

San Diego Chicano/Latino Concilio on Higher Education Research & Policy Report #3, July 2022

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

INSTITUTIONAL LEADERSHIP AND MISSION

This research and policy report is the third of a series of such 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.

Our SD Concilio recognizes the importance of institutional leadership and mission to access and success for the Chicano/Latino community. Scholarship is clear in documenting the importance of a leadership structure that is firmly committed to equity, with equity embedded as a critical element of the institutional mission (Smith, 2015). For a public institution to serve Chicanos/Latinos at an equitable level, Chicano/Latino change agents committed to equity and social justice must be at the table of leaders that determine institutional structures, standards, policies, and practices. While we recognize that the mere presence of a Chicano/a face at the table is not always helpful, we believe that the absence of Chicano/Latino leadership virtually guarantees a lack of accountability to the Chicano/Latino community.

As such, our SD Concilio requested that each local college and institution provide data and information regarding the ethnicity of its leadership. Likewise, we requested information that demonstrates the degree to which equity is embedded in the institutional mission. Such a commitment to equity should be clearly spelled out in official institutional documents such as mission statements and strategic plans. It is also reflected in the presence or absence of leadership that is focused on equity, such as a “chief diversity officer,” as well as the substance of that person’s responsibilities. The SD Concilio also believes that a public college or university should have leadership that maintains a consistent, substantive relationship with the local Chicano/Latino community, one that is much more than gathering agreeable individuals for meetings or special ceremonial events that do not reveal the lived experience of Chicanos/Latinos at the institution. The following are the responses we received from local institutions of higher education regarding institutional mission and leadership. In some cases, our SD Concilio retrieved information from institutional web sites. A general profile of the three universities and eight community colleges is found in Table I that briefly describes each institution mission, senate leadership, administrator leadership and HSI status.

UC San Diego

UC San Diego has long suffered from an absence of Chicano/Latino leadership. Founded in 1960, UCSD has had only one Chicano/Latino vice chancellor during its entire existence. According to their website, none of the chancellor’s cabinet, a total of fifteen administrators that includes nine vice chancellors, is Chicano/Latino. According to the UCSD “dashboards” of institutional data on their website, in 2021 only 10 percent of their Senior Management Group

was Chicano/Latino. UCSD did not submit any response to our SD Concilio's request for data and information, including documentation of the degree to which equity is embedded in their institutional mission.

San Diego State University

The contemporary college or university generally operates under a system of "shared governance," in which policy and practice is developed and implemented through the collaboration of a staff of full-time administrators, e.g., presidents and vice presidents, and an academic senate made up of generally full-time, tenure-track faculty members. The degree to which Chicanos/Latinos are represented in each body often contributes to the institutional focus on Chicanos/Latinos or their neglect. SDSU provided data showing that there are ninety-six academic senate representatives on their campus, of which nine (9 percent) are Chicano/Latino and sixty-six (69 percent) are white.

In terms of administrators, in 2020-2021, there were 370 administrators at SDSU of which sixty-four or 17 percent were Chicano/Latino. The campus did not indicate the distribution of these administrators among divisions, e.g., academic affairs or student affairs. According to SDSU, they have an African American administrator that is Vice President of Student Affairs and Campus Diversity. He serves as the institution's chief diversity officer. In addition, the university employs a Chicano/Latino administrator as Associate Chief Diversity Officer of HSI and Regional Affairs.

SDSU currently has a Chicana/Latina serving as the university's president and a Chicano/Latino serving as provost, the campus' chief academic administrator. They represent the first Chicanos/Latinos to serve in these positions in the university's 125-year history. The university points out that its current strategic plan (2020-2025) identifies SDSU as a "Premier Research University: A New Kind of Hispanic Serving Institution." They state that the university's president convened an HSI Task Force in 2019 that established six strategic priorities to reflect SDSU's commitment to equity for Chicanos/Latinos. This HSI Task Force continues to operate with campus and community representation that includes our SD Concilio. In addition, each academic college and department at SDSU has written a "diversity plan" that is posted on the campus' website.

