

STILL LEFT



How Exclusion
In California's
Colleges &
Universities
Continues To
Hurt Our Values,
Students, and
Democracy



January 2024

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PREFACE



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Increasing the appointment of Black, Latinx, Indigenous, and underrepresented Asian Americans to faculty positions has been an inexorable challenge for generations, even with the benefit of affirmative action initiatives dating back to the 1960s. If we have remained unable to make a dent in diversifying college faculty in an environment favorable to race-conscious hiring, what progress can we expect when affirmative action is banned and anti-diversity policies have become law?

As this report highlights, the representation of racially and ethnically minoritized faculty is embarrassingly low, particularly in comparison to the racial composition of the student body. The numbers show that progress in this regard has been worse than slow—the needle has hardly moved.

Despite our best efforts, affirmative action did not transform racialization or eliminate structural racism, and failed to do away with racialized practices and policies regarding hiring.

Why did affirmative action not result in greater progress?

The most definitive answer is that the structure of the hiring process, aside from some minor tinkering, has stayed the same—expectations, credentials, and definitions of merit and fitness have been unchanged. With these core aspects of the process remaining entrenched, the ongoing reproduction of whiteness among faculty was all but ensured. The culture of academic environments, even in minority-serving institutions, did not change; racially minoritized faculty were expected to assimilate into this culture in order to have any chance of staying employed. As a Black faculty member recently told me, Black faculty need to appear as “Afro Saxon.”

Faced with this lack of progress, what should we do?

First, we should not become the enforcers of policies that are anti-democratic. When California banned affirmative action, too many leaders and their legal advisors were not just focused on legal compliance but on going beyond what was legally required. Today, we run the same risk of overinterpretation. Our priority must be to assess our current practices for inequity and disparate outcomes, and create strategies for equity and practical actions that can be taken to support inclusive and equitable hiring practices.

Second, in a companion brief to this report, [*Equity-Minded Faculty Hiring Practices: Promoting Fairness, Inclusion and Faculty Diversity that Support Student Success in Higher Education*](#), Drs. Luke Wood and Frank Harris III have provided a set of strategies to support and increase the likelihood of increasing the appointment of Latinx, Black, underrepresented Asian American and Native Hawaiian/Pacific Islander (NHPI), and American Indian/Alaska Native (AIAN) individuals to faculty positions. These practices directly address obstacles in current practices and provide effective alternatives. Their intent is to signal a desire for candidates who are equity-minded, who see themselves in their students, and who can create a learning environment that affirms the knowledge of historically subordinated groups.

Many of these practices can be put into action immediately:

- **Rewrite your institution's description with an emphasis on the student body's racial composition and its history in serving minoritized students. If the institution is designated as minority-serving, say so.**
- **Describe initiatives to attract and support minoritized students.**
- **Require faculty position candidates to submit a letter of application describing strategies used to make students feel valued and seen, the sources that inform their teaching. In job postings, include a quote from bell hooks' [*Teaching to Transgress*](#) and ask for candidate interpretations.**
- **Require a teaching demonstration.**
- **Create a set of interview questions specifically focused on candidates' experience and success with minoritized students.**

The biggest obstacles to dismantling outdated hiring practices are lack of will and/or fear of consequences, which in some cases (such as in the state of Florida currently) may be warranted. This does not mean we should give up—if anything, it signals that we must approach the issue with more urgency and tactical consideration than ever. Diversifying our higher education leadership and faculty requires the investment of energy, thought, and time to refashion a system that does not work for the needs of today's students—or for our diverse nation. Though we may have not yet made much progress, our most significant strides are finally within reach when armed with data contained in this report and the strategies Wood and Harris have offered.



INTRODUCTION

California is the most diverse and populous state in the USA. The state holds the nation's largest Latinx (15 million), Asian American and NHPI (almost seven million), and the fifth largest Black (2.8 million) populations.¹ This diversity has always been a critical part of California's history, and it is one of the state's greatest assets. **Today, Latinx, Black, Asian American and NHPI, and American Indian/Alaska Native (AIAN) Californians account for 61% of our state's population, and that share is projected to grow.**²

California's history and future success are inextricably tied to the full inclusion and success of diverse racial and ethnic groups. California is indigenous land, built by native Californians, migrants and immigrants who converged in our state and, together, have since committed to making a better life for themselves and their descendants: from the earliest Mexican-American governors of the 1800s, the hundreds of thousands of diverse, patriotic Californians who serve in our armed forces and run small businesses, history-making advocates from the Civil Rights Movement, visionary tech leaders in Silicon Valley, the arts and culture in Hollywood, and the critical agricultural labor that sustains our nation. Diverse Californians are a direct reason for California's standing as the fifth largest economy in the world. Just as California's fabric has been strengthened by diverse social, economic, and political contributions, our future will only continue to be possible by investing in the success of all racial and ethnic groups.

Despite a long and consequential presence of diverse Californians, California has not always provided an equitable experience or a fully shared prosperity. While California has become a more welcoming state, a history of exclusion, racism, and lack of opportunity for residents based on race/ethnicity and gender

are part of our story from the state's earliest days, as inflated views of Manifest Destiny created a sense of entitlement among settlers, and a suspicion of Mexican, Black, and Asian Americans who owned and worked the land.³

Exclusion and denial of opportunity are also part of the history of education, including higher education, in the state. The University of California (UC) was founded in 1868,⁴ and in 1870, the Board of Regents unanimously approved a resolution allowing women to attend. It was not until 1902 that the UC enrolled its first Black woman as a student.⁵ The system went nearly a century before selecting a campus chancellor who was not white in 1960, and it was not until 1987 that a UC campus was led by a woman.⁶ Writing in the 1930s, some 70 years after the UC's founding, sociologist Robert Nisbet described the Berkeley campus as "99.99 percent white," with little, if any, impetus to change.⁷ Thirty years later, in wake of the Montgomery Bus Boycott, the U.S. Supreme Court (SCOTUS) decision in *Brown v. Board of Education*, and Dr. King's "I Have A Dream" speech, Berkeley's law school could not count a single Black graduate. Founded in 1951, the medical school at the University of California, Los Angeles graduated over 750 students by 1968, of whom not a single one was either Latinx or Black.⁸ The California State University (CSU) system's first non-white campus president was named in 1968, and the first woman to lead a CSU campus was not named until 1974.⁹

California's complicated history with race and ethnicity can be seen in the trajectory of affirmative action programs in the state. Developed in the wake of the Civil Rights Era, affirmative action programs were implemented to ensure minoritized populations were afforded access to opportunity.¹⁰ These practices at the UC were challenged in the 1970s, with the case finding its way to SCOTUS in *The Regents of the University of California vs. Bakke*. The outcome of this case prohibited universities from setting racial quotas, but it allowed them to consider student's racial/ethnic backgrounds in an affirmative action context.¹¹ Unsatisfied with this decision, anti-affirmative action forces continued to attack policies through both court challenges and ballot initiatives, and in 1997, successfully passed Proposition 209, wherein California voters ended affirmative action programs at state institutions. The ballot initiative prohibited public bodies in California from using race, ethnicity, or gender in employing, contracting or education policy decisions, and it remains in effect today.

Exclusion of Latinx, Black, underrepresented Asian American and NHPI, and AIAN Californians is not limited to higher education. Minoritized Californians experience unequal access to high-quality pre-k, primary schooling and K-12 opportunity; and students from minoritized backgrounds often attend high schools with fewer college-prep and Advanced Placement courses than their white peers.¹² Inequitable access to healthcare yields higher infant mortality rates among children born to Black and Latinx mothers.¹³ The state's history also includes numerous examples of housing and employment-related discrimination.

The result is Black and Latinx Californians who have lower levels of educational attainment,¹⁴ higher levels of unemployment,¹⁵ lower overall earnings,¹⁶ lower levels of wealth accumulation and homeownership,¹⁷ and poorer health outcomes¹⁸ than their white peers.

The current national political landscape has been marred by renewed growth in xenophobia, racism, sexism, and white nationalism. Since January 2021, 44 states have considered bans on culturally responsive teaching through legislative or administrative means, with 18 states enacting these bans.¹⁹ State governments have forced changes to the curriculum for the Advanced Placement course in African American Studies.²⁰ In October of 2022, SCOTUS heard cases regarding the race-conscious admission practices at Harvard and the University of North Carolina, resulting in serious limitations of race-conscious admissions practices across the nation in a ruling delivered in June 2023.²¹

Californians recognize these pernicious forces of racism and sexism are still at work, and despite nearly two-thirds of the state's population being Latinx, Black, Asian American and NHPI, and AIAN, diversity has not translated to full equity and inclusion. While fewer Californians classify racism as a “big problem” in 2023 than in 2020, only five percent of the state's residents think racism is “not a problem at all”.²²

California college and university leaders have stated commitments to diversity and equity, both as individuals and on behalf of their institutions, and student bodies have begun to better reflect the state's population. **While California has made substantial progress towards an equitable and inclusive higher education system, stark gaps persist in the rates at which Black, Latinx, underrepresented Asian American and NHPI, and AIAN students are supported to enroll in college and complete their degrees; system-level leadership bodies still do not reflect the diversity of their student bodies, and these bodies in turn fail to reflect the diversity of the state's young population; institutional and system leadership remain dominated by white men; and the processes to select college and university leaders continue to privilege and prioritize whiteness as a core hiring trait.**²³

In 2018, the Campaign for College Opportunity published [*Left Out: How Exclusion in California's Colleges and Universities Hurts Our Values, Our Students, and Our Economy*](#), which documented the severe demographic mismatch between the state's population; the undergraduate student bodies at the University of California, the California State University, and the California Community Colleges; and our higher education governing body leaders, system leaders, campus leaders, faculty, and academic senate bodies.²⁴

Five years later, one thing is clear: California's Latinx, Black, underrepresented Asian American and NHPI, and AIAN residents and scholars are Still Left Out.

This report re-examines the issue of representation in leadership across California's public colleges and universities. In addition to the Campaign for College Opportunity's monitoring of gubernatorial appointments to the UC Board of Regents, the CSU Board of Trustees, the California Community Colleges Board of Governors, and the California Student Aid Commission, we have undertaken a comprehensive review of system-, district-, and campus-level leadership, faculty; and academic senate bodies. We are disappointed to report that while some progress has been made, California continues to exclude Latinx, Black, Asian American and NHPI, and AIAN residents from its higher education leadership, hurting our people, our values, and our promise.

Opportunities for Latinx, Black, underrepresented Asian American and NHPI, and AIAN students to see themselves among leaders and role models on campus are still limited, and minoritized students have fewer chances to interact with faculty and leaders who share their backgrounds and understand their life experiences. The lack of representation also places a greater burden on Latinx, Black, Asian American and NHPI, and AIAN faculty, who are often faced with greater service obligations and serve as informal mentors for greater numbers of students. In an increasingly global and multicultural world, students from



all backgrounds benefit from greater exposure to diverse and inclusive leadership and faculty. **Inclusion will do more than ensure our institutions reflect our people demographically; it will ensure that our state, through its colleges and universities, truly reflects our values and achieves its true promise.**

This report begins with the premise that an equitable and inclusive California will benefit all Californians, affording students the opportunity to experience coursework and campus environments that are shaped by faculty and administrators who share their own backgrounds and lived experiences, and provide opportunities to a diverse set of scholars and leaders who will teach and mentor students in the state's world class colleges and universities. **The UC, the CSU, and the California Community Colleges must lead the way by both educating and employing Californians from all racial and ethnic backgrounds.**

To this end, our colleges and universities need to ensure space for more students, coupled with an intentional focus on supporting Latinx, Black, underrepresented Asian American and NHPI, and AIAN students to enroll in college and complete their degrees. Supporting students to earn their degrees includes designing educational pathways guaranteeing students the right to enroll in transfer-level courses taught by diverse and equity-minded faculty on campuses that are welcoming to all students.

As we reviewed representation across California's public colleges and universities, we found much to celebrate, with Latinx, Black, Asian American and NHPI Californians better represented at almost every level of leadership across the UC, the CSU, and the California Community Colleges. We also found there is still more work to be done, however, as leadership across public higher education in California is not fully inclusive and representative of Latinx, Black, Asian American and NHPI, and AIAN Californians.

THE GOOD NEWS:

- Appointments to the UC Board Regents, the CSU Board of Trustees, the California Community Colleges Board of Governors, and the California Student Aid Commission have helped diversify these bodies over the past five years.
- The UC has improved representation of Black Californians among its system- and campus-level leaders.
- Black faculty account for six percent of both tenured and non-tenured faculty at the California community colleges, and Black Californians are well-represented among system-, district-, and campus-level leadership.
- The share of tenured and tenure-track professors who are women has grown from 33% to 40% at the UC, and from 47% to 49% at the CSU.

- Among UC faculty, 18% of tenured/tenure-track faculty and 26% of non-tenured faculty are Asian American and NHPI.
- About half of CSU presidents are women, and women account for 50% of campus senior leaders and more than half of the CSU Board of Trustees.
- More than half (12 of 33) CSU campuses are led by Latinx, Black, Asian American, or NHPI presidents.
- Women lead 52 of the 116 community college campuses.
- Forty-nine percent (57 of 116) community college presidents come from diverse backgrounds.
- At the UC, the CSU, and the California Community Colleges, Latinx, Black, Asian American and NHPI, and AIAN professors account for a larger share of tenured and tenure-track faculty in 2021 compared to 2017, though these gains were limited at all three systems.

THE BAD NEWS:

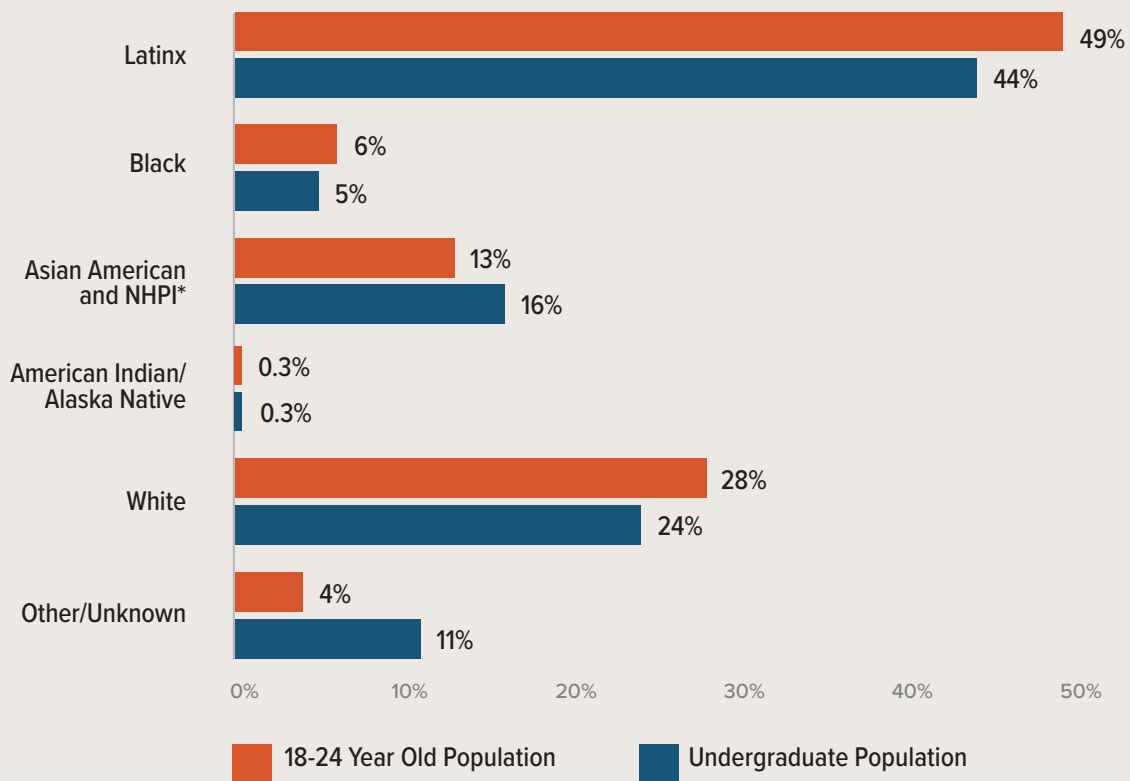
- Latinx, Black, Asian American and NHPI, and AIAN professors at the UC (29%), the CSU (34%), and the California Community Colleges (35%) are underrepresented among tenured and tenure-track faculty bodies.
- Only seven percent (eight of 117) of senior campus leaders at the UC campuses are Latinx, despite the fact that 25% of UC students, 39% of all Californians, and 49% of young Californians (18 to 24-years old) are Latinx.
- Only two of the nine undergraduate UC campuses are led by women.
- Latinx faculty members are woefully underrepresented at all three public community college and university systems, comprising only eight percent of tenured/tenure-track faculty members at the UC, 10% at the CSU, and 18% at the California Community Colleges.
- Asian American and NHPI students make up 14% of California's community college students, but only eight percent of campus- and district-level leaders, and only 11% of tenured and 10% non-tenured faculty at community colleges—levels that have barely changed in five years.
- Only four percent of CSU tenured/tenure-track faculty and only three percent of UC tenured/tenure-track faculty are Black.
- Seventy percent of the Academic Senate of the CSU and 64% of the campuswide academic senate members are white, despite white students only making up 21% of the CSU's undergraduate student body.

