

# EQUITY **MATTERS**

## DATA **BOOK**

Changing Faces of CSU Faculty and Students Vol. VII

EQUITY CONFERENCE 2018 | California Faculty Association

Women's Caucus

Teacher Education Caucus

Teacher Education Caucus



LGBT Caucus



Latina/o Caucus



Indigenous Peoples Caucus



Disabilities Caucus



Asian Pacific Islander Caucus



African American Caucus

# 2018 CFA Equity Conference



## Council For Affirmative Action



### About the Data

All data about CSU faculty presented in these charts and tables come from data submitted by the CSU Chancellor's Office to CFA each month. CFA processes and summarizes these data regularly and makes aggregate data available to chapters and activists to assist in their work. Charts and tables regarding student enrollment are based on data published by the CSU Analytic Studies division. Please visit their website at [www.calstate.edu/AS/index.shtml](http://www.calstate.edu/AS/index.shtml) for more.

# CHANGING FACES OF CSU FACULTY AND STUDENTS: VOL. VII

CFA RESEARCH\* | MARCH 2018

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\* Vincent Cevalco, Niesha Fritz, and Aimee Shreck

## 1 WELCOME AND INTRODUCTION

### 1.1 Changing Faces of the CSU: A CFA Introspection



Dear Colleagues,

On behalf of the California Faculty Association (CFA) we welcome you to the 2018 Council for Affirmative Action Equity Conference. The theme this year is **Equity Interrupted in the Academy: Rights, Resistance, and Power**.

The resurgence of racist, sexist, homophobic, ableist, xenophobic, anti-immigrant, anti-labor, and white supremacist discourses in the aftermath of the 2016 American Presidential election has necessarily produced an existential crisis in labor organizing and called into question the efficacy of traditional leftist principles and practices. At the same time, grassroots political and social movements including #BlackLivesMatter, American Indian resistance to the Dakota Access Pipeline, ADAPT protesters, the populist appeal of the Bernie Sanders campaign, the Women's March and the #MeToo movement in the wake of the 2016 election continue to illuminate a path forward that utilizes intersectional theory and practice.

Intersectionality is a framework created by Black feminist scholar and civil rights advocate Kimberlé Williams Crenshaw in 1989 to describe conflicting and reciprocal identities that confront both individuals and social movements as they seek to navigate gender, race, social class, ethnicity, nationality, sexual orientation, religion, age, mental disability, physical disability, mental and physical illness as well as other forms of identity.

Our conference keynote, Dr. Wing Sue can and will speak to the ways these dimensions of oppression are experienced through daily microaggressions.

In 2015, CFA's Board of Directors unanimously passed a resolution adopting Anti-Racism and Social Justice Transformation, boldly and formally declaring its commitment to a full racial equity and social justice agenda and the recognition of intersectionality as principle and practice of this transformation.

The 2018 Equity Conference, consistent with our previous conferences, allows the Council for Affirmative Action the opportunity to showcase our union's diverse faculty, representing colleagues from across the state. We are excited that you are joining us this weekend! We would be remiss if we didn't acknowledge the many new members who are attending this conference for the first time. The importance of this gathering is in its power to inspire our colleagues to absorb the positive energy of the conference and radiate it back on their campus, as they become activists in CFA.

In this packet you will find a conference schedule, information about caucus meetings, CAA contact lists, and a map of the hotel. Before you leave, please be sure to check out our vendors and complete the conference evaluation form.

And please join us in thanking the conference planning committee Nicholas L. Baham III, Co-Chair (East Bay), Dorothy Chen-Maynard, Co-Chair (San Bernardino), Rafael Gomez (Monterey Bay) Meghan O'Donnell (Monterey Bay) Erma Jean Sims (Sonoma) Charles Toombs (San Diego) Maureen Loughran, CFA Staff, Audrena Redmond, CFA Staff, Michelle Cerecerez, CFA Staff, Rose Mendelsohn, CFA Staff, Tanesha Travis, CFA Staff

Cecil E. Canton & Sharon Elise  
CFA Associate Vice Presidents and Co-Chairs,  
Council for Affirmative Action

## 2 CSU FACULTY – OVERVIEW

**THE CALIFORNIA FACULTY ASSOCIATION** represents more than 28,000 faculty at all 23 campuses of the California State University (CSU). Faculty include Full, Associate, and Assistant Professors, and Lecturers, Counselors, Coaches, and Librarians.