SDSU claims to have two entities that serve as a liaison with the local Chicano/Latino community. One is the "President's Latinx Advisory Board," the purpose of which is to "facilitate mutual sharing of relevant information from SDSU campus leadership and San Diego's Latinx community." The second entity is the "Community and Transborder Relations and Initiatives" subcommittee of the HSI Task Force. This group's purpose is to assist SDSU in its effort to develop transborder relationships that enhance the university's role as an HSI.

Cal State San Marcos

CSUSM did not provide any data to indicate the representation of Chicanos/Latinos among its leadership in either its academic senate or administration. Apparently, they are prohibited from doing so by an institutional policy that does not allow CSUSM to provide disaggregated ethnic data for a small group of employees to protect their privacy. Thus, there was no way to determine the degree of Chicano/Latino representation among the institutional leadership of the university.

There appears to be a prominent place for diversity and equity in the institutional documents of CSUSM. These include a 17-page document, "CSUSM Diversity and Inclusion

Plan,” which features a framework for diversity, a vision for inclusive excellence, alignment with the CSUSM mission, and strategic goals and objectives that focus on representation, curriculum, and climate. In addition, the website for CSUSM’s Office of Inclusive Excellence has a “Current Strategic Plan” that includes action steps and a dashboard with institutional data.

According to CSUSM, the campus has no community advisory group that is specific to the Chicano/Latino community. It does have a broader, forty-member community advisory group with Chicano/Latino representation.

San Diego Community College District

Instead of sending our SD Concilio the specific data we requested regarding institutional leadership, the community colleges sent us a link to their respective Equal Employment Opportunity report. Some of these reports provide detailed data on the ethnicity of executives/administrators. Others do not. In addition, none of the community colleges provided information to indicate that they employed a chief diversity/equity officer. Their EEO reports included institutional statements in support of diversity and some documented steps to increase diversity in their work force. However, the narrow scope of the EEO reports prohibited them from including information on faculty, students, and staff typically found in an institution’s strategic plan.

The San Diego Community College District’s EEO report (2020-2023) merely contains an ethnic disaggregation of their total employees. From their data for 2019, the district, which includes three campuses with credit-bearing courses and a continuing education center, had 5,452 total employees with 1,085 or 20 percent Chicano/Latino and 2,415 or 44 percent white. The report does not include data that identifies the number or percentage of Chicano/Latino executives/administrators.

Grossmont/Cuyamaca College District

The EEO (2020-2021) report of the GCCCD provided data on institutional leadership disaggregated among the district’s two campuses. In 2019-2020, Cuyamaca College had nineteen total staff at the executive/administrative level, of which nine or 47 percent were Chicano/Latino and six or 32 percent were white. At that time, Grossmont College had a total of twenty-eight executive/administrative staff, of which five or 18 percent were Chicano/Latino and sixteen or 57 percent were white.

Mira Costa College

According to the Mira Costa College EEO report (2021), in 2019, there were thirty-five total staff at the executive/administrative level. Five or 14 percent were Chicano/Latino and twenty-three or 66 percent were white.

Palomar College

Palomar College’s EEO report (2019-2022) included data on their total executive/administrative staff. In 2018, the college had fifty-eight total executive/administrative staff. Thirteen of them or 22 percent were Chicano/Latino and thirty-one or 53 percent were white.

Southwestern College

Southwestern College provided no data on the ethnic composition of its leadership.

Conclusion

As stated previously, the presence of informed, committed Chicanos/Latinos among institutional leadership is a clear sign of the priority assigned to our community in policy-making processes. The most recent U.S. Census data for 2020 shows that Chicanos/Latinos make up 40 percent of the California population and 34 percent of San Diego's population. Those percentages provide relevant benchmarks for parity in the representation of our community at all institutional levels. In addition to the representation of Chicanos/Latinos in higher education institutions, a substantive commitment to diversity and equity should be well-reflected in key institutional documents such as strategic plans.