STILL LEFT OUT

California’s higher education system has helped the state become a global leader and strong economic force. To maintain its position as an economic and political leader in the nation, California’s leaders must ensure the state’s public colleges and universities enroll students across the state in a more equitable fashion, reflective of the growing diversity of younger Californians and support them to graduate at higher rates.

Nearly three in four young Californians come from a diverse background.

Figure 1. California 18 to 24-Year Old Population and California Public Undergraduate Population by Race/Ethnicity.



*Native Hawaiian and Pacific Islander

Data Source: US Census, American Community Survey, 2017-2021 five year estimates, and system enrollment dashboards

The state’s public colleges and universities are among the largest in the world. Collectively, the three public higher education systems enroll roughly 2.5 million students per year.²⁵

Figure 1 shows California’s 18 to 24-year-old population and the collective demographics of the student bodies at the three public higher education systems in California—the UC, the CSU, and the California Community Colleges. In the aggregate, the student population broadly reflects the state’s population of young people, though as more specific system-level data presented later in this report makes clear, the state’s Black and Latinx students are disproportionately enrolled in community colleges in the state.

Of California’s 147 public colleges and universities, 132 have a designation as a Hispanic-Serving Institution (HSI), meaning at least 25% of their student body is Latinx, and the remaining 15 campuses are “emerging” HSIs (more than 15% of the student body is Latinx).²⁶ Among the public colleges and universities in the state, 68 qualify as Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) meaning that at least 10% of the student body is Asian American and Native American Pacific Islander, and at least half of the students enrolled are eligible for federal financial aid such the Pell Grant.²⁷



Members of leadership bodies examined in this report.

	University of California	California State University	California Community Colleges
Population ^I	Total California population and 18 to 24-year-olds in California	Total California population and 18 to 24-year-olds in California	Total California population and 18 to 24-year-olds in California
Undergraduate Population ^{II}	All undergraduates at the UC	All undergraduates at the CSU	All undergraduates at the California Community Colleges
Governing Body ^{III}	Gubernatorial Appointees to the UC Board of Regents	Gubernatorial Appointees to the CSU Board of Trustees	Gubernatorial Appointees to the California Community Colleges Board of Governors
System-Level Leadership ^{III}	UC Office of the President President and President's Cabinet/Executive Staff	CSU Chancellor's Office Chancellor and Chancellor's Staff	California Community Colleges Chancellor's Office Chancellor and Chancellor's Executive Staff
District-Level Leadership ^{III}	N/A	N/A	District Trustees
Campus-Level Leadership ^{III}	Campus Chancellors and Executive Leadership	Campus Presidents and Executive Leadership	Campus Presidents and Executive Leadership
Faculty ^{IV}	Tenured/Tenure-Track Faculty	Tenured/Tenure-Track Faculty	Tenured/Tenure-Track Faculty
	Non-Tenured Faculty	Non-Tenured Faculty	Non-Tenured Faculty
	Part-Time Faculty	Part-Time Faculty	Part-Time Faculty
	Tenured/Tenure-Track Faculty Hired Within The Last Five Years	Tenured/Tenure-Track Faculty Hired Within The Last Five Years	Tenured/Tenure-Track Faculty Hired Within The Last Five Years
System-Level Academic Senate ^{III}	Academic Senate of the UC	Academic Senate of the CSU	Academic Senate of the California Community Colleges
Campus-Level Academic Senates ^{III}	College-Level Senate Bodies	College-Level Senate Bodies	College-Level Senate Bodies

I Data retrieved from the US Census, American Community Survey, 2017-2021

II Data retrieved from individual system dashboards/data repositories

III Data collected and analyzed by Campaign for College Opportunity researchers

IV Data retrieved from the National Center for Education Statistics, Integrated Postsecondary Readiness System (IPEDS)



UNIVERSITY OF CALIFORNIA

UC's Mission

"The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge."

Source: Mission statement from the University of California Academic Plan, 1974-1978²⁸

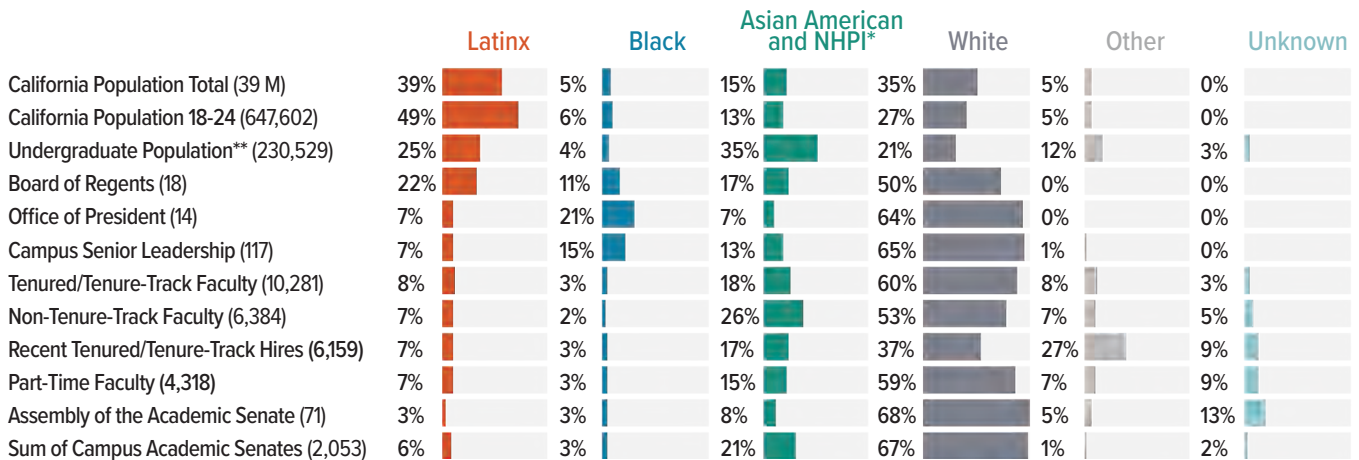
The UC is the state's premier research university. This world-renowned university system enrolled 230,407 undergraduate students across its nine campuses in fall 2022.²⁹ Of the nine campuses serving undergraduates, five are HSIs: Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz, meaning over a quarter of the student body is Latinx. The remaining four qualify as emerging HSIs. The Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz campuses qualify as AANPISIs.

Inclusion at the UC

As Figure 2 shows, the Latinx undergraduate population at the UC still does not match the share of the California 18 to 24-year-old population that is Latinx, or the share of the California Latinx population overall. Latinx Californians are underrepresented across UC leadership.

Three out of four (76%) students at the UC are students of diverse racial and ethnic backgrounds, but individuals from these backgrounds account for less than half of all leadership and faculty at the UC.

Figure 2. UC populations by Race/Ethnicity (2021-2022).



*Native Hawaiian and Pacific Islander

**Fall 2021 enrollment

Data Source: Data for population from US Census, undergraduate enrollment from system dashboards, faculty from IPEDS, other data from research team analyses



Of 18 to 24-year-olds in California, 49% are Latinx, but only 25% of undergraduates are Latinx. In examining the systems' leadership, only four of the 18 gubernatorial appointments to the UC Regents (22%) are Latinx and only one of 14 (7%) executive leaders in the UC Office of the President is Latinx, though the system leadership contained no Latinx members in 2018. **In 2018, 11% of campus senior leadership positions were filled by Latinx individuals. That number has decreased to seven percent of campus-level senior leadership in the 2021-2022 academic year.** Only eight percent of tenured/tenure-track faculty, and seven percent of non-tenured faculty are Latinx. Recently hired faculty at the UC are less white than the general faculty population, but Latinx professors account for fewer than one in 10 recent tenure-track hires at the UC (8%). A large share of these hires consist of international faculty.

At both the system-wide assembly, and on a campus-level, the share of senators who are Latinx is even smaller than the share of faculty who are Latinx.

The UC's governing bodies overrepresent white leaders and significantly underrepresent Latinx, Asian American and NHPI leaders.

Table 1. UC Governing Bodies by Race/Ethnicity (2021-2022).

	Latinx	Black	Asian American and NHPI*	Other	Unknown	White
Board of Regents	4	2	3			9
Office of the President	1	3	1			9
Campus Leadership	8	17	15	1		76

*Native Hawaiian and Pacific Islander
 Data Source: Data collected and analyzed by Campaign for College Opportunity researchers
 Note: Regents Data is as of 2023, UC Office of the President and Campus Leadership data is as of 2021-2022

White faculty and leadership make up an overwhelming majority of the system's leaders and educators at every level, even though white students account for only 21% of the student body and white Californians only make up 27% of the 18 to 24-year-old population. Professors from diverse racial/ethnic backgrounds account for a greater percentage of faculty today as compared to our [2018 Left Out analysis](#). Today, 60% of tenure-track faculty are white, down from 65% in 2017, and 53% of non-tenure-track faculty are white, down from 62% previously. Among part-time faculty, a majority (59%) are white.

White campus leadership at both the campus senior leadership level and the systemwide level are also significantly overrepresented relative to other racial/ethnic groups. Nine of the 18 appointed Regents are white, as are nine of the 14 systemwide executive leaders. **Over two-thirds of the systemwide Assembly of the Academic Senate (68%) are white, as are 67% of members of the system's various campus-level academic senate bodies.**

Asian American and NHPI students are the largest undergraduate student subgroup at UC, accounting for just over a third (35%) of students. This is substantially larger than the Asian American and NHPI share of the state's 18 to 24-year-old population (13%). Among UC leadership, three of the 18 appointed Regents (17%) are Asian American and NHPI, as are 13% of campus senior leadership. There has been slight improvement in the number of Asian American and NHPI professors who currently comprise 18% of tenured/tenure-track faculty, compared to 16% in 2017, and it has remained steady at 26% of non-tenured faculty.

Asian American and NHPI faculty are well-represented on campus-level senate bodies, but less so at the system-wide assembly. Around 17% of recently-hired tenure-track faculty are Asian American and NHPI, compared to 15% of California's population.

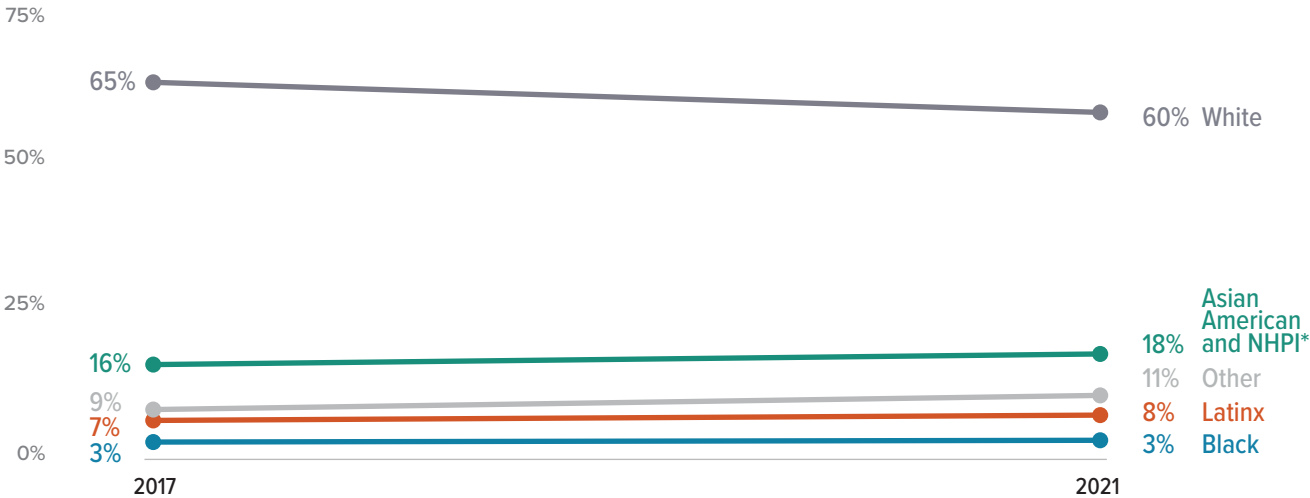


Black students only comprise four percent of the undergraduate population, though six percent of 18 to 24-year-olds in the state are Black. Black Californians are well represented among system-level leadership and campus-level leadership, particularly among campus senior leadership (15%) and at the UC Office of the President (21%), which include the UC's first Black president, Michael Drake. However, only three percent of tenure-track faculty and two percent of non-tenure-track faculty at the UC are Black. Recently hired Black faculty account for only three percent of recently hired faculty across the UC.

UC students still have only 802 Latinx and 356 Black tenured or tenure-track professors leading their classes, out of over 10,000 tenured or tenure-track faculty members across the UC system.

The vast majority of tenured/tenure-track UC faculty are white, with the number of Latinx, Black, Asian American and NHPI faculty increasing slightly since 2017.

Figure 3. Tenured/Tenure-Track Faculty at the UC by Race/Ethnicity (2017-2021).



