutions in an increasingly diverse society. Likewise, such faculty are more likely to teach meaningful curriculum such as Chicano/Latino studies and to utilize culturally sustaining pedagogy; both enhance outcomes for Chicano/Latino

students and increase cultural competence for all students (Hurtado and Alvarado, 2015). Chicano/Latino faculty are also more likely to serve as transformative mentors for Chicano/Latino students (Solórzano and Delgado Bernal, 2001). In addition, the participation of Chicano/Latino faculty in academic senates can help ensure that institutional leadership is responsive to the needs of Chicano/Latino students and their communities.

Based on the available data, Tables 1 through 4 provide a profile of the Chicano/Latino tenure and tenure track faculty by public higher education institution in San Diego County. Overall, despite the scholarly research's documentation of the importance of Chicano/Latino faculty, including their contribution to the learning of all students in higher education, **the representation of full-time Chicano/Latino faculty at virtually all local, public institutions was unacceptably low.** In summary, the full-time Chicano/Latino faculty in local, public institutions is as follow:

- **SDSU:** In fall 2020, full-time Chicano/Latino faculty constituted **9%** of all Full-time faculty.
- **CSU San Marcos:** In fall 2020, full-time Chicano/Latino faculty constituted **17%** of all full-time faculty.
- **UCSD:** In fall 2021, full-time Chicano/Latino faculty constituted **7.6%** of all full-time faculty.
- **San Diego Community College District: (Mesa, San Diego City, Miramar)** In fall 2021, full-time Chicano/Latino faculty constituted **15.6%** of all full-time faculty.
- **Southwestern CC:** In fall 2021, full-time Chicano/Latino faculty constituted **24.3%** of all full-time faculty.
- **Grossmont CC:** In fall 2021, full-time Chicano/Latino faculty constituted **15.3%** of all full-time faculty.
- **Cuyamaca CC:** In fall 2021, full-time Chicano/Latino faculty constituted **15.4%** of all full-time faculty.
- **Mira Costa CC:** In fall 2021, full-time Chicano/Latino faculty constituted **20.5%** of all full-time faculty.
- **Palomar CC:** In fall 2021, Chicano/Latino faculty constituted **14.2%** of all full-time faculty.

In every case, the representation of Chicano/Latino faculty falls woefully short of parity with Chicano/Latino student enrollment at these institutions as well as our community's representation in San Diego County and the State of California, respectively.

San Diego State University

SDSU submitted extensive data on the ethnic composition of their faculty including a disaggregation by each academic college and department. Table 1 indicates that among the important category of tenured faculty in 2021, among 624 total tenured faculty, fifty-four or 9 percent were Chicano/Latino.

Table 1: San Diego State University Chicano/Latino Faculty

Faculty Representation (Fall)	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
Full Time Faculty 1.0 FTE/Greater	985	998	1049	1068	1059	7.51%
Chicano/Latino Faculty Full Time	91	100	104	108	113	24.18%
Chicano/Latino Tenured Faculty	49	52	54	53	54	10.20%
% Chicano/Latino	8%	8%	9%	9%	9%	12.50%

California State University San Marcos

The data submitted by CSUSM included a disaggregation of faculty by tenure-track and non-tenure-track levels. However, the disaggregation did not include ethnicity. Thus, using the CSU Office of Institutional Research data, the percentage of full-time Chicano/Latino faculty compared to the total such faculty is provided in Table 2.

Table 2: CSU San Marcos Chicano/Latino Faculty

Faculty, Representation (Fall)	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
Full Time Faculty 1.0 FTE/Greater	828	891	948	938	924	11.5%
Chicano/Latino Faculty Full Time	132	141	155	144	159	20.4%
% Chicano/Latino	16%	16%	16%	15%	17%	6.25%

University of California San Diego

No data was submitted to the SD Concilio by UCSD. The following data was extracted from their institutional research data system. The UCSD data includes a disaggregation of all faculty by ethnicity. With respect to academic full-time faculty, in Fall 2021, 5.6 percent were domestic Chicano/Latino (born in the U.S.) and 2.0 percent were of international background.

Table 3: UC San Diego Chicano/Latino Faculty*

	2016-17 Fall	2017-18 Fall	2018-19 Fall	2019-20 Fall	2020-21 Fall	2021-22 Fall	Change Fall 2017- 2021
Chicano/Latino Faculty Full Time	4.8% domestic 1.6% international	4.9% domestic 1.6% international	4.9% domestic 1.6% international	5.0% domestic 1.7% international	5.1% domestic 2.0% international	5.6% domestic 2.0% international	14.2% 25.0%

*Source: UC San Diego Office for Equity, Diversity, and Inclusion, www.diversity.ucsd.edu

San Diego County Community Colleges

Due to an inadequate response to the SD Concilio, the data we provide for the San Diego Community Colleges was extracted from the California Community Colleges Office, Management Informational Systems Data Mart. The data includes the percentage of Chicano/Latino students in relation to total student enrollment. Secondly, it features all tenured and tenure track faculty. Thirdly, it includes the number and percent of Chicano/Latino faculty in 2019, fourthly, the percent of Chicano/Latino faculty in 2021, and lastly, the percent increase from fall 2019 to 2021. In the case of the SD Community College District, the faculty data reflects the three credit bearing colleges within the district.