Only SDSU provided data on the ethnic composition of its academic senate. Only 9 percent of their senate members were Chicano/Latino, a level of representation much too low for such an important policy-making body. However, SDSU increased its Chicano/Latino representation among administrators from 12 percent in 2016 to 17 percent in 2021, a percentage that is still only halfway to parity with the 34 percent Chicano/Latino representation in San Diego County. Among local public universities, SDSU is unique in having a Chicana/Latina president and a Chicano/Latino provost, their chief academic administrator.

Diversity and equity appear firmly embedded in SDSU's institutional documents and structures, including its strategic plan, its HSI Task Force, and its academic colleges' diversity plans. Although SDSU has two Chicano/Latino "community advisory groups," it is not clear to what degree those groups interface with the local Chicano/Latino community.

It is much more difficult to ascertain the degree of commitment to diversity, equity, and the Chicano/Latino community at the other local colleges and universities. UC San Diego submitted no documentation of their priorities. Due to claims of protecting privacy, CSUSM did not provide any data on the ethnic composition of its leadership, which is unfortunate. The commitment to diversity and equity does seem reflected in CSUSM's institutional documents, including its "Diversity and Inclusion Plan" and the strategic plan of their Office of Inclusive Excellence.

The San Diego Community College District provided no data on the ethnicity of leadership among its three credit-bearing campuses. Its respective websites indicate high ethnic diversity in the top leadership among its three credit-bearing campuses. The district's chancellor is a Latino, and two of the three community college presidents are Black. The Southwestern College web site points to its president being Chicano/Latino. The presidents of Palomar College and Cuyamaca CC, respectively, are Latina. Based on their most recent EEO reports, the Chicano/Latino representation among all administrators at local community colleges is relatively sparse compared to the percentage of our community found at the county or state level, including 18 percent of administrators at Grossmont College, 14 percent at Mira Costa College, and 22 percent at Palomar College. The exception to this trend is found at Cuyamaca College, where 47 percent of administrators are Chicano/Latino. Beyond the EEO reports that include little information about strategic plans, none of the community colleges provided institutional documents that contain a commitment to equity and diversity.

In summary, except for SDSU and Cuyamaca College, respectively, San Diego's local, public institutions need considerable improvement in their representation of Chicanos/Latinos at policy-making levels. For almost all our local colleges and universities, the current level of

Chicano/Latino leadership is woefully inadequate and amounts to a serious dimension of institutional racism (Hurtado and Alvarado, 2015).

Much the same shortcoming exists for local institutions in terms of the degree to which a priority on service to Chicanos/Latinos is critical to their institutional mission. Local community colleges should be more explicit in their expression of what it means to be a “Hispanic Serving Institution,” including their commitment to equitable service for Chicanos/Latinos. Merely enrolling a representative level of Chicano/Latino students is inadequate, particularly if such an institution provides hindering conditions that limit those students’ success (Garcia, 2020). Most of these institutions operate without a consistent communication mechanism for the local Chicano/Latino community beyond tokenism and symbolism. These negative features of our public institutions are clearly unacceptable.