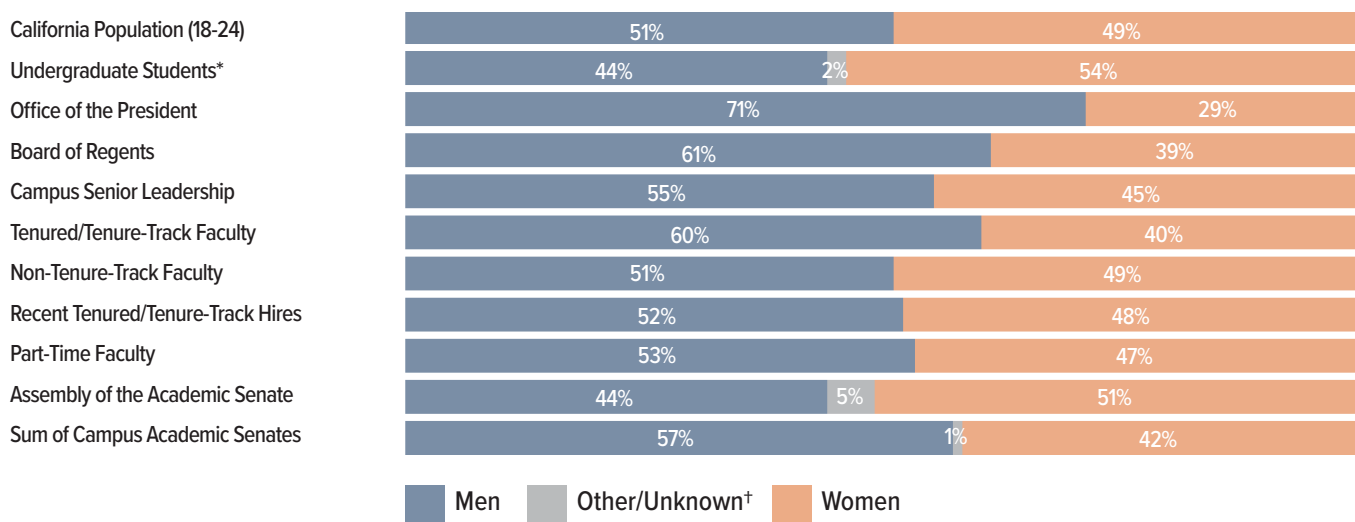
*Native Hawaiian and Pacific Islander
 Data Source: National Center for Education Statistics, Integrated Postsecondary Readiness System (IPEDS)

Women at the UC

At the UC, women account for 54% of the student population. However, when looking at both campus and systemwide faculty and leadership, women are underrepresented in every category.

Despite accounting for more than half (54%) of undergraduate students, women are underrepresented at every UC leadership level, especially among tenure-track faculty (40%).

Figure 4. UC Populations by Gender (2021-2022).



*Fall 2021 enrollment

[†]Other/unknown includes nonbinary individuals and data not reported or unknown

Data Source: Data for population from US Census, undergraduate enrollment from system dashboards, faculty from IPEDS, other data from research team analyses

There are too few women in the Office of the President, Board of Regents, and among campus leadership and tenure-track faculty. Women comprise 39% of appointed members of the UC’s Board of Regents, while men make up 61% of the board. Women make up 45% of campus senior leadership, but only 29% of officials (four of 14) in the UC Office of the President are women.

Of the nine campus chancellors, only two are women. In 2016, Carol Christ became the first woman chancellor at UC Berkeley. UC Santa Cruz recently appointed its second woman chancellor, Cynthia K. Larive, in 2019. **Since the UC was founded in 1868, only 13 campus chancellors have been women, compared to 84 men. Only one has been a woman of color.**³⁰

Too few women are chancellors across UC campuses. The UC has only had 13 campus chancellors who are women in its history.

Table 2. UC Campuses by Gender of Campus Chancellor (2021-2022).

University of California	
Campuses with Men Chancellors	Campuses with Women Chancellors
UC Davis	UC Berkeley
UC Irvine	UC Santa Cruz
UCLA	
UC Merced	
UC Riverside	
UC San Diego	
UC Santa Barbara	

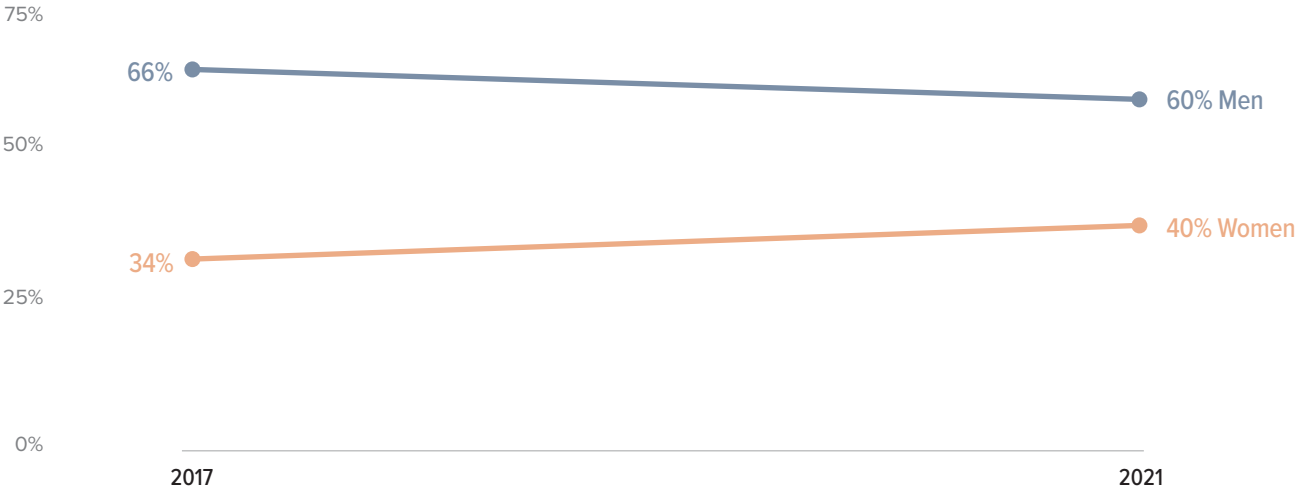
Data Source: Data collected and analyzed by Campaign for College Opportunity researchers



Women faculty who are not on the tenure track are slightly underrepresented at 49% when compared to men at 51%. The share of tenured and tenure-track professors who are women grew between 2017 and 2021, **but still only four out of every ten UC professors are women.**

Women account for a greater share of tenured and tenure-track professors at the UC compared to four years prior, but only four in ten UC professors are women.

Figure 5. Tenure/Tenure-Track Faculty at the UC by Gender (2017-2021).



Data Source: Data collected and analyzed by Campaign for College Opportunity researchers





CALIFORNIA STATE UNIVERSITY

The mission of the California State University is:

- To advance and extend knowledge, learning, and culture, especially throughout California.
- To provide opportunities for individuals to develop intellectually, personally, and professionally.
- To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
- To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
- To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
- To prepare students for international, multi-cultural society.

Source: CSU Website³¹

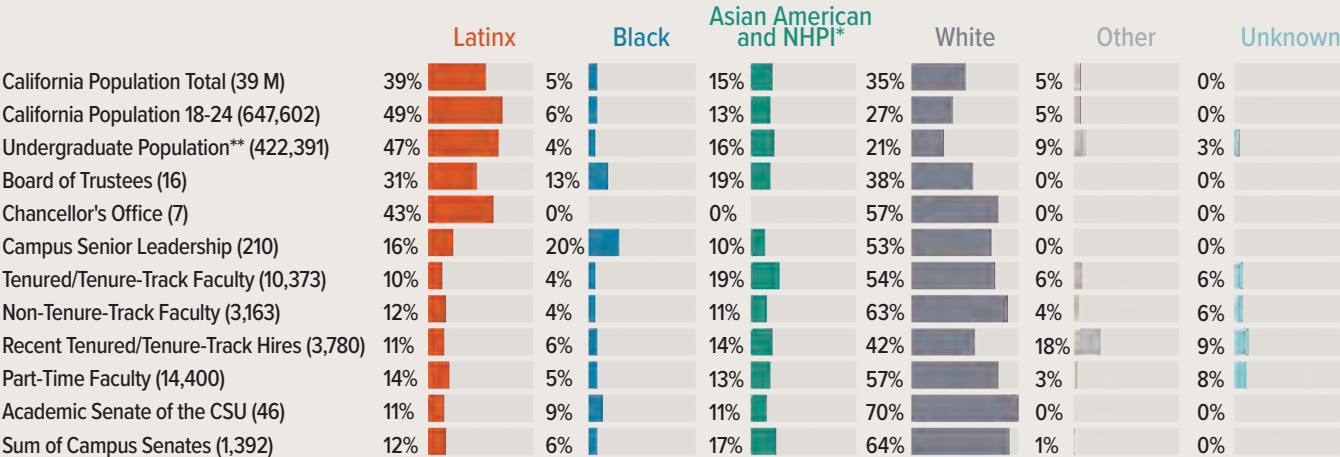
The California State University (CSU) system is known as “The People’s University,” and it is the primary bachelors-degree-granting system in the state. With 23 campuses serving 404,820 undergraduate students, the CSU is the largest four-year university system in the nation. The system offers over 4,000 degree programs and counts over four million alumni.³²

Inclusion at the CSU

The CSU’s undergraduate population more closely mirrors the demographics of the state’s younger population compared to the UC. System- and campus-level leadership, however, do not.

The undergraduate population at the CSU largely resembles California’s population, but CSU leadership is still overwhelmingly white.

Figure 6. CSU Populations by Race/Ethnicity (2021-2022).



*Native Hawaiian and Pacific Islander

**Fall 2021 enrollment

Data Source: Data for population from US Census, undergraduate enrollment from system dashboards, faculty from IPEDS, other data from research team analyses

Nearly half (47%) of CSU students are Latinx, and Latinx Californians are well represented at the Chancellor’s Office level, and close to one third (31%) of appointed trustees are Latinx. In 2021, Chancellor Joseph Castro stepped down from his position. These data reflect his interim successor, Jolene Koester. His permanent successor, Dr. Mildred Garcia, made history as the first Latina to hold this position.³³ However, at individual CSU campuses, Latinx students have few opportunities to see themselves among

campus-level leadership. Only five of 23 campus presidents and 16% of total campus-level senior leaders (34 of 210) are Latinx. In the classroom, the Latinx share of CSU tenured/tenure-track faculty remains at 10%, as it was five years ago, and the share of non-tenured faculty who are Latinx has only grown from 10% to 12%. Latinx professors account for only 11% of recently hired tenure-track faculty—making any meaningful progress towards diversifying the faculty impossible.

Over 50% of campus leadership at the CSU is white, despite only one in five students being white.

Table 3. CSU Governing Bodies by Race/Ethnicity (2021-2022).

	Latinx	Black	Asian American and NHPI*	Other	Unknown	White
Board of Trustees	5	2	3			6
Chancellor's Office	3					4
Campus Leadership	34	43	22			111

*NHPI: Native Hawaiian and Pacific Islander
 Data Source: Data collected and analyzed by Campaign for College Opportunity researchers

White students are underrepresented at the CSU, accounting for 21% of the student population, but comprising 27% of Californians aged 18 to 24. Six of the 16 appointed trustees are white, reflecting over one-third of the board’s membership. More than half of CSU leadership at the campus and system levels are white. Nearly two-thirds of non-tenure-track faculty and over half of tenured/tenure-track faculty are white at CSU campuses.

Black students are underrepresented among CSU students, making up only four percent of the student body, compared to six percent of the state's 18 to 24-year-old population. Though the Black student population across CSU campuses is small, they are well represented in campus senior leadership and on the Board of Trustees; however, there is currently no Black representation among the executive members of the CSU Chancellor's Office. While Black representation across campus leadership may match the Black share of the undergraduate student population, both populations should increase to provide greater access to public higher education in California for historically marginalized students.

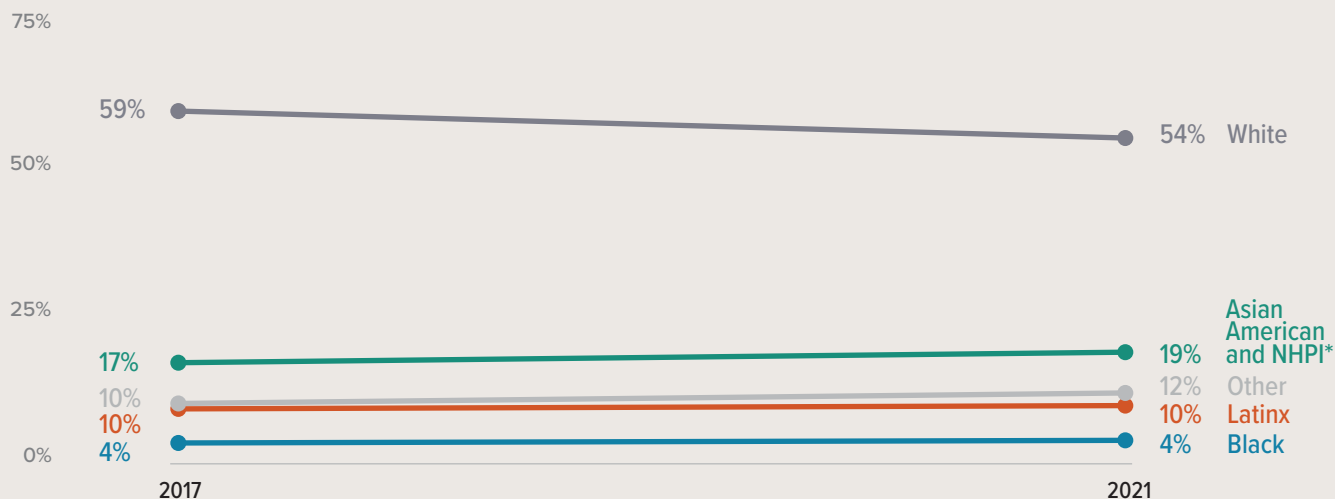
Asian American and NHPI students are underrepresented across most campus and system leadership positions when compared to their undergraduate student population of 16%. While well represented in tenured and tenure-track faculty positions, Asian American students, like Black students, have no representation in the CSU Chancellor's Office. The system has only three trustees who are Asian American and NHPI.



Of the 10,373 CSU tenured and tenure-track faculty, there were only 451 Black, 1,048 Latinx, and 1,966 Asian American and NHPI professors.

The percentage of tenured/tenure-track CSU faculty who are Latinx, Black, Asian American and NHPI has grown modestly, but white faculty still account for the majority of CSU faculty.

Figure 7. Tenured/Tenure-Track Faculty at the CSU by Race/Ethnicity (2017-2021).



*Native Hawaiian and Pacific Islander

Data Source: National Center for Education Statistics, Integrated Postsecondary Readiness System (IPEDS)

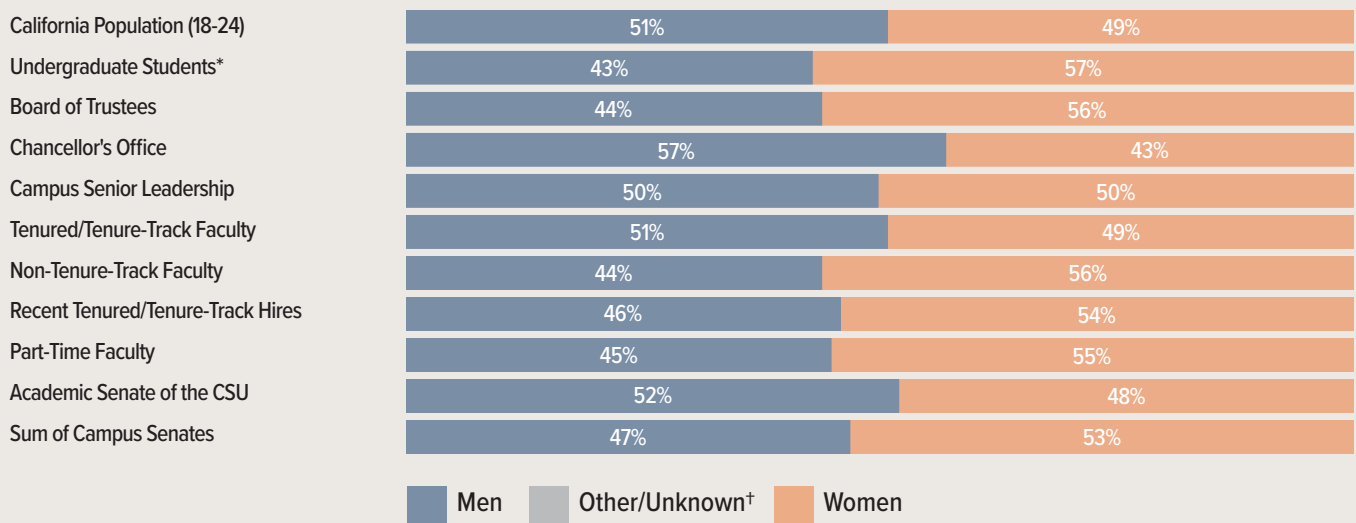


Women at the CSU

Women make up 50% of CSU campus senior leadership, compared to 44% in 2017, and 56% of the appointed members of the Board of Trustees are currently women (nine of 16). Eleven of the 23 CSU campuses have women presidents, as shown in Table 4. In most of the positions we analyzed, there is gender parity across the CSU system.