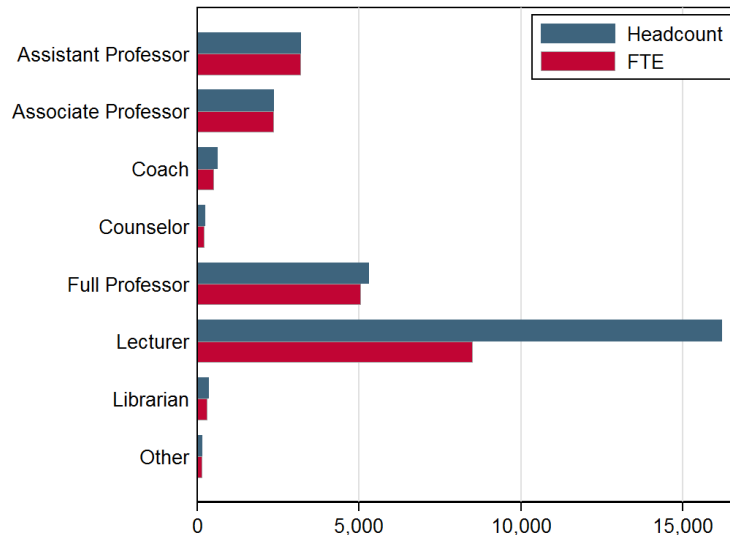
There are two ways to count the number of faculty in each rank: headcount and full-time equivalents, or “FTEs.”

**HEADCOUNT** is the number of individual faculty members, regardless of whether they work full-or part-time.

**FULL-TIME EQUIVALENT** faculty represents the full-time faculty plus the full-time equivalent of part-time faculty. For example, two part-time faculty each working exactly half-time would be counted as one FTE, compared to a headcount of two.

As shown in Figure 1, the majority of faculty members are Lecturers ( 57%), while fewer than one in five are Full Professors. About 5% of faculty are Coaches, Counselors, and Librarians. Counselors, by headcount, compose less than 1% of the faculty. Professional standards call for many more psychological counselors than the CSU employs. The difference between counting faculty by headcount or by FTE is also illustrated in Figure 1.

Figure 1: CSU Faculty by Rank (Headcount & FTE), Fall 2017



## 2.1 CSU Faculty by Rank &amp; Campus (Headcount)

Table 1: CSU Faculty by Rank and Campus (Headcount), Fall 2017

	Full Professor	Associate Professor	Assistant Professor	Lecturer	Librarian	Coach	Counselor	Other	Total
<b>Bakersfield</b>	90	45	76	392	10	32	7	0	652
<b>Channel Islands</b>	59	18	67	293	12	0	5	2	456
<b>Chico</b>	232	95	155	541	8	29	10	2	1,072
<b>Dominguez</b>	112	59	76	636	10	28	10	6	937
<b>East Bay</b>	146	79	124	508	23	26	8	9	923
<b>Fresno</b>	243	130	230	866	21	33	8	5	1,536
<b>Fullerton</b>	362	229	241	1,326	24	23	19	5	2,229
<b>Humboldt</b>	123	54	81	315	10	27	8	7	625
<b>Long Beach</b>	422	190	235	1,333	18	29	13	6	2,246
<b>Los Angeles</b>	310	88	153	1,153	10	21	8	8	1,751
<b>Maritime</b>	16	16	18	44	2	8	3	4	111
<b>Monterey</b>	64	37	60	286	11	19	6	6	489
<b>Northridge</b>	424	174	205	1,347	28	34	18	27	2,257
<b>Pomona</b>	285	83	177	675	13	22	9	9	1,273
<b>Sacramento</b>	363	112	205	951	25	48	13	5	1,722
<b>San Bernardino</b>	246	60	111	582	11	21	11	7	1,049
<b>San Diego</b>	352	218	169	980	24	46	31	7	1,827
<b>San Francisco</b>	359	211	175	955	25	22	11	7	1,765
<b>San Jose</b>	354	143	221	1,204	26	51	16	9	2,024
<b>San Luis Obispo</b>	344	156	197	611	8	49	14	3	1,382
<b>San Marcos</b>	110	84	88	547	17	21	5	13	885
<b>Sonoma</b>	144	46	61	306	8	26	5	7	603
<b>Stanislaus</b>	141	51	81	364	9	26	7	1	680
<b>Total</b>	5,301	2,378	3,206	16,215	353	641	245	155	28,494

- For Fall 2017 there are 28,494 faculty in the CSU system. The size of CSU campuses ranges from less than 500 faculty at Maritime and Channel Islands to more than 2,000 at Long Beach, Fullerton, and San Jose.
- Since the last Equity Report in 2015 there has been an increase of 1,803 total faculty (from 26,691). This has largely come from the Lecturer ranges, with an increase of 1,100 in the number of Lecturers.