Table 1 Summary of Public Administrative Institutional Diversity

	Institutional Leadership & Mission	Senate Diverse Leadership	Administrator Leadership (CEO and total administrators)	Hispanic/Latino Serving Institution commitment
SDSU	Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) located on the lands of the Kumeyaay Nations and part of the US-Mexico transborder region, is committed to advancing access, justice, equity, diversity, and inclusion in everything we do.	The academic senate consists of 96 representatives of which nine (9%) are Chicano/Latino and sixty-six (69%) are white.	Dr. Adela de la Torre is a Chicana/Latina serving as the university’s president and Salvador Hector Ochoa a Chicano/Latino serving as academic provost. 370 administrators at SDSU of which sixty-four or 17 % Chicano/Latino. (2021).	HSI Task Force in 2019 that established six strategic priorities to reflect SDSU’s commitment to equity for Chicanos/ Latinos. “President’s Latinx Advisory Board,” Community and Transborder Relations and Initiatives.” Employs a chief diversity/equity officer
CSUSM	There appears to be a prominent place for diversity and equity in the institutional documents of CSUSM. These include a 17-page document, “CSUSM Diversity and Inclusion Plan,” which features a framework for diversity, a vision for inclusive excellence, alignment with the CSUSM mission, and strategic goals on representation, curriculum, and climate.	Estimated 63 academic senate representatives of which nine (12%) are Chicano/Latino (2020)	Dr. Ellen Neufeldt , President. CSUSM’s Office of Inclusive Excellence has a “Current Strategic Plan” that includes action steps and a dashboard with institutional data. No data on total administrators or their ethnic composition.	CSUSM, the campus has no community advisory group that is specific to the Chicano/Latino community. It does have a broader, forty-member community advisory group with Chicano/Latino representation. Employs a chief diversity/equity officer
UCSD	The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service.	Web site indicates 2 of the 20 (10%) of Senate Council members are of Hispanic Latino background. Three governance branches are part of the shared governance. The Senate Administration Council Representative Assembly has less than	Dr. Pradeep K. Khosla Chancellor. Strategic plan: Student centered, research oriented, and service oriented public institution. Total administrators are 10% Chicano/Latino.	Has not achieved HSI status. The academic faculty of UCSD consists of 4,275 with 5.38% identifying as Latino/Chicano. Employs a chief diversity/equity officer.

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	Institutional Leadership & Mission	Senate Diverse Leadership	Administrator Leadership (CEO & total administrators)	Hispanic/Latino Serving Institution commitment
SDCC District San Diego City, Mesa & Miramar Community Colleges	Optimize and enhance student access, equity, inclusiveness, learning, and success through exemplary instructional services, support services, and effective practices. (Institutional Self-evaluation, 7-2019)	Board of Trustees Policy (2017) is committed to participatory governance with an academic senate established at each college and Continuing Education. Each college has an ethnically diverse cabinet and management team.	Chancellor Dr. Carlos O. Turner Cortez . The San Diego Community College District is governed by its five-member, locally elected Board of Trustees and a student board member. Two of the five trustees are Latinas. Respectively, the SDCC is led by President Dr. Ricky Shabazz ; Mesa CC is led by President Dr. Ashanti Hands-Houston ; Miramar CC is led by President Dr. Wesley Lundburg . No data on total administrators.	San Diego City College, Mesa College a& Miramar are designated as Hispanic-Serving Institutions. In 2019, the district had 5,452 total employees with 1,085 or 20 percent Chicano/Latino. In 2019, Latinx contract faculty at San Diego City College was 18%, Mesa CC was 16%, and Miramar CC was 14%. Continuing Education was 22%.
Grossmont Community College	Engaging the college broadly in considering equity from personal, professional, and institutional perspectives helps to solidify the college and ultimately ensure that the members of the college community operate from a shared understanding of equity	The Grossmont-Cuyamaca Community College District. The Academic Senate represents the faculty of Cuyamaca College. Five elected officers, senators elected from the faculty and the immediate past-president and president-elect.	Dr. Lynn Neault began serving as Chancellor of the Grossmont-Cuyamaca Community College District in January 2020. President Denise Whisenhunt, J.D leads the Grossmont CC. with 5 members of the president's cabinet. Total administrators are 18% Chicano/Latino.	Grossmont CC launched its new participatory governance system at the start of the spring 2019 semester. The GCC is led by 27 administrators of which 4% are Chicano/Latino and 56% white. The 2016-2022 Strategic Plan: to pursuit four core goals (Outreach, Engagement, and Retention and institutional capacity)
Cuyamaca CC	With its vision of "Learning for the Future," Cuyamaca College offers a wide scope of challenging courses, from drafting technology and child development to paralegal training, from computer and information science or ornamental horticulture to automotive technology.	The Cuyamaca Community College District is governed by a six locally elected Board of Trustees and a student board member. The Academic Senate represents the faculty of Cuyamaca College. Five elected officers, senators elected from the faculty and the immediate past-president and president-elect.	Dr. Lynn Neault began serving as chancellor of the Grossmont-Cuyamaca Community College District in January 2020. President Dr Julianna Barnes , a Latina, led the Cuyamaca CC until recently. Its vision is "advancing equity and social justice through student-centered and innovative approaches to education". Total	Cuyamaca College has nineteen executive and administrative level personnel, of which nine or 47 percent are Chicano/Latino and six or 32 percent were white. The 2016-2022 Strategic Plan identifies: Acceleration, Guided Student Pathways, Student Validation & Engagement, and Organizational Health as priorities.