Women are more equitably represented across the CSU.

Figure 8. CSU Populations by Gender (2021-2022).



*Fall 2021 enrollment

[†]Other/unknown includes nonbinary individuals and data not reported or unknown

Data Source: Data for population from US Census, undergraduate enrollment from system dashboards, faculty from IPEDS, other data from research team analyses



Women are well represented within CSU senior leadership, and about half of CSU campuses have a woman president.

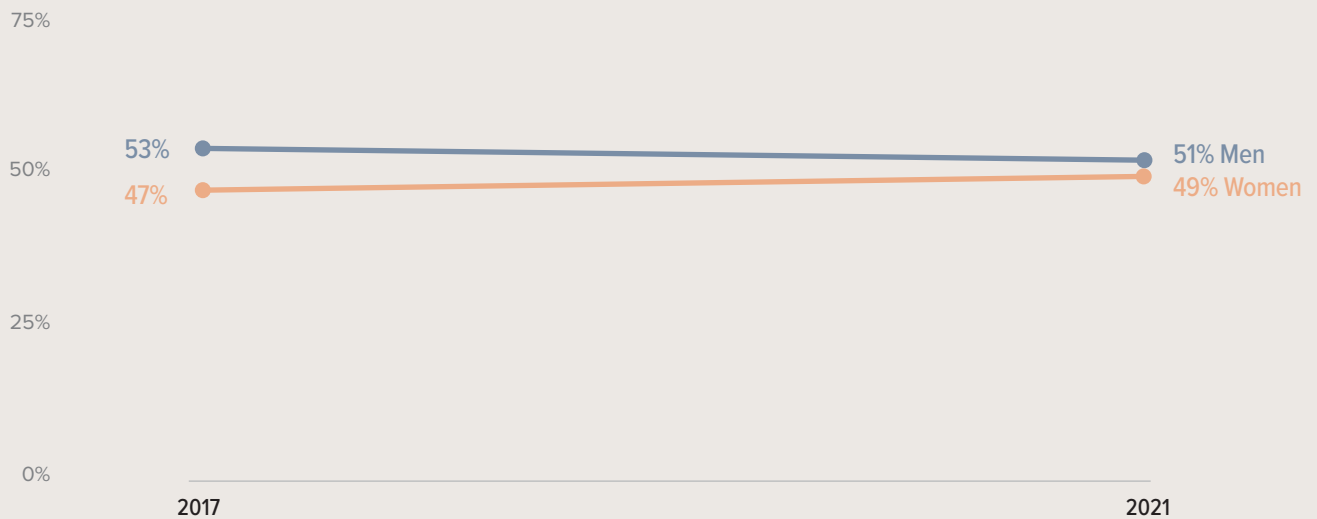
Table 4. CSU Campuses by Gender of Campus President (2021-2022).

California State University			
Campuses with Men Presidents		Campuses with Women Presidents	
Channel Islands	Maritime	Bakersfield	San Diego
Dominguez Hills	Monterey Bay	Chico	San Francisco
Fresno	Sacramento	East Bay	San Marcos
Fullerton	San Bernadino	Long Beach	Sonoma
Humboldt	San Jose	Northridge	Stanislaus
Los Angeles	San Luis Obispo	Pomona	

Source: Data collected and analyzed by Campaign for College Opportunity researchers

The percentage of tenured and tenure-track faculty who are women has grown over the past five years. Now, just under half of CSU tenured faculty are women.

Figure 9. Tenured/Tenure-Track Faculty at the CSU by Gender (2017-2021).



Data Source: National Center for Education Statistics, Integrated Postsecondary Readiness System (IPEDS)



CALIFORNIA COMMUNITY COLLEGES

California Community Colleges Mission:

The mission and vision of the California Community Colleges is simple: putting students first.

Source: California Community Colleges Website³⁴

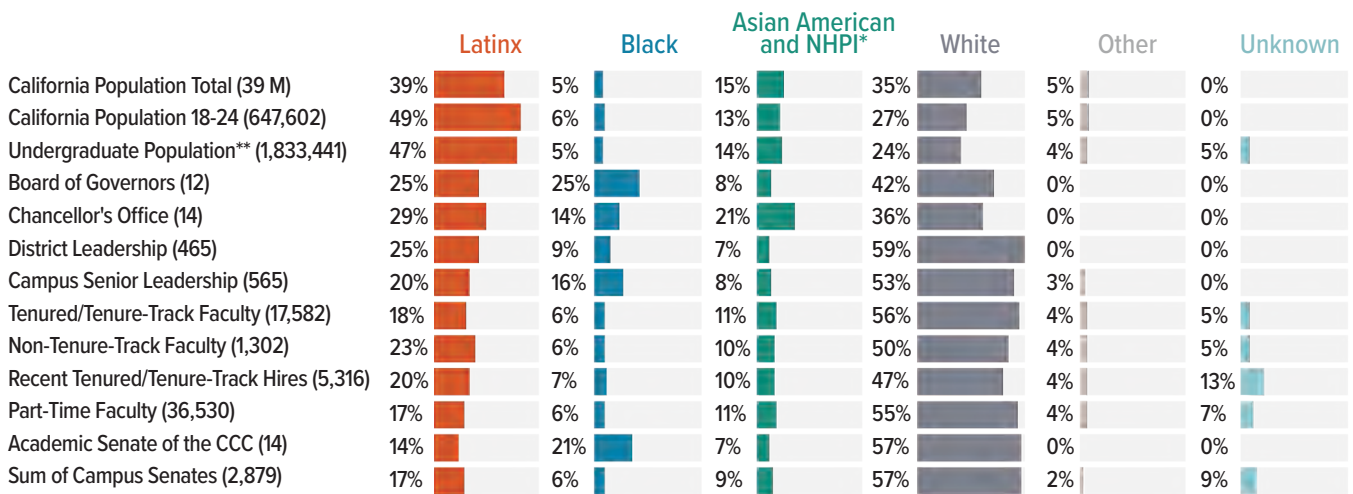
The California Community Colleges system is the largest higher education system in the world. The system boasts 116 colleges educating nearly two million students.³⁵

Inclusion at the California Community Colleges

California community college students are representative of the diversity of the state. Figure 10 shows that the racial/ethnic demographics of the community colleges broadly reflect that of the state's 18 to 24-year-olds, with Latinx students accounting for nearly half (47%) of community college students, and Black students making up five percent. Asian American and NHPs make up 14%, and white students comprise 24% of the community college population.

Although Latinx students make up the biggest proportion of the student population at community college campuses (47%), only 20% of campus leaders and 18% of tenured/tenure-track faculty are Latinx.

Figure 10. California Community Colleges Populations by Race/Ethnicity (2021-2022).



*Native Hawaiian and Pacific Islander

**2021-2022 enrollment

Data Source: Data for population from US Census, undergraduate enrollment from system dashboards, faculty from IPEDS, other data from research team analyses

Latinx students make up the largest share of enrollments in California’s community colleges (47%). However, they have few opportunities to see themselves in their campus- and system-level leadership. Only three (25%) of the 12-member Board of Governors are Latinx. Latinx individuals comprise 29% of senior leaders in the Chancellor’s Office, which is more than double the Latinx representation (14%) we observed in 2017. A quarter (25%) of district-level trustees are Latinx, up from 19% in 2017.

Among faculty at the community colleges, 18% of tenured/tenure-track faculty and 23% of non-tenure-track faculty are Latinx. These are up from 15% and 13% respectively in the past five years, but still a significantly small number of Latinx faculty in a state where Latinx Californians are the largest ethnic group and for a system where almost half of all students (47%) are Latinx. Only 14% of members of the Academic Senate of the California Community Colleges executive committee and 17% of the members of the various campus senates are Latinx. Though this may broadly reflect the Latinx share of the faculty, as currently constituted, the share of faculty and the share of senators who are Latinx is well below the share of California residents and students who are Latinx. One in five recently hired faculty is Latinx (20%). While this means that Latinx professors make up a greater share of new hires at the California

Community Colleges than they do at the UC or the CSU, that number is still half the share of California's population that is Latinx, and will do little to alter the racial/ethnic balance of the faculty at the California Community Colleges.

Whites are vastly overrepresented at the district trustee and campus leadership levels.

Table 5. California Community Colleges Governing Bodies by Race/Ethnicity (2021-2022).

	Latinx	Black	Asian American and NHPI*	Other	Unknown	White
Board of Governors	3	3	1			5
Systemwide Chancellor's Office	5	2	3			4
District Trustees	115	42	34			274
Campus Leadership	112	93	49	3	7	301

*Native Hawaiian and Pacific Islander
 Data Source: Data collected and analyzed by Campaign for College Opportunity researchers

White students account for 24% of the student population, yet among community college leadership, faculty, and academic senate bodies, the majority of leaders are white. Five members of the Chancellor's Office executive staff (36%) are white. Diverse representation has increased at the district trustee level—previously 69% of district trustees were white, while today 59% are white. Community college faculty is becoming slightly more diverse even though white faculty continue to make up the majority of professors students have in the classroom—56% of tenured/tenure-track faculty are white, compared to 60% previously. Among non-tenured faculty, the share that is white has fallen from 60% to 50%.

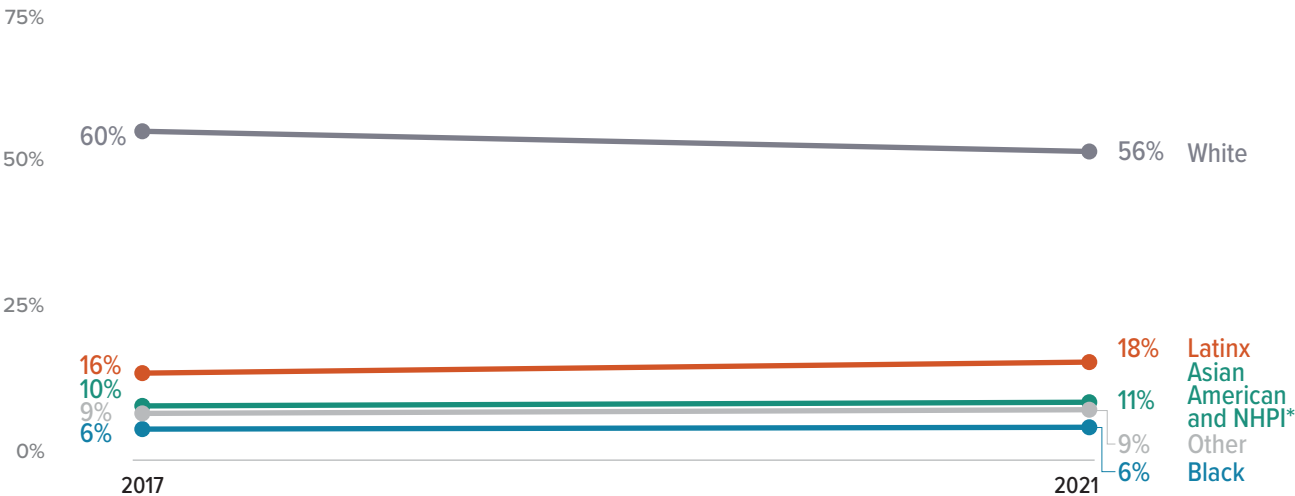
Black students at the community colleges are well-represented. Black Californians account for six percent of the state's 18 to 24-year-old population and five percent of the community college student body. The

Board of Governors has strong representation with three Black members (25%). Fourteen percent of the Chancellor’s Office executive leadership is Black, compared to 10% in 2017, and a similar share (16%) of campus leaders are Black, up from 12% in 2017. Among faculty, the share of both tenured/tenure-track and non-tenured faculty has stayed consistent at five to six percent from 2017 to now. Black faculty are well-represented on the executive board of the Academic Senate of the California Community Colleges, where three of 14 members (21%) are Black.

The community college student body is 14% Asian American and NHPI, and this population of students is well-represented among the Chancellor’s Office, accounting for 21% of executive leadership positions, up from seven percent in 2017. In July 2023, the Board of Governors selected the first Asian American Chancellor of the system when they named Dr. Sonya Christian to the role. Tenured/tenure-track and non-tenure-track faculty at the community colleges are 11% and 10% Asian American and NHPI, respectively. These levels show little change from 2017.

Latinx, Black, Asian American and NHPI, and AIAN students account for 67% of community college students, but only 44% of community college faculty share these students’ backgrounds.

Figure 11. Tenured/Tenure-Track Faculty at the California Community Colleges by Race/Ethnicity (2017-2021).



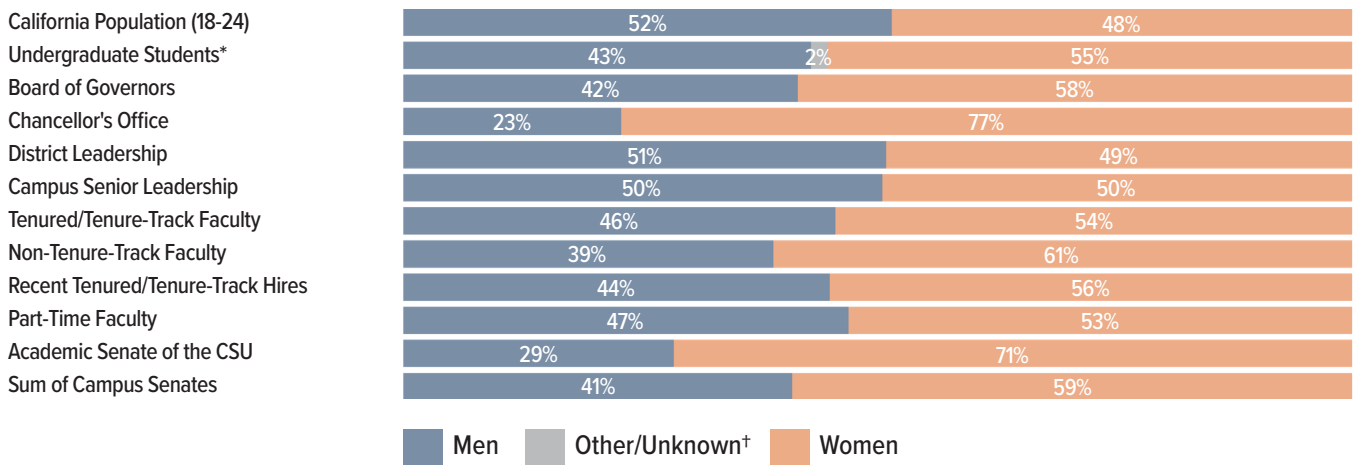
*Native Hawaiian and Pacific Islander
 Data Source: Data retrieved from the National Center for Education Statistics, Integrated Postsecondary Readiness System (IPEDS)

Women at the California Community Colleges

Women make up more than half (55%) of all community college students, and there is strong representation of women in leadership and faculty positions across community college campuses. There is a near-even split in district leadership positions and within the campus senior leadership between women and men. Of the 13 executive leaders at the California Community Colleges Chancellor’s Office, 10 (77%) are women. Of 116 community college presidents, 50 were women in 2021-2022 (46%), unchanged from 2017.