2.1.1 Percentages

Table 2: Percentage of CSU Faculty by Rank and Campus (Headcount), Fall 2017

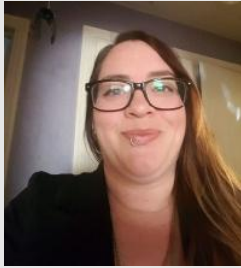
	Full Professor	Associate Professor	Assistant Professor	Lecturer	Librarian	Coach	Counselor	Other	Total
<b>Bakersfield</b>	13.8%	6.9%	11.7%	60.1%	1.5%	4.9%	1.1%	0.0%	100.0%
<b>Channel Islands</b>	12.9%	3.9%	14.7%	64.3%	2.6%	0.0%	1.1%	0.4%	100.0%
<b>Chico</b>	21.6%	8.9%	14.5%	50.5%	0.7%	2.7%	0.9%	0.2%	100.0%
<b>Dominguez</b>	12.0%	6.3%	8.1%	67.9%	1.1%	3.0%	1.1%	0.6%	100.0%
<b>East Bay</b>	15.8%	8.6%	13.4%	55.0%	2.5%	2.8%	0.9%	1.0%	100.0%
<b>Fresno</b>	15.8%	8.5%	15.0%	56.4%	1.4%	2.1%	0.5%	0.3%	100.0%
<b>Fullerton</b>	16.2%	10.3%	10.8%	59.5%	1.1%	1.0%	0.9%	0.2%	100.0%
<b>Humboldt</b>	19.7%	8.6%	13.0%	50.4%	1.6%	4.3%	1.3%	1.1%	100.0%
<b>Long Beach</b>	18.8%	8.5%	10.5%	59.3%	0.8%	1.3%	0.6%	0.3%	100.0%
<b>Los Angeles</b>	17.7%	5.0%	8.7%	65.8%	0.6%	1.2%	0.5%	0.5%	100.0%
<b>Maritime</b>	14.4%	14.4%	16.2%	39.6%	1.8%	7.2%	2.7%	3.6%	100.0%
<b>Monterey</b>	13.1%	7.6%	12.3%	58.5%	2.2%	3.9%	1.2%	1.2%	100.0%
<b>Northridge</b>	18.8%	7.7%	9.1%	59.7%	1.2%	1.5%	0.8%	1.2%	100.0%
<b>Pomona</b>	22.4%	6.5%	13.9%	53.0%	1.0%	1.7%	0.7%	0.7%	100.0%
<b>Sacramento</b>	21.1%	6.5%	11.9%	55.2%	1.5%	2.8%	0.8%	0.3%	100.0%
<b>San Bernardino</b>	23.5%	5.7%	10.6%	55.5%	1.0%	2.0%	1.0%	0.7%	100.0%
<b>San Diego</b>	19.3%	11.9%	9.3%	53.6%	1.3%	2.5%	1.7%	0.4%	100.0%
<b>San Francisco</b>	20.3%	12.0%	9.9%	54.1%	1.4%	1.2%	0.6%	0.4%	100.0%
<b>San Jose</b>	17.5%	7.1%	10.9%	59.5%	1.3%	2.5%	0.8%	0.4%	100.0%
<b>San Luis Obispo</b>	24.9%	11.3%	14.3%	44.2%	0.6%	3.5%	1.0%	0.2%	100.0%
<b>San Marcos</b>	12.4%	9.5%	9.9%	61.8%	1.9%	2.4%	0.6%	1.5%	100.0%
<b>Sonoma</b>	23.9%	7.6%	10.1%	50.7%	1.3%	4.3%	0.8%	1.2%	100.0%
<b>Stanislaus</b>	20.7%	7.5%	11.9%	53.5%	1.3%	3.8%	1.0%	0.1%	100.0%
<b>Systemwide</b>	18.6%	8.3%	11.3%	56.9%	1.2%	2.2%	0.9%	0.5%	100.0%

- The percentage of faculty that are Lecturers, by headcount, remains nearly unchanged from 2015, increasing by 0.3%. The distribution among tenure-line faculty shifted by more. Both the Full and Associate Professor ranks fell by slightly more than 1%, while Assistant Professors increased by more than 2% to make up 11.3% of faculty.



## 2.2 Faculty Spotlight - Rachel Grimshaw

**Rachel Grimshaw** is a Lecturer at CSU Stanislaus, where she has taught a variety of classes in the English Department's writing program.