			administrators are 47% Chicano/Latino.	
Mira Costa CC	<p>Mira Costa College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.</p> <p>Mira Costa College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities, Long Term Planning Framework, 2020-2026.</p>	<p>The seven elected members of the Mira Costa College Board of Trustees and a student elected by the student body. Each represent the communities of Oceanside, Carlsbad, Encinitas, Cardiff, Olivenhain, Leucadia, Solana Beach, Rancho Santa Fe, Del Mar, and parts of Carmel Valley. One of the seven trustees is a Latina.</p>	<p>Dr. Sunita V. Cooke, serves as Superintendent/ President of the Mira Costa CC. Shared governance involves the academic senate, Associated student government, and an administrative council. Total administrators are 14% Chicano/Latino.</p>	<p>According to the Mira Costa College EEO report (2021), in 2019, there were thirty-five total staff at the executive/ administrative level, with five or 14 percent were Chicano /Latino and twenty-three or 66 percent were white.</p>
Palomar CC	<p>Strategic Plan 2022: Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities and goals. . . .we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training. Aesthetic and cultural enrichment and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens... in an independent and changing world.</p>	<p>The Palomar Community College District is governed by a five-member Governing Board elected to four-year terms by voters in the District, which serves 2,500 square miles of northern San Diego County. A student trustee also serves for a one-year term.</p>	<p>Dr. Star Rivera, in 2022 was designated President. Shared governance involves the academic senate, Associated student government, Administrative Council. <i>Master Plan 2022</i> is transitioning Palomar College into its next generation as an outstanding institution in higher education committed to the learning success of its students and responsive to the changing needs of its diverse community. Total administrators are 22% Chicano/Latino.</p>	<p>EEO report (2019-2022) included data on their total executive/ administrative staff. In 2018, the college had fifty-eight total executive/administrative staff. Thirteen or 22% were Chicano/ Latino and thirty-one or 53% were white.</p>
Southwestern CC	<p>Six goals drive the focus for 2022-2025: 1. Inclusive, Equity-Focused; 2. Faculty & Leadership Development & Representation --Hiring, Onboarding, Retention, Mentoring 3. Student-Centered Approach; 4. Leverage Financial Power</p>	<p>The governing board is comprised of five elected members and one student member, all five ethnically diverse, with three being Latinx. The college has shared governance that involves the academic</p>	<p>Southwestern College web site points to six administrative leaders, led by Superintendent/ President Dr. Mark Sanchez. Vision statement: Southwestern College is the leader in</p>	<p>Based on the SWC Fact Book 2019-20 Report, employee profile consists of 1,345 employees: 5.2% administrators, full-time faculty 19.0%, part-time faculty 50.2%, classified employees (full & part-time 25.7%. By</p>

	to Dismantle White Supremacy & Institutional Racism; 5. Campus-Wide & Department-Focused Diversity, Equity & Inclusion Strategy, and 6. Community Connectedness	senate, associated student government, and an administrative council.	equitable education that transforms the lives of students and communities. Annual student enrollment ranges from 26,000 to 29,000. No data on Chicano/Latino administrators.	race/ethnicity: 5.3% African American, 5.3% American Indian 0.5%, Asian/Pacific islander 10.6%, /Latinx 33.2%, two or more races 1.4% , and Other 3.4%. By Gender 54.1% female.
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