Women are adequately represented across all California Community Colleges levels of leadership.

Figure 12. California Community Colleges Populations by Gender (2021-2022).



*2021-2022 enrollment

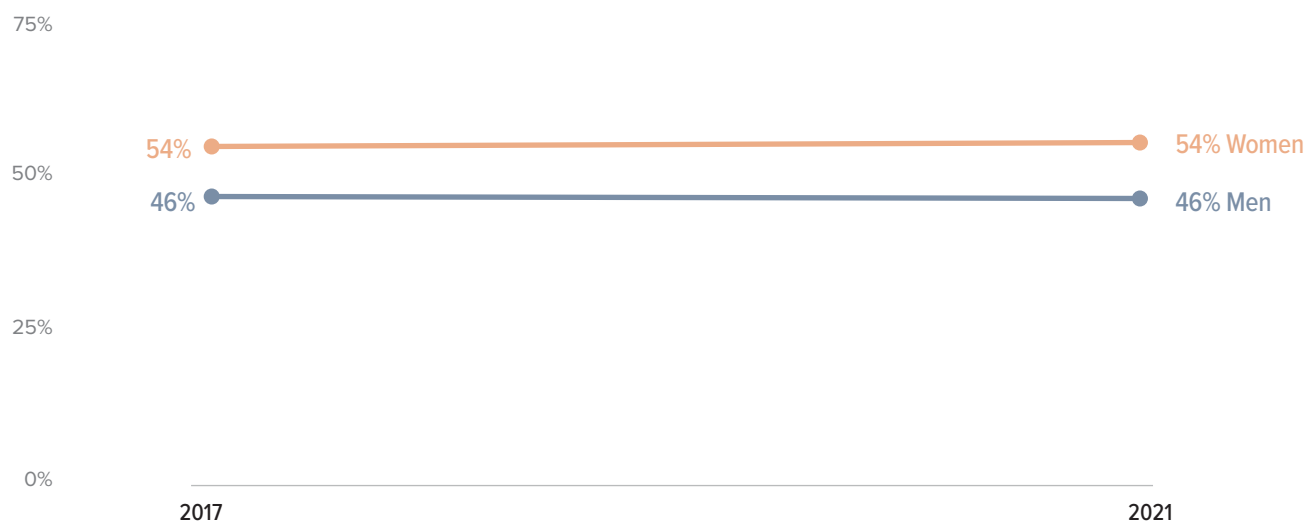
[†]Other/unknown includes nonbinary individuals and data not reported or unknown

Data Source: Data for population from US Census, undergraduate enrollment from system dashboards, faculty from IPEDS, other data from research team analyses

The gender-composition of community college faculty has remained constant over the past five years. **Women continue to make up 54% of tenured and tenure-track faculty.**

Women account for a greater share of tenured/tenure-track professors at the California Community Colleges, and their share of the population has held steady over the last five years.

Figure 13. Tenured/Tenure-Track Faculty at the California Community Colleges by Gender (2017-2021).



Data Source: National Center for Education Statistics, Integrated Postsecondary Readiness System (IPEDS)



Forty-three percent of community colleges in California have presidents who are women.

Table 6. California Community Colleges with Women Presidents (2021-2022).

California Community Colleges with Women Presidents			
American River College	Cuesta College	Los Angeles Trade Technical College	Santa Ana College
Barstow Community College	Cuyamaca College	Miracosta College	Santa Barbara City College
Berkeley City College	Cypress College	Mission College	Santa Monica College
Butte College	Diablo Valley College	Moreno Valley College	Santiago Canyon College
Calbright College	El Camino Community College	Norco College	Skyline College
Cañada College	Evergreen Valley College	Orange Coast College	Solano Community College
Chabot College	Foothill College	Palomar College	Taft College
Clovis Community College	Gavilan College	Pasadena City College	Ventura College
College of San Mateo	Grossmont College	Porterville College	West Hills College-Coalinga
College of the Canyons	Los Angeles City College	Rio Hondo College	West Valley College
College of the Desert	Los Angeles Mission College	San Diego Mesa College	Yuba College
College of the Siskiyous	Los Angeles Pierce College	San Joaquin Delta College	
Contra Costa College	Los Angeles Southwest College	San Jose City College	

Data Source: Data collected and analyzed by Campaign for College Opportunity researchers



CALIFORNIA STUDENT AID COMMISSION

California Student Aid Commission Mission:

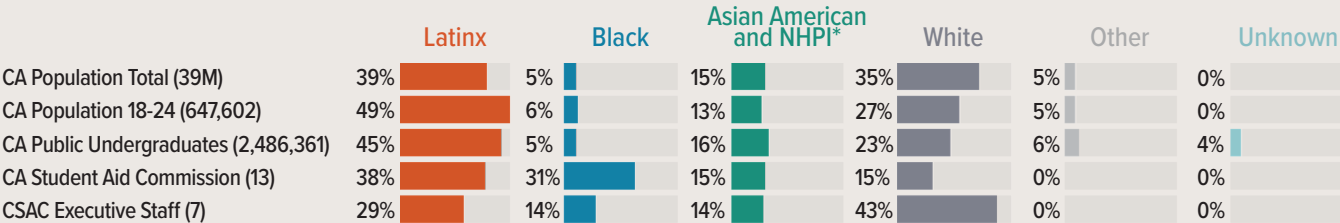
Promoting educational equity by making postsecondary education affordable for all Californians.

Source: CSAC Website.³⁶

The California Student Aid Commission (CSAC) administers \$3.5 billion annually for the state's financial aid programs. This includes the \$2.6 billion Cal Grant aid program and twelve other grant or loan repayment programs that support students across the state. The CSAC also conducts policy analyses and makes recommendations for streamlining and improving financial aid policies. This body includes two student members in addition to 13 members appointed by the Governor, two members appointed by the chair of the California Senate Rules Committee, and two members appointed by the speaker of the California Assembly.

Latinx and Black students are well represented on the California Student Aid Commission, but Latinx students are underrepresented among the commission's executive staff.

Figure 14. California Student Aid Commission and selected populations by Race/Ethnicity (2021-2022).



*Native Hawaiian and Pacific Islander
 Data Source: Data collected and analyzed by Campaign for College Opportunity researchers

Of the 13 non-student CSAC members, five are Latinx (38%), four are Black (31%), two are Asian American and NHPI (15%), and two (15%) are white. The executive staff, comprising CSAC’s executive director, general counsel, deputy directors, and division chiefs, has three white members out of a total of seven (43%). Latinx members of the executive team comprise just under a third of the group (29%), including Executive Director Marlene Garcia, a Latina, who announced her [retirement](#) from the Commission staff, effective at the end of June 2024.

Only two members of the CSAC executive staff are Latinx.

Table 7. California Student Aid Commission Bodies by Race/Ethnicity (2021-2022).

	Latinx	Black	Asian American and NHPI*	Other	Unknown	White
California Student Aid Commission	5	4	2			2
CSAC Executive Staff	2	1	1			3

*Native Hawaiian and Pacific Islander
 Data Source: Data collected and analyzed by Campaign for College Opportunity researchers

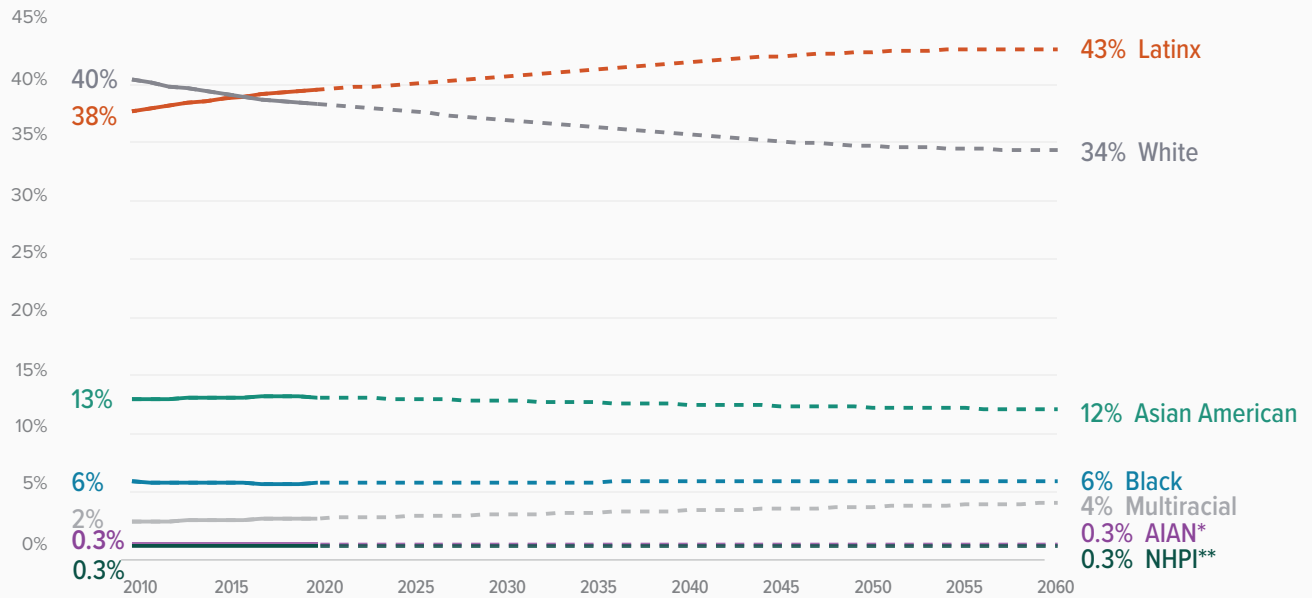


CALIFORNIA CONTINUES TO BECOME MORE DIVERSE

As California has become increasingly diverse, community college and university students enrolled in California's public institutions are also more diverse. In fact, 71% of California's public undergraduate students are Latinx, Black, Asian American and NHPI, AIAN or mixed race, similar to their share of the state's 18 to 24-year-old population. However, significant gaps by race/ethnicity persist in college preparation, enrollment and completion of degrees. Latinx and Black students are not supported to complete A-G college preparation courses required for university admissions at the same rate as their white and Asian American peers. While 51% of the most recent set of high school graduates completed the A-G requirements, only 43% of Latinx and 41% of Black students were supported to do so. Latinx and Black students are also significantly underrepresented at the UC. In California, over 50% of those under 18 years of age are Latinx, meaning a growing share of California's future population will be Latinx and should be included and represented across all our colleges and universities.³⁷

California’s Latinx population is projected to continue to grow as a percentage of the state’s population.

Figure 15. Share/Projected Share of California Population by Race/Ethnicity (2010-2060).



*American Indian/Alaska Native

**Native Hawaiian and Pacific Islander

Data Source: California Department of Finance, Population Projections

Change in California’s higher education leadership has been much slower. Still too few campus and system leaders share the backgrounds and lived experiences of the students attending their colleges and universities. While data presented earlier shows progress on many fronts, the simple truth remains: **California’s higher education leadership still does not reflect our people, our values, or our promise.** Latinx, Black, Asian American and NHPI, and AIAN residents and women across the spectrum are not fully or adequately represented in all levels of leadership at California’s public colleges and universities. While the systems, their leaders, and our state policymakers have all pledged commitments to diversity, such commitments must be accompanied by concrete and bold action.



LEADERSHIP ANALYZED: A FOCUS ON RACE/ETHNICITY AND GENDER

This research reviews the racial/ethnic and gender composition of California’s public higher education leadership and determines the extent to which each system reflects the diversity of the students and state that they serve. The UC, the CSU, and the California Community Colleges have made explicit commitments to diversity, but the mission statements for the three public higher education systems say little about diversity, equity, and inclusion. The CSU mission statement notes the university’s responsibility to “prepare students for international, multi-cultural society.”³⁸

Finding institutional commitments to diversity requires deeper digging. While the statements below describe commitments to diversify student, faculty, and leadership within their systems, only one of the four public-higher education bodies, the California Student Aid Commission, includes equity within its mission statement.

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.³⁹

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.⁴⁰

The California Community Colleges Vision for Success states: With the 2017 Vision for Success, the California Community Colleges embarked on a series of systemic efforts aimed at building racial equity into the core infrastructure of the colleges. These reforms were conceived as an interconnected set, based on the belief that entrenched institutional problems can only be solved with a clear vision, multiple coordinated reforms aligned to that vision, and persistence over many years. No longer at the margins, these reforms mark an effort to put equity concerns front and center while improving the overall performance and success of the entire college.⁴¹

The California Student Aid Commission does include equity in its mission statement, quoted earlier: Promoting educational equity by making postsecondary education affordable for all Californians.⁴²

So that California’s public colleges and universities can be fully inclusive spaces for the students they enroll and serve, we must ensure that students from all backgrounds, especially Latinx, Black, Asian American and NHPI, and AIAN students have the chance to see leaders who reflect and understand their lived experiences leading campuses and classrooms at every college and university in California.

To assess the progress that our state and its public higher education systems have made since the 2018 release of [Left Out: How Exclusion in California’s Colleges and Universities Hurts Our Values, Our Students, and Our Economy](#), we examined key leadership positions at college and university campuses and the UC, CSU and California Community Colleges systems for the 2021-22 academic year. For this analysis, the research team used system and college information pages and organizational charts to compile leadership and senate rosters for each system and campus within. Using publicly available information from institutional and other professional biographies available online, two researchers separately and independently identified the racial/ethnic and gender backgrounds of the individuals on the rosters already collected. These results were compared, with any disagreements sent to a third researcher for an independent third opinion. This analysis has shown areas of growth and progress, but it also shows areas where our colleges and university campuses are failing to reflect the full diversity of our state and must work to become more inclusive and representative of our state by race/ethnicity and gender.

Table 7. Leadership Bodies Examined.

University of California	California State University	California Community Colleges
Board of Regents	Board of Trustees	Board of Governors
Office of the President	Chancellor's Office	Chancellor's Office
N/A	N/A	District Trustees
Campus Chancellors and Senior Leadership	Campus Presidents and Senior Leadership	Campus Presidents and Senior Leadership
Tenured/Tenure-Track Faculty	Tenured/Tenure-Track Faculty	Tenured/Tenure-Track Faculty
Recently Hired Tenure-Track Faculty	Recently Hired Tenure-Track Faculty	Recently Hired Tenure-Track Faculty
Non-Tenured Faculty	Non-Tenured Faculty	Non-Tenured Faculty
Part-Time Faculty	Part-Time Faculty	Part-Time Faculty
Executive Committee of the Academic Senate of the UC	Executive Committee of the Academic Senate of the CSU	Executive Committee of the Academic Senate of the California Community Colleges

Note: Data related to system-, district-, and campus-level leadership in this report were collected during the 2021-2022 academic year. Data for Academic Senate bodies were collected and analyzed during the 2022-2023 academic year. These data were collected and analyzed by researchers at the Campaign for College Opportunity. Data from the Integrated Postsecondary Education Database (IPEDS) reflect the 2021-2022 academic year, as do all data retrieved from the UC, CSU, and the California Community Colleges.

Why Race?

References to racial achievement gaps concerning test scores, college enrollment, college success, enrollment into high-paying fields, and countless other metrics permeate the education policy debate. These references treat equity gaps as though they are simply the contours of the landscape, rather than consequences of centuries of exclusion and disinvestment. Disparities emerge early across all data we can examine. Babies born to Black and Latinx mothers are less likely to see their first birthday than babies born to white mothers due largely to disparities in access to pre- and post-natal care.⁴³ Neighborhoods with high concentrations of minoritized populations have few high-quality Pre-K and kindergarten options. The K-12 schools with high proportions of minoritized students tend to have fewer resources than schools with lower minoritized populations. And admissions, enrollment, and success at our state’s colleges and universities are all correlated with students’ racial and ethnic backgrounds.