**Q: What are some of the biggest obstacles you face as a LGBTQ+ faculty member?**

**A:** When I read this question, I spent a good deal of time wracking my brain for an answer, and this is testament to how few obstacles I actually face because of my sexual orientation. Ours is a small commuter campus, but we've managed to build a fair bit of community. This is particularly true with our LGBTQ+ faculty, staff, and students. I've faced obstacles because of my sex, age, and professional rank, but I honestly cannot recall a time that

my being queer has negatively impacted me on this campus. I'm incredibly proud to say that.

While I haven't faced discrimination or experienced negativity because of my sexuality, there are challenges that come with being a queer faculty member on a small, conservative campus. One of these is how thinly stretched we can be because of how much LGBTQ+ students need mentoring, guidance, and support in ways that other students may not. A lot of my time and effort goes into providing this support for students, making myself available, and building community. While I wouldn't have it any other way, it's a lot to put on an already-full plate, and more support in this undertaking and/or more faculty to help would be great.

**Q: The CSU does not collect data on gender identity or sexual orientation, what are the implications for faculty?**

**A:** I'm always hesitant to speak for others, and this is especially true when there are a lot of different identities being grouped together under a string of letters, but I do think we need to be mindful of things that can potentially impact LGBTQ+ faculty. During my time as a faculty member, I've noticed that those of us who exist outside of the perceived majority or norm are often asked to represent others like us, so that groups, committees, etc. can be diverse, inclusive, and equitable, but there aren't always a lot of us, especially at small campuses in conservative areas. This can make for tough conditions for faculty.

**Q: What kind of support on your campus is or would be most helpful for an LGBTQ+ faculty member?**

**A:** I cannot know what many of my fellow LGBTQ+ faculty are thinking and feeling, but I do know that the dozen or so that I spend time and interact with regularly go above and beyond their job description. The majority of faculty are spread thin and do more than we have the right to ask, but this workload is even heavier for those who are also actively supporting students who need more than just academic support and who face, and overcome, more obstacles simply because of who they are.

CSU Stanislaus sits right in the middle of a red county, so even though we're a State University, conservative beliefs tend to permeate our campus, and these can be particularly difficult or problematic for our LGBTQ+ students. As an active member of our LGBTQ+ Mentor Program on campus, the work I do goes much deeper than mentoring. As mentors, we work to help create a more warm and inclusive campus, to build a strong sense of community, to model healthy and happy relationships for students, many of whom are still in the closet. If I could ask for two things, they would be more people to help with this incredibly important work and more time to be able to continue to do it.

## 2.3 CSU Faculty by Rank &amp; Campus (FTE)

Table 3: CSU Faculty by Rank and Campus (FTE), Fall 2017

	Full Professor	Associate Professor	Assistant Professor	Lecturer	Coach	Counselor	Librarian	Other	Total
<b>Bakersfield</b>	84.6	44.8	77.6	197.2	26.9	6.2	9.5	0.0	446.8
<b>Channel Islands</b>	55.9	18.2	67.1	187.9	0.0	5.0	10.5	2.2	346.7
<b>Chico</b>	218.5	93.3	154.4	298.6	20.0	9.3	8.0	2.0	804.0
<b>Dominguez</b>	104.4	59.0	76.0	317.9	18.6	7.8	9.4	6.4	599.6
<b>East Bay</b>	136.4	78.3	124.0	246.0	20.2	6.3	16.5	8.2	636.0
<b>Fresno</b>	233.4	129.6	230.4	476.6	33.0	7.2	19.7	5.1	1,134.9
<b>Fullerton</b>	344.4	228.1	243.0	705.0	21.5	17.1	23.4	5.0	1,587.4
<b>Humboldt</b>	121.7	52.9	80.5	175.3	19.5	8.0	10.0	5.5	473.4
<b>Long Beach</b>	404.3	189.7	237.0	714.5	27.1	13.2	17.3	6.0	1,609.1
<b>Los Angeles</b>	294.5	87.5	153.4	616.2	18.4	7.1	9.6	8.6	1,195.3
<b>Maritime</b>	14.7	16.4	18.0	29.0	3.5	2.5	2.0	4.0	90.1
<b>Monterey</b>	62.0	36.5	60.1	155.4	14.1	5.0	8.6	6.8	348.5
<b>Northridge</b>	404.8	175.4	205.5	683.1	29.4	14.4	25.5	28.1	1,566.1
<b>Pomona</b>	271.3	82.6	177.0	406.9	17.0	9.0	12.5	9.5	985.8
<b>Sacramento</b>	353.3	110.5	205.0	467.3	38.5	13.0	21.5	5.0	1,214.0
<b>San Bernardino</b>	224.9	60.0	110.8	304.7	16.1	9.8	11.3	7.5	745.1
<b>San Diego</b>	341.0	214.6	169.2	472.6	42.7	25.3	23.2	7.1	1,295.7
<b>San Francisco</b>	344.5	210.4	174.6	458.5	17.0	10.3	23.4	6.1	1,244.8
<b>San Jose</b>	331.6	142.3	221.5	601.3	45.9	14.8	23.7	9.0	1,390.0
<b>San Luis Obispo</b>	333.4	155.3	197.0	390.2	41.0	13.5	7.0	2.3	1,139.6
<b>San Marcos</b>	107.3	84.2	89.4	293.8	16.1	4.6	17.2	14.1	626.5
<b>Sonoma</b>	138.3	46.1	61.3	144.9	18.2	5.0	7.8	6.9	428.5
<b>Stanislaus</b>	131.4	49.8	80.8	171.6	18.3	6.6	7.0	1.1	466.5
<b>Total</b>	5,056.4	2,365.4	3,213.4	8,514.6	523.0	220.8	324.3	156.4	20,374.3