Table 4 indicates that Chicano/Latino faculty in all eight local community colleges is significantly below its Chicano/Latino student composition.

Table 4: San Diego Community Colleges Tenured Chicano/Latino Faculty

Institution	All L/H Students Fall 2021	Chicano/Latino Faculty Fall 2019	Chicano/Latino Faculty Fall 2021	Percent Change 2019-2021
San Diego Community College District • Mesa CC (HSI) • SD City CC (HSI) • Miramar CC	37.54% C/L of 55,359 students	75 of 631 11.8%	100 of 639 15.65%	+32.6% but below student parity
Southwestern CC (HSI)	70.97% C/L of 16,770 students	53 of 203 T/T track 26.1%	47 of 193 T/T track 24.35%	-9.33% and below student parity
Grossmont CC (HSI)	38.22% C/L of 13,232 students	35 of 220 T/T Track 15.91%	31 of 202 T/T Track 15.35%	-9.64% and below student parity

Cuyamaca CC (HSI)	32.28% C/L of 7,895 students	15 of 91 T/T Track 16.48%	11 of 71 T/T Track 15.49%	-9.40% and below student parity
Mira Costa CC (HSI)	39.76% C/L of 13,211 students	24 of 150 T/T Track 16.00%	43 of 209 T/T Track 20.57%	+28.5% but below student parity
Palomar CC (HSI)	46.02% C/L of 19,411 students	45 of 309 T/T Track 14.56% %	39 of 273 T/T Track 14.29%	-9.81% and below student parity

Conclusions: Chicano/Latino Faculty

In a previous section, we articulated the critical reasons why Chicano/Latino faculty are necessary for the success of Chicano/Latino students and to institutional excellence. In addition, faculty are much more likely than administrators to remain at one institution for an extended time, providing more opportunity to contribute to institutional transformation (Hurtado and Alvarado, 2015). **Within this context, the trends in Chicano/Latino faculty at local colleges and universities are a cause for great concern.**

SDSU provided the most detail regarding the representation of Chicano/Latino faculty at their campus. Among the seven academic colleges at SDSU, the representation of Chicano/Latino faculty in 2021 ranged from 6 percent in the College of Business Administration to 23 percent in the College of Education. Across the approximately fifty academic departments at SDSU, many had very little representation of Chicano/Latino faculty, especially at tenure or tenure-track levels. Clearly, the representation of Chicano/Latino faculty at SDSU is inadequate and undoubtedly has negative implications for the learning experiences of Chicano/Latino students on campus, as well as overall institutional excellence.

The data received from CSUSM was not disaggregated to show the representation of Chicano/Latino faculty at levels of tenured, tenure track, and temporary, respectively. From 2017 to 2020, Chicanos/Latinos showed only a minimal increase in their representation among CSUSM faculty, from 16 percent to 17 percent. Again, this degree of representation is not high enough to equitably reflect the San Diego Chicano/Latino community.

The low level of Chicano/Latino faculty representation at UC San Diego is nothing less than deplorable. For an institution that prides itself on a national level of excellence, their abject failure to hire a representative level of Chicano/Latino faculty amounts to a serious dimension of institutional racism. It does a disservice to its students and represents a complete lack of accountability to the Chicano/Latino community at several levels. No public institution should be allowed to operate in such a negligent manner.

The representation of Chicano/Latino faculty at local community colleges ranged from 14 percent of full-time faculty at Palomar College to 24 percent at Southwestern College. The San Diego Community College District did not disaggregate data by its three credit-bearing campuses, so it is likely that the 16 percent Chicano/Latino faculty for the entire district is lower at some campuses. A comparison of Chicano/Latino faculty to Chicano/Latino students at each local community college shows that none of them have a degree of Chicano/Latino faculty that reflects our community's representation in the student body. While their representation of Chicano/Latino faculty is higher than at SDSU or UCSD, it is still inadequate.

Except for SDSU, these institutions did not provide data to show the representation of Chicano/Latino faculty across academic colleges or departments. This is also problematic, as some postsecondary institutions tend to cluster most of their Chicano/Latino faculty in only a few academic disciplines.

We cannot overemphasize the problematic nature of such Chicano/Latino faculty underrepresentation. Without a representative presence of Chicano/Latino faculty at our local, public higher education institutions, our Chicano/Latino students are less likely to find the validation, mentoring, inclusive pedagogy, culturally relevant course content, and non-racist policy that maximizes their academic success, including liberatory outcomes. Each of these institutions should develop a plan to greatly increase the hiring and promotion of Chicano/Latino faculty. Such a plan could apply elements from the considerable scholarly literature on diversifying faculty in higher education (Garcia, 2019; Smith, 2015).

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