Unless we explicitly consider race as we plan for the future of our higher education systems, we will continue to fail. We will fail Latinx, Black, Asian American and NHPI, and AIAN students and leaders in properly addressing the historical patterns of inequity that have excluded non-white students from full access to higher education in California. We will fail them through the ongoing use of race-neutral policies and language that are not only ineffective, but serve to perpetuate existing inequities. And we will fail them by refusing to dismantle longstanding hiring practices that have kept our leadership and faculty from attaining a racial composition that accurately reflects those students they serve.

“The only way to undo racism is to consistently identify and describe it—and then dismantle it.”⁴⁴

The Center for Urban Education⁴⁵ notes the history of America and the different experiences faced by Latinx, Black, Asian American and NHPI, and other minoritized Americans, listing the following points as a set of the most basic facts to start any discussion from:

- **Race is visible.**
- **Racial and ethnic minorities have been legally prohibited from attending colleges and universities in the past.**

- Class- or socioeconomic-status based affirmative action favors low-income white students
- 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?

Diversity, equity, and inclusion also involves the inclusion of women among our students, faculty, campus-level, and system-level leadership.

Women experience bias in higher education in a wide variety of ways, including the rates at which articles are accepted for publication and subsequently cited; lower acceptances for job applications, patent applications, grant applications, and conference applications; few post-doctoral opportunities; and lower rates of tenure.⁴⁶ There is evidence that the underrepresentation of women in academia stems from lower numbers of women graduate students earning degrees and considering tenure-track and administrative positions.⁴⁷ Nationally, women accounted for 38% of applicants to Ph.D. programs in 2000-2001,⁴⁸ but by 2020, women accounted for more than half (53%) of doctoral graduates.

Our own findings show that women have made substantial progress, comprising a majority of tenured/tenure-track faculty at the California community colleges and nearly half of tenured/tenure-track faculty at the CSU. The percentage of tenured/tenure-track professors at the UC who are women has grown, but only four of ten tenured or tenure-track UC professors are women. This troubling pattern of inequality has a profound effect on the career trajectories of women: one in six women with doctoral degrees leave academia.⁴⁹

It is important to note that our understandings and discussions around gender continue to develop and evolve, and younger generations are more likely to adopt more fluid definitions of gender. In one 2015 poll, a majority of young adults (18 to 34-years-old) defined gender as a spectrum as opposed to a binary trait, and more than one in 10 millennials (12%) identifies as either transgender or gender non-conforming.⁵⁰ All three public segments have begun collecting data on student enrollment that includes categories beyond the man/woman binary, but the relatively recent introduction of these data elements, combined with methodology employed for this report, makes it impossible for us to assess gender-inclusion more broadly than we have done so.





FROM DIVERSITY TO EQUITY AND INCLUSION

California, and our nation, is stronger when we actively include individuals from diverse backgrounds, with diverse skillsets, perspectives, ideas, and lived experiences in our colleges and universities, and at the student, staff, faculty, and leadership levels. Diversity is an important goal, but diversity by itself is not sufficient to guarantee equity in our colleges and universities. To ensure the true capacity of a diverse faculty and student body is unleashed, the diverse leaders must be equity-minded, placing a priority on creating a more inclusive campus environment.

Inclusion is diversity-related action. Diversity efforts acknowledge the value of difference and focus on access. Equity moves beyond access and emphasizes parity in student outcomes, with a focus on outcomes for minoritized students.⁵¹ 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.”⁵² Diversity is a precursor to equity and inclusion, and adequate representation is a necessary step in creating more equitable and inclusive campuses. This work also puts into practice the commitment to full liberty and equality enshrined in our Constitution for all of our nation’s citizens. When the United States declared independence to forge a government by, for, and of the people, it was with a proclamation that all men are created equal. It is long past time to rectify our failure to live up to the ideal of an equitable society—a society in which our students and faculty are judged by the content of the applications rather than the color of their skin or their gender identity.

Equity-minded leaders and practitioners have developed their foundational knowledge, empowering them to act in critically race conscious ways. They are trained to see race and racialization in daily language, practices, policies, and interactions that appear race-neutral to those who lack racial literacy. Equity-minded leaders and practitioners examine the ways in which whiteness pervades daily practices as part of their own daily routine. They are intentional about asking the race question as a standard practice. Equity-minded leaders understand that decisions purportedly based on factors other than race, such as where to recruit prospective students or how to advertise dual enrollment courses, can disadvantage students from certain backgrounds.

Equity-minded leaders can come from any racial/ethnic or gender background. Equity advocates include white Californians all over the state, and at all levels of leadership, while the opponents of equity-minded reforms also include Latinx, Black, Asian American and NHPI, and AIAN leaders. While diversity may not be a sufficient condition by itself for a more equitable higher education system, it is still a necessary prerequisite. When the demographics of the faculty and leadership bodies across the UC, CSU and the community college systems do not reflect the students nor the state they serve, we are naturally forced to ask:

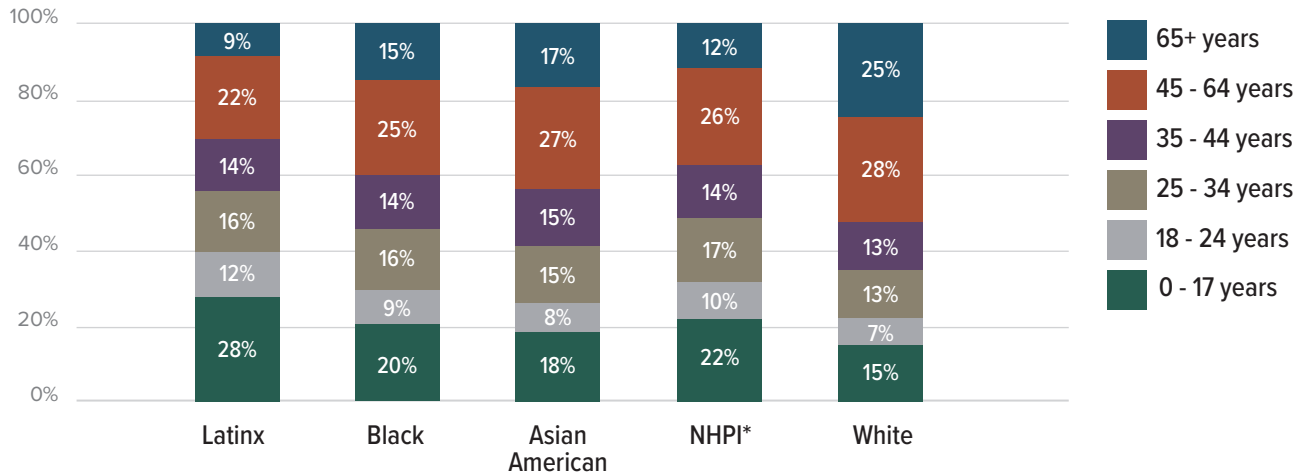
- **Are we purposely and systemically excluding talented Latinx, Black, Asian American and NHPI, and AIAN leaders from critical teaching and leadership roles?**
- **What message are we sending to young students from diverse backgrounds when we enroll them in our colleges and universities, but do not have representative leaders and decisionmakers on their campuses?**
- **Do we expect diverse students to achieve their full promise if we do not live our values and rhetoric around inclusion and respect for diversity on our campuses?**

These questions take on additional importance considering young Latinx Californians will continue to grow as a share of the state's population. Figure 16 also shows that over a quarter (28%) of Latinx Californians are under 18, and Latinx students will account for a growing share of graduating high school students who are enrolling in California's colleges and universities.

We must work to ensure that our public colleges and universities reflect the state's diversity in their student bodies, faculties, and leadership bodies if the next generation of students to attend college is able to enjoy the full benefits of their college experience.

The Latinx population is young, with 70% of Latinx Californians—more than any other racial/ethnic subgroup—under the age of 45.

Figure 16. California Populations by Age and Race/Ethnicity (2021).



*Native Hawaiian and Pacific Islander

Data Source: US Census, American Community Survey, 2017-2021

Why Diversity, Equity, and Inclusion Matter

The dramatic demographic mismatch between the state population, the student population, and the people leading our colleges and universities means that underrepresented students from Latinx, Black, Asian American and NHPI, and AIAN backgrounds have fewer role models, advisors, and mentors who share their experiences and who can guide them through the complexities of navigating college. It also means that white students do not receive exposure to enough college faculty and leaders who are not white.

Student Development

The benefits of a diverse campus environment are well-documented in the research literature. **Research indicates that students from minoritized backgrounds do see meaningful educational benefits when exposed to teachers or instructors of their own racial/ethnic background,**⁵³ with studies finding higher pass rates, higher grades, and greater likelihood of re-enrolling in the discipline when matched with a same-race instructor⁵⁴ or teaching assistant.⁵⁵ Studies also show positive benefits to course and discipline persistence in STEM fields for Black and Latinx students who had same-race professors or teaching assistants.⁵⁶ **Students who have faculty with similar backgrounds to serve as role models also tend to set higher career aspirations for themselves,**⁵⁷ and **experience a greater sense of belonging and greater social integration.**⁵⁸

A faculty that is rich with racial/ethnic and gender diversity is better equipped to create programs and craft curricula that engage and excite students, bringing cultural competence to increasingly diverse and multi-cultural campuses in ways that positively impact student development.⁵⁹ Further, faculty can create environments that promote increased support and mentoring for students from underrepresented groups.⁶⁰ 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.⁶¹

The benefits of a diverse faculty and leadership, however, accrue to all students. Studies have shown that individuals who are exposed to peers with different backgrounds are more likely to consider alternate points of view that challenge deeply held beliefs and perspectives.⁶² Students of all backgrounds who engage with and learn from a diversity of classmates, faculty, and leaders develop the problem-solving⁶³ and critical thinking skills⁶⁴ that are essential for living and working in a modern democratic 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.⁶⁵ **The positive effects of communicating and negotiating across a range of perspectives have been found for white students and Black, Latinx, Asian America and Indigenous students alike.**⁶⁶

Leadership Development

Our colleges and universities are tasked with developing and educating students, giving them the tools to succeed in our society and workforce, but they must also develop junior faculty and administrators who aspire to hold leadership positions on campuses. Furthermore, campus leaders influence institutional

missions, values, and goals.⁶⁷ Junior scholars, especially scholars of diverse backgrounds who are often the first in their families to graduate from college, benefit from a diverse senior faculty and upper-level leadership who can advise and mentor them through their pre-tenure years.⁶⁸

The scarce number of Latinx, Black, Asian American and NHPI, and AIAN professors also places undue burdens on these faculty members on our campuses. All professors have teaching, research, and service obligations, but diverse faculty and women are often called upon for additional service work.⁶⁹ These responsibilities often include additional committee service, as a diverse faculty-member may be one of the few racially/ethnically diverse people on campus. Since Latinx, Black, underrepresented Asian American and NHPI, and AIAN students have fewer professors from their own racial/ethnic background per student than their white peers, non-white professors often take on additional mentorship responsibilities for diverse students. These burdens, collectively referred to as “cultural taxation,”⁷⁰ are uniquely placed on the shoulders of minoritized faculty; come with few rewards or even thanks from institutional leaders; and are burdens which faculty, especially junior faculty, often cannot turn down due to campus politics and fear of retribution.⁷¹

Diversity—both racial/ethnic and gender related—is critical to ensuring the values of equity and inclusion permeate a campus. Leadership that includes diverse faculty and leaders are better positioned to ensure diversity and inclusion are campus goals for hiring faculty and staff, in addition to student enrollment and student success.⁷² They are also well-placed to provide leadership development opportunities and a clear pathway to leadership for individuals from historically excluded groups. They can set a tone for the institution that challenges deficit mindsets, question assumptions, and counter the implicit bias that often pervades discussions of diversity, equity, and inclusion.⁷³





HIRING EQUITY-MINDED FACULTY

Leaders at all levels of California's public education system have an obligation to look beyond their own close circles and networks to identify and hire system-level and campus-level executives. A companion brief to this report, [*Equity-Minded Faculty Hiring Practices: Promoting Fairness, Inclusion and Faculty Diversity that Support Student Success in Higher Education*](#), outlines equity-minded hiring practices that colleges and universities can implement to ensure they are creating an equity hiring process. These practices include implementing:

- Hiring criteria that are explicitly equity-minded.
- Looking for candidates who have a record of successfully supporting Latinx, Black, underrepresented Asian American and NHPI, and AIAN students, as well as a record of providing mentorship to students from minoritized backgrounds.
- Equity-themed cluster-hiring, and in states where consideration of applicant's racial background is prohibited, focusing the cluster-hire on the equity-minded criteria around supporting minoritized students.
- Teaching demonstrations with an explicit assessment of candidates' teaching strategies and asset-based approaches; and interview questions that ask for clear examples of candidates' commitments to underserved populations.⁷⁴

When done well, search processes for open faculty positions must demonstrate the campus is committed to creating a welcoming environment, college leaders will support and meaningfully onboard new faculty members, and the search will lead to an expansion of the search committee's own professional networks, rather than drawing on their prior connections. In the appendix to this report, we include an example of a recent job announcement from CSU Channel Islands. This announcement asks candidates to provide evidence of their impact and competencies working with students from racially minoritized backgrounds. Though the hiring process may not factor in the candidate's own racial/ethnic background, this search is likely to bring equity-minded candidates to the fore.

State and system leaders also have roles to play in supporting efforts to diversify college and university faculties. Here we discuss several innovative and important efforts in California across all three public higher education systems. These initiatives are still largely in their infancy, meaning it may be too soon to see the broader benefits of these efforts, but, as these descriptions make clear, they have the potential to ensure more pathways to faculty jobs for Latinx, Black, Asian American and NHPI, and AIAN scholars in the state.

Recent State and Systemwide Efforts to Increase Diversity in Higher Education Leadership in California

Over the past five years, California's higher education systems have initiated or expanded efforts to diversify their workforce, sometimes using state funds targeted for that purpose.

The murder of George Floyd by a police officer in 2020 not only fueled demands for systemic police reforms, but also forced government agencies and higher education institutions across the country to reexamine the inequities within their systems. Diversity, Equity, and Inclusion (DEI) and anti-racism work was not new to California higher education but in the months following George Floyd's murder and the racial reckoning it ignited, initiatives to address racism, implicit bias, and DEI accelerated significantly.

The country's largest system of public higher education, the California Community Colleges, doubled down on their commitment to ensure racial equity and enact strategies most effective for long-term change. In response to the racial reckoning and inequities laid bare by the pandemic, then-Chancellor Eloy Ortiz Oakley courageously launched a systemwide call to action tackling campus culture issues and confront systemic racism head-on. The Board of Governors would later establish a regulatory framework for colleges to incorporate DEI and accessibility competencies in performance evaluations and faculty tenure review, as well as changes to how policing is done on community college campuses, challenging educators to dismantle racial inequality pervasive in higher education.

Data limitations, coupled with implementation efforts that are still in their infancy, pose challenges to assessing the effectiveness of the initiatives, but they offer some evidence of increased awareness and attention to the issue.

California Community Colleges

As an element of its commitment to [Diversity, Equity, Inclusion, and Accessibility \(DEIA\)](#), California's community colleges have increased their focus on building a faculty and staff workforce that is reflective of the system's exceptionally diverse student population.

SYSTEMWIDE TASK FORCE DEVELOPS STRATEGIES TO INCREASE FACULTY AND STAFF DIVERSITY

A 2020 [DEI Taskforce report](#) outlines recommendations to increase faculty and staff diversity as an essential step toward improving achievement and outcomes for historically underserved and underrepresented students. A [DEI Integration Plan](#) describes strategies for adoption at the system and college level, including changes to hiring policies and procedures, additional guidance from the Chancellor's Office, collaborative discussions at conferences and other forums, establishment of an internship program for graduate students to teach at the colleges, and the creation of modules and templates for effective recruitment and hiring of more diverse candidates.

INCREASED STATE INVESTMENT SUPPORTS EXPANSION OF EQUAL EMPLOYMENT OPPORTUNITY (EEO) PROGRAM

In response to system budget requests for funds to implement task force recommendations, the state has provided some targeted resources, including one-time and ongoing augmentations to the [Equal Employment Opportunity \(EEO\) program](#). The program dates back over 20 years, requiring districts to submit plans for increasing faculty diversity, but until recently, state funding and system oversight were limited. Beginning in 2016, the state increased annual funding for the program to \$2.8 million, and the Chancellor's Office developed hiring process criteria for districts to implement in order to be eligible for funds, but a recent state auditor's [report](#) noted continuing challenges. With a one-time funding infusion of \$20 million in 2021-22 and an ongoing increase of \$10 million beginning in 2022-23 (bringing annual funding to \$12.8 million), the system office has adopted [new regulations](#) for college EEO plans, hired new staff with expertise in EEO issues to provide oversight, and developed a new EEO best practices [handbook](#). The 2023-24 state budget clarifies obligations regarding the use of EEO funds, aiming to

ensure that colleges implement best practices and conduct required demographic analyses of their employment processes. An annual systemwide report from the Chancellor's Office to the Legislature will now be required to track faculty diversity.

California State University

System-level efforts related to diversity in the CSU are primarily focused on students, including the emphasis on closing racial equity gaps in student graduation rates through [Graduation Initiative 2025](#) and various [partnership programs](#) that aim to better serve minoritized students. But several system-level efforts aim to increase faculty diversity across the CSU.

STATE-FUNDED PARTNERSHIP SEEKS DIVERSITY IN SCIENCE AND TECHNOLOGY EDUCATION

The [Cal-Bridge](#) program is a partnership across the state's three higher education segments with a goal of supporting underrepresented students with strong academic potential to pursue doctoral degrees in science and technology fields, ideally at a UC campus. Promising CSU students selected for the program receive financial support, research opportunities at UC campuses, professional development workshops, and joint mentoring by CSU and UC faculty members. The program recruits CSU and community college transfer students entering their junior year, and provides support for three years, through their first year in graduate school. One benefit of increasing the pool of diverse STEM Ph.D. students at the UC is the creation of more diverse faculty applicant pools in those fields for California's public university systems, an effort supported with targeted funding in recent state budgets (\$5 million in 2022-23 and \$4 million in 2023-24).

INCENTIVE PROGRAMS SEEK TO CREATE DIVERSE FACULTY PIPELINE

Similar to the Cal-Bridge program, the [California Pre-Doctoral Program](#) aims to support the graduate school aspirations of CSU undergraduates who demonstrate academic promise despite economic or educational disadvantage, and who are committed to a career in teaching at the college level. Selected students are supported to prepare for doctoral programs in their field of choice, and receive a scholarship and mentoring from CSU faculty. Another systemwide effort, the [Chancellor's Doctoral Incentive Program](#) (CDIP), provides support to current doctoral students who aspire to teach in the CSU. CDIP fellows receive mentorship by CSU faculty, grants to further their doctoral studies and participate in professional development, and loans that are repayable over a 15-year period and forgivable based on post-doctoral teaching employment at the CSU.

University of California

In addition to its collaboration with the other segments on the Cal-Bridge program, UC has its own systemwide initiatives related to increasing faculty diversity. In a recent move, UC became the first systemwide participant in the American Association for the Advancement of Science's [STEMM Equity Achievement Change](#) program, aiming to strengthen the UC's efforts to train and recruit diverse faculty in the sciences.

CAMPUS GRANTS SUPPORT PILOT PROJECTS TO INCREASE FACULTY DIVERSITY

From 2016-17 through 2020-21, the UC received one-time state funds to support equal employment opportunities for faculty, funds that were used to create the [Advancing Faculty Diversity](#) program. The UC Office of the President continues to allocate annual funds to support the program. Faculty project leads across UC campuses apply for grants to pilot innovative efforts to recruit diverse scholars and promote an equitable and supportive academic culture for all faculty.

FELLOWSHIP PROGRAM AIMS TO DIVERSIFY FACULTY RANKS

Since the 1980s, the UC has operated the [President's Postdoctoral Fellowship Program](#) to encourage women and minority doctoral graduates to pursue academic careers in the system. The program offers research fellowships, professional development, and faculty mentoring. The program operates in partnership with some universities in other states and the National Laboratories. UC campuses can receive hiring incentives to help support the cost of salary or other needs when hiring former fellows, and about 75% of fellows receive tenure-track faculty appointments in the UC.



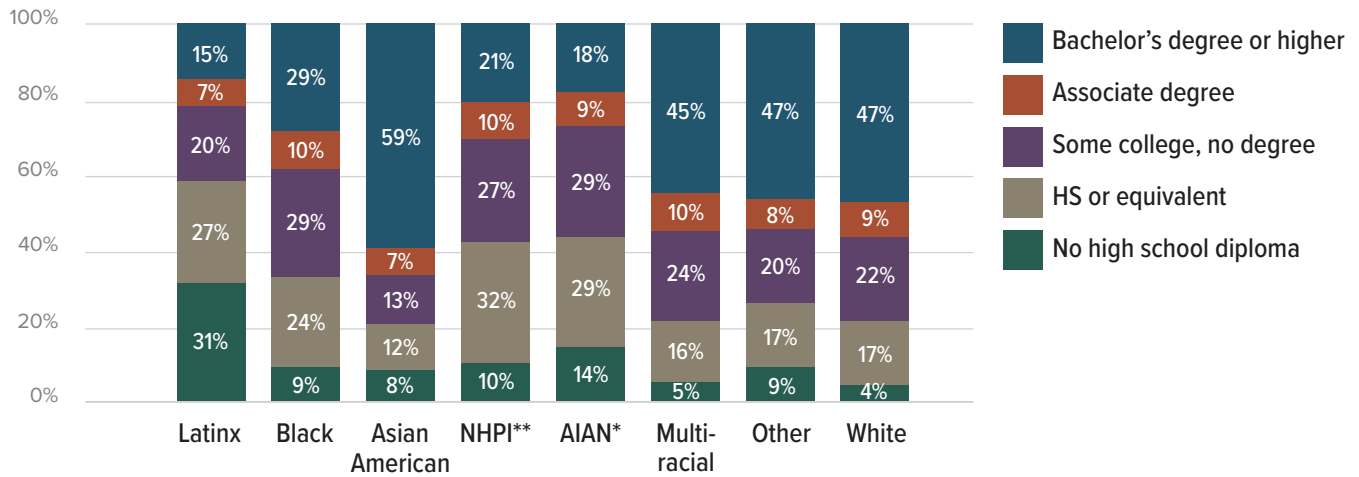


HIGHER EDUCATION: OPPORTUNITY FOR CALIFORNIA AND ITS RESIDENTS

Higher education is the pathway to opportunity for both the state of California and the people who fuel the state's economy. College graduates earn more money over the course of their lifetimes than their peers with high school diplomas or less, send more tax dollars to the state and federal government, and use fewer public services than their peers with high school diplomas or less.⁷⁵ Latinx, Black, underrepresented Asian American and NHPI, and AIAN Californians, however, have faced barriers to their ability to enroll in our public institutions, and, once enrolled, our institutions have not always done enough to support them to complete their degrees. Efforts to rectify issues of access through race-conscious admissions have faced a long history of opposition, with electoral and judicial efforts used to limit the ability of colleges and universities to consider students' racial/ethnic backgrounds in their admissions processes, and antagonists continue to challenge race-neutral policies in favor of preserving the status quo. As a result, these same populations have lower levels of degree attainment than their white peers.

Educational attainment in California varies widely by race/ethnicity. Latinx Californians—the state’s largest demographic group—have the lowest level of degree attainment in the state.

Figure 17. Educational Attainment by Race/Ethnicity, California Adults Ages 25-64 (2021).



*American Indian and Alaska Native
 **Native Hawaiian and Pacific Islander
 Data Source: US Census, American Community Survey, 2017-2021
 Note: Due to rounding, some values may not add up to 100%

Low rates of educational attainment among the state’s Latinx population should be alarming to the state’s policymakers and all residents of California, given the fact that Latinx Californians are the state’s largest racial/ethnic group, and their share of California’s population is projected to continue growing. Maintaining California’s status as a global economic powerhouse depends on ensuring the state’s population has the skills and education required to participate in tomorrow’s economy. This cannot happen without addressing the enormous gap in preparation, enrollment and success in college for Latinx Californians. Raising educational attainment to 70% will require substantial improvement to the educational attainment levels of California’s diverse population.

Ensuring the success of all Californians regardless of race/ethnicity or zip code benefits the labor force in ways beyond salaries and tax dollars. Research from multiple different domains has catalogued the benefits of diversity in decision-making bodies or executive teams, where multiple perspectives bring fresh ideas.⁷⁶

Over the past few decades, the student bodies enrolled in California’s public institutions have begun to better reflect the rising diversity of the state’s growing population. Seventy one of California’s public undergraduate students are Latinx, Black, Asian American and NHPI, AIAN or mixed race, similar to their share of the state’s 18 to 24-year-old population. Important gaps persist in enrollment patterns, with Latinx and Black students under-enrolled at the UC and over-enrolled at community colleges, as well as support for students completing degrees, but there has been progress.

Change in California’s higher education leadership has been much slower. Still too few campus and system leaders share the backgrounds and lived experiences of the students attending their colleges and universities. While the data presented earlier shows progress on many fronts, the simple truth remains: **California’s higher education leadership still does not reflect our people, our values, or our promise.** Latinx, Black, Asian American and NHPI, and AIAN residents and women across the racial minority spectrum are not fully or adequately represented in all levels of leadership at California’s public colleges and universities. While the systems, their leaders, and our state policymakers have all pledged commitments to diversity, such commitments must be accompanied by concrete and bold action.





RED HERRINGS USED TO JUSTIFY CALIFORNIA'S LACK OF INCLUSION IN PUBLIC HIGHER EDUCATION

Two arguments that are often advanced to explain the lack of inclusion in California's higher education system concern Proposition 209, which prohibits affirmative action in public contracting and university admissions, and the pipeline problem, which argues that there simply are not enough qualified candidates from diverse backgrounds to ensure a diverse and inclusive faculty or campus leaders. **Both explanations, however, function as excuses or justifications for intransigence and inaction.**

Proposition 209

In 1996, California voters approved Proposition 209. This law, titled the "California Civil Rights Initiative," prohibits the State of California from "[discriminating] against, or [granting] preferential treatment to any individual or group on the basis of race, sex, color, or national origin in the operation of public employment, public education, or public contracting."⁷⁷ The passage of Proposition 209 effectively ended affirmative action programs in the state, rendering a series of laws that required state agencies to increase the diversity within their ranks invalid.

Though the law forbids discrimination or preferential treatment, it does not forbid the colleges and universities from actions like targeting minority or women's groups for recruitment, even if this may not factor into the review of applications that the university receives.⁷⁸ Unfortunately, Proposition 209 had a

“chilling effect” on campuses as college leaders often erred on the side of caution, overinterpreting the law’s mandates.⁷⁹ The California Community Colleges,⁸⁰ CSU,⁸¹ and UC⁸² have all outlined actions that are within an institution’s purview, and those that would likely violate state law. 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.”

California’s students deserve colleges and universities that reflect the people, the values, and the promise of our state. If we do not fully include all Californians among our campus and system leaders, we will fail to deliver the experience our students deserve. Proposition 209 placed limits on the tools and strategies available to leaders looking to increase equity and inclusion on our campuses, but it did not nullify our capacity to select equity-minded leaders whose lived experiences reflect those of the students enrolled and the state writ large. Proposition 209 is also not responsible for other ways in which whiteness pervades the academy. Racism, under the guise of legal compliance, is all too real in admissions, hiring, promotion, and tenure, and elsewhere on our college campuses and halls of power.

The Pipeline Problem

One frequently used excuse for the lack of diversity in faculty hiring is that, despite good intentions, California has a “pipeline problem,” meaning there are not enough Latinx, Black, Asian American and NHPI, or AIAN people who are qualified for the positions.⁸³ Our graduate schools must do more to enroll and support candidates from diverse backgrounds, in California and across the nation, as the issues of representation, equity, and inclusion endemic in our undergraduate institutions run rife through our graduate and professional schools as well.

As Table 8 shows, over 40% of doctoral degrees awarded by public and private institutions in the state between 2017 and 2021 went to white candidates. Latinx students earned only 12% of doctorates awarded over this time, demonstrating the need for institutions to do more to support students of different backgrounds and tailor support to populations with different sets of strengths and struggles.⁸⁴

In spite of the underrepresentation of minoritized students in post-graduate programs, there are tens of thousands of qualified Latinx, Black, Asian American and NHPI, and AIAN scholars who could be recruited, hired, and mentored into the profession. Examining national data, one study estimates that over 45,000 scholars of color earned Ph.D.s but were not hired into tenure-track positions—a number roughly equivalent to 11% of tenured/tenure-track professors.⁸⁵ Table 8 also shows the flaws in the pipeline problem argument. Over the past five years, the UC alone awarded tens of thousands of doctoral degrees to Latinx, Black, Asian American and NHPI, and AIAN scholars, and tens of thousands more have graduated from the CSU, independent non-profits, and private for-profit universities.

California colleges and universities have no shortage of diverse talent to recruit and hire. Thousands of Latinx, Black, Asian American and NHPI, and AIAN scholars have earned master's and doctoral degrees in California.

Table 8. Master's and Doctoral Degrees Awarded by California Graduate Schools (2017-2021).

	Latinx	Black	Asian American and NHPI*	AIAN**	White	Other, 2-or-more, Int'l	TOTAL
CSU Master's	25,734	4,435	13,538	261	32,811	27,586	104,365
UC Master's	6,703	1,486	10,690	124	19,073	27,392	65,468
Independent, Nonprofit Master's	36,348	14,344	22,998	618	68,659	61,201	204,168
Private, For-Profit Master's	4,474	7,662	3,241	195	11,405	12,291	39,268
CA TOTAL, 2017-2021	73,259	27,927	50,467	1,198	131,948	128,470	413,269
CSU Doctorates	581	203	475	7	1,172	453	2,891
UC Doctorates	3,305	887	5,783	116	13,395	9,532	33,018
Independent, Nonprofit Doctorates	6,416	3,800	10,909	205	21,741	10,652	53,723
Private, For-Profit Doctorates	1,148	666	1,725	44	5,121	1,202	9,906
CA TOTAL, 2017-2021	11,450	5,556	18,892	372	41,429	21,839	99,538

*Native Hawaiian and Pacific Islander

**American Indian/Alaska Native

Data Source: Integrated Postsecondary Education Data System

Over the past five years alone, 11,450 Latinx, 5,556 Black, and 18,892 Asian American and NHPI, and 372 AIAN scholars have graduated from California’s graduate programs with doctoral degrees.

This simple fact demonstrates the need for a thorough review of current hiring and recruiting practices. California’s public and private institutions are educating diverse students who are qualified, capable, and deserving of the opportunity to research and teach at the UC, CSU, or community colleges. These numbers highlight the importance of a diverse faculty. Undergraduate students who see professors who look like them are more likely to aspire to become professors, and inclusive hiring committees are more likely to hire diverse candidates for faculty openings.



RECOMMENDATIONS

The following recommendations are critical to ensuring the full inclusion and representation of Californians at our community colleges and universities. While there has been some level of commitment to addressing educational inequities at institutions through DEI efforts for years, the recent triple crisis of the COVID-19 pandemic, the systemic racism in this country, and racial inequities in higher education have prompted demands to dismantle inequitable systems once and for all and implement strategies producing lasting change. With this in mind, we challenge our Governor and state leaders to do more than just speak about the importance of inclusion and diversity in our state. We challenge college leaders to begin and end with what is best for students and to ensure that their campuses are inclusive and welcoming places that reflect the talent and diversity of the student body. The only way California's economy will remain a global force is if we ensure that Latinx, Black, Asian American and NHPI, and AIAN Californians are active leaders in the classroom and across campus positions, including governing and academic senate bodies that make critical decisions.



State Leaders

- Commit to dedicated funding to accelerate the establishment of inclusive hiring practices to help ensure California higher education systems reflect the state’s diversity at all levels, from system leadership to student body.
- Appoint Latinx, Black, Asian American and NHPI, and AIAN Californians to the UC Board of Regents, CSU Board of Trustees, California Community Colleges Board of Governors, and California Student Aid Commission to ensure these bodies represent, reflect and include all Californians.
- Ensure equitable representation of women across racial/ethnic categories at all levels of governance and leadership, using data from this report to identify gaps and review decision making processes that are responsible for those gaps.
- Require colleges and universities to critically examine hiring practices for faculty, staff, and campus leadership and implement solutions to increase inclusion on campus, using tools like those designed by Bensimon & Associates 2022 to assist colleges who seek to [Redesign the Presidential Search Process for Racial Equity](#).
- Require all three public systems, the UC, CSU, and California Community Colleges to submit to the legislature a bi-annual analysis of leadership, faculty, and academic senate diversity by race/ethnicity and gender that includes goals for improving equity and inclusion.
- Establish and fund statewide and campus-level goals to accelerate the adoption of high impact strategies in recruitment, hiring, retention and tenure promotion with specific plans and milestones for closing equity gaps and increasing the representation of historically marginalized populations.



Campus Leaders

- The UC, the CSU, and the California Community Colleges should annually collect and publish data, disaggregated by race/ethnicity and gender for campus leadership and academic senate positions.
- Governing boards need to prioritize the hiring of college presidents who are representative of the students they serve, and have the proven ability and cultural competency to lead/promote more equitable and inclusive college campuses. See [Whiteness Rules: Racial Exclusion in the American College Presidency](#).

- 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 conduct peer observations of teaching. Candidates must move beyond simply valuing diversity to demonstrate an ability to effectively improve student outcomes and a talent for working effectively with underrepresented populations.
- College presidents and senior leadership need to develop clear pathways to leadership by creating a pipeline to power for staff from historically marginalized groups. This includes becoming more intentional in nominating staff for leadership positions on critical committees including accreditation, program review, and strategic planning.



CONCLUSION

Higher education continues to be a valuable investment both for the state and for its residents. Higher levels of education are associated with higher levels of income, wealth generation and transmission, better health and life-expectancy, and higher standards of living overall. A highly educated workforce will earn and spend more money, further growing the economy as well as the state's tax revenue. The benefits of higher education go beyond basic economics, with college graduates seeing better outcomes on health and other social indicators.

The colleges and universities—public and independent—in California are among the state's crown jewels. These systems contain world-renowned institutions with nobel laureates and world leaders among their faculty. The higher leadership and halls of our colleges and universities, however, remain dominated by whiteness. Our state has made great progress towards supporting students from minoritized backgrounds to pursue higher education. Not all of our state's residents are able to share in these academic riches. Latinx, Black, underrepresented Asian American and NHPI, and AIAN students in this state are too frequently attending colleges and universities that fall short of our ideals connected to diversity, equity, and inclusion.

This hurts our state's ability to live up to its true promise. Furthermore, the Latinx, Black, underrepresented Asian American and NHPI, and AIAN students enrolling in our state's public four-year university systems are afforded far too few opportunities to see faculty and leadership who share their backgrounds and perspectives. Our state is stronger, and our people are better served, when we include Californians of all racial/ethnic backgrounds in our institutions and our society. We must make sure that our students see leaders who look like them, that junior faculty and aspiring college leaders have mentors who understand the path they have taken, and that California has an equitable and inclusive system of higher education. We cannot do these things without including the diverse talent that makes up the beauty of our state.

APPENDIX

For more on ensuring racial/ethnic and gender equity in college and university hiring practices:

[*Equity-Minded Faculty Hiring Practices: Promoting Fairness, Inclusion, and Faculty Diversity to Support Student Success in Higher Education*](#) by Dr J. Luke Wood and Dr. Frank Harris III.

[*Whiteness Rules: Racial Exclusion in Becoming an American College President*](#), produced by Bensimon & Associates for College Futures Foundation

Sample: equity-minded job announcements

Below is a job announcement posted by the California State University, Channel Islands, which employs an equity-minded approach to the hiring process.

Open Rank (Assistant, Associate, Full Professor) in Educational Leadership (Higher Education Emphasis)

Job no: 532418

Work type: Instructional Faculty - Tenured/Tenure-Track

Location: Channel Islands

Categories: Unit 3 - CFA - California Faculty Association, Tenured/Tenure-Track, Full Time, Faculty - Education/Library Science

Program: Educational Leadership and School Counseling and Psychology

Rank: Open Rank (Assistant, Associate, Full Professor)

Title: Open Rank (Assistant, Associate, Full Professor) in Educational Leadership (Higher Education Emphasis)

Effective Date of Appointment: August 21, 2024

(Subject to Budgetary Approval)

About the University:

California State University Channel Islands (CSUCI) opened in 2002 as the newest campus in the California State University system. Since that time, the University has grown and developed into one of the premier public universities, not only in the California State University system, but also in the nation. Indeed, U.S. News & World Report listed CSUCI as 29th among “Regional Universities West” in its 2023 edition of Best Colleges Rankings. In 2023, CollegeNET ranked CSUCI 71st out of over 1,400 schools in its “Social Mobility Index.” In 2020, Money Magazine rated CSUCI as the 15th “Most Transformative College” in the nation.

CSUCI is a public comprehensive university that engages students in critical inquiry and is dedicated to educating leaders for a global society. The University is located in Ventura County and is home to more than 4,959 undergraduate and 168 graduate students. Approximately 48% of CSUCI's students are Pell Grant eligible, and approximately 60% are first-generation college students. CSUCI is also proud to be designated as a Hispanic-Serving Institution (HSI), with 61% of its undergraduate students self-identifying as Latinx, 23% as White, 6% as Asian/Asian American, 4% as multiracial, and 2% as Black/African American. In 2022, CSUCI was among the first institutions to be recertified with Excelencia in Education's "Seal of Excelencia" for its facilitation of Latinx student success.

CSUCI is committed to diversifying its faculty in order to address students' ever-changing needs in the 21st century. The University is also taking steps to confront racism and to advocate for social justice. To this end, CSUCI encourages applicants to apply who are motivated to serve and contribute to the university's tenure-track body, which self-identifies as 54% White, 24% Latinx, 11% Asian/Asian American, and 4% Black/African America.

Diversity Statement:

CSUCI is committed to recruiting individuals who are dedicated to furthering inclusive excellence in our campus community. We seek to enhance our diverse University population by welcoming people from all backgrounds, and by working to sustain an environment where colleagues can not only work and learn, but also create and thrive.

CSUCI Mission Statement:

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

CSUCI's Commitment to You:

CSUCI is committed to helping newly hired faculty develop a sense of belonging in a collaborative and supportive community dedicated to providing resources and opportunities for establishing and sustaining a research agenda and engaging in continuous improvement in equitable teaching and learning.

About the Program:

SOE currently offers two master's degrees: an MA in Educational Leadership with emphases in P-12 and Higher Education and an MA in Education with emphases in Curriculum and Instruction and Disability Studies. Licensure for the school administrator's credential is offered with courses closely aligned to the P-12 emphasis in the MA in Educational Leadership. A Clinical Experiences and Partnerships Office (CEPO) and the California Subject Matter Project in Physical Education and Health are also part of SOE. The new MS in School Counseling (with CA Pupil Personnel Services Credential) and an Ed.D. in Educational Leadership are scheduled to launch in Summer 2024. An Early Childhood Care and Education Center is planned to open in Fall 2026.

About the Position:

SOE is seeking an outstanding faculty colleague to prepare reflective scholar practitioners committed to just, equitable, and inclusive leadership in higher education. The position will support the new Doctorate in Educational Leadership for Equity

and Justice (DELEJ), launching in Summer 2024. The students for this Ed.D. program will come from P12 through higher education, and will have a variety of emphasis areas, including community college leadership. The successful candidate will ideally have leadership and scholarship experience in community colleges. CSUCI faculty are committed teacher-scholars who bring research and creative discovery to problems of practice in education settings. They teach broadly in the curricula of the department, advise students, and serve on departmental, school, and university-wide committees.

Faculty in SOE are engaged in multiple service events and programs on nights and weekends, including orientation programs, retreats, community events, and other programs. Other service to the school, university, and community are also required. Faculty are expected to be available beyond the traditional workday and during summers for these programs which will include both synchronous and asynchronous sessions in a variety of delivery modalities.

The successful candidate is also responsible for producing scholarship commensurate with the requirements at rank, to contribute to and participate in the life and development of the school and department, advise students, serve on committees, and participate in the broader university and educational leadership, Ed.D., and other relevant regional and national communities and organizations.

The primary responsibilities of the Open rank position will be to teach, advise, and chair doctoral students in the DELEJ program. Courses that this person may teach include those in the doctoral program as well as in the undergraduate and graduate programs throughout the School of Education, depending on expertise.

Minimum Degree Requirements:

Doctorate in education (e.g., Ph.D. or Ed.D.) with preferred specialization in higher education leadership, community colleges, and/or a related field

Required Qualifications:

- Two years of experience in community college or 4-year university teaching or leadership
- Evidence of experience in working with BIPOC students and other historically marginalized individuals
- A record of scholarly accomplishments appropriate to the rank appointed
- Experience with integration of technology in instructional programs
- Evidence of research, teaching, or practice regarding educational leadership issues important in BIPOC communities

Applicants should demonstrate the commitment to effectively work with and engage a diverse student population and evidence of how they would successfully mentor minoritized students with special focus on Latinx, Black/African American, American Indian, and Asian/Asian American/Pacific Islander students.

Preferred Qualifications:

- Bilingual and/or multilingual proficiency
- Evidence of potential for or successful teaching of courses and supervising theses and/or dissertations that prepare candidates for educational leadership degrees and/or credentials

- Peer-reviewed scholarship related to Hispanic/Latinx students and/or faculty; diversity, equity, inclusion, and accessibility; and/or higher education leadership
- Community-based work, particularly with communities of color
- Evidence of scholarly or practical contributions that recognize and value the multiple intersecting identities of community college students and other higher education students
- Potential for or growing record of achieving external funding
- Record of leadership roles on teams and in institutions
- Knowledge of and experience with Institutional Review Board (IRB) policies
- Experience with state, regional, and national accreditation procedures

Responsibilities:

- Teaching, engaging in scholarly agenda, and providing service to SOE, university, and relevant community partners and organizations
- Supporting DELEJ Director and Department Chair, as required, in continued development, implementation, and daily operations of the program curriculum, engaging in a scholarly agenda, and providing service to SOE, university, and relevant community partners and organizations
- Participating in relevant advisory committees
- Recognizing and applying the program's most recent policies and ensuring that program documentation is up to date and consistent with approved California State University, CSUCI, and SOE policies
- Supporting recruitment and admissions of students
- Building and maintaining relationships with faculty and staff across the School and the University, as appropriate
- Representing the Educational Leadership & School Counseling and Psychology Department and the DELEJ Program within and outside the SOE, CSUCI, and the region, including in relevant professional organizations
- Collaboration with other departments and programs in SOE, CSUCI, and relevant CSU campuses across the state
- Supporting continuous improvement, accreditation, and program review processes with relevant state, regional, and national agencies

Application Deadline:

The position will be open until filled. The anticipated appointment date range is between June and August 2024, but is negotiable. Screening of applications will begin November 1, 2023. Priority will be given to applicants who meet the screening deadline; however, the position will remain open until filled.

Applicants must submit the following materials:

- A complete online application must be received by electronic submission to be considered. To apply, CSU Careers and provide the following required materials:
- Cover letter in response to the required qualifications
- Current Curriculum Vitae
- Teaching statement (500 words maximum)
- Scholarship statement related to higher education leadership (with community college as preference) (500 words maximum)
- Demonstration of commitment to diversity, equity, inclusion, and accessibility (500 words maximum)
- A statement describing experience working with diverse student bodies and historically underrepresented populations, such as Hispanic/Latinx, Black/African American, Asian/Asian American/Pacific Islander, and Native American students
- A teaching philosophy, including a discussion of how to engage with historically underrepresented populations, such as Hispanic/Latinx, Black/African American, Asian/Asian American/Pacific Islander, and Native American students

Diversity is a defining feature of California's past, present, and future. Increasing the diversity of our educators to better reflect the population of California is just one aspect of the School of Education's dedication to just, equitable and inclusive education. Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region, and more.

All School of Education students leave with a perspective that recognizes, honors, and respects the knowledge and strengths all learners bring from their communities and identities. School of Education students use this perspective to make community-based assets an integral component of curricular and pedagogical development to enhance academic success. In this way, our students learn to value and draw upon students' backgrounds not only to support them in developing skills leading to success in the broader society, but also as a mechanism to transform our schools and communities. We believe that all faculty and staff who work for the SOE must share these same commitments.

Click here to learn more about CI's commitment to diversity, equity, and inclusion: <https://www.csuci.edu/academics/facultyaffairs/diversity/index.htm>

Finalists will be required to provide at least five references with knowledge of the candidate's teaching, scholarship, and service.

Please direct all questions about the position to: Dr. Andrea Bingham, Committee Chairperson, at andrea.bingham@csuci.edu. In later phases of the search process, applicants may be requested to provide verification of terminal degrees, licenses and certificates.

Submit all required materials to the CSUCI Careers application web address below:
<http://jobs.csuci.edu>

Compensation:

California State University Tenure Track (Academic Year) Salary Schedules can be found at

- Assistant Professor
- Associate Professor
- Professor

Starting salaries at CSU Channel Islands are equity-minded and are generally at the lower half of the salary range. The University offers excellent fringe benefits.

General Information:

Evidence of degree(s) required at time of hire.

At time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States.

The person holding this position may be considered a 'mandated reporter' under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position.

CSUCI is an Equal Opportunity Employer and prohibits discrimination on the basis of race, color, ethnicity, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, and disability. Our nondiscrimination policy is set forth in CSU Executive Order 1096.

Per CSU-wide policy (HR2021-04), all faculty who will begin initial employment (or return from a 12-month break in service) on or after January 1, 2022 are required to perform their work from within the State of California. Faculty hired prior to January 1, 2022 must be available to perform work in the State of California if their assignment is in-person.

Reasonable accommodations will be provided for applicants with disabilities who self-disclose by contacting Faculty Affairs at academicpersonnel@csuci.edu.

To apply, visit <https://jobs.csuci.edu/en-us/job/532418/open-rank-assistant-associate-full-professor-in-educational-leadership-higher-education-emphasis>

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