- The CSU employs 20,374 FTE faculty, compared 19,085 to two years ago.
- The difference between counting faculty by headcount and FTE reflects the large number of part-time appointments in the CSU.

2.3.1 Percentages

Table 4: Percentage of CSU Faculty by Rank and Campus (FTE), Fall 2017

	Full Professor	Associate Professor	Assistant Professor	Lecturer	Coach	Counselor	Librarian	Other	Total
<b>Bakersfield</b>	18.9%	10.0%	17.4%	44.1%	6.0%	1.4%	2.1%	0.0%	100.0%
<b>Channel Islands</b>	16.1%	5.2%	19.3%	54.2%	0.0%	1.4%	3.0%	0.6%	100.0%
<b>Chico</b>	27.2%	11.6%	19.2%	37.1%	2.5%	1.2%	1.0%	0.2%	100.0%
<b>Dominguez</b>	17.4%	9.8%	12.7%	53.0%	3.1%	1.3%	1.6%	1.1%	100.0%
<b>East Bay</b>	21.4%	12.3%	19.5%	38.7%	3.2%	1.0%	2.6%	1.3%	100.0%
<b>Fresno</b>	20.6%	11.4%	20.3%	42.0%	2.9%	0.6%	1.7%	0.4%	100.0%
<b>Fullerton</b>	21.7%	14.4%	15.3%	44.4%	1.4%	1.1%	1.5%	0.3%	100.0%
<b>Humboldt</b>	25.7%	11.2%	17.0%	37.0%	4.1%	1.7%	2.1%	1.2%	100.0%
<b>Long Beach</b>	25.1%	11.8%	14.7%	44.4%	1.7%	0.8%	1.1%	0.4%	100.0%
<b>Los Angeles</b>	24.6%	7.3%	12.8%	51.6%	1.5%	0.6%	0.8%	0.7%	100.0%
<b>Maritime</b>	16.3%	18.2%	20.0%	32.2%	3.9%	2.8%	2.2%	4.4%	100.0%
<b>Monterey</b>	17.8%	10.5%	17.2%	44.6%	4.0%	1.4%	2.5%	1.9%	100.0%
<b>Northridge</b>	25.8%	11.2%	13.1%	43.6%	1.9%	0.9%	1.6%	1.8%	100.0%
<b>Pomona</b>	27.5%	8.4%	18.0%	41.3%	1.7%	0.9%	1.3%	1.0%	100.0%
<b>Sacramento</b>	29.1%	9.1%	16.9%	38.5%	3.2%	1.1%	1.8%	0.4%	100.0%
<b>San Bernardino</b>	30.2%	8.1%	14.9%	40.9%	2.2%	1.3%	1.5%	1.0%	100.0%
<b>San Diego</b>	26.3%	16.6%	13.1%	36.5%	3.3%	2.0%	1.8%	0.5%	100.0%
<b>San Francisco</b>	27.7%	16.9%	14.0%	36.8%	1.4%	0.8%	1.9%	0.5%	100.0%
<b>San Jose</b>	23.9%	10.2%	15.9%	43.3%	3.3%	1.1%	1.7%	0.6%	100.0%
<b>San Luis Obispo</b>	29.3%	13.6%	17.3%	34.2%	3.6%	1.2%	0.6%	0.2%	100.0%
<b>San Marcos</b>	17.1%	13.4%	14.3%	46.9%	2.6%	0.7%	2.7%	2.2%	100.0%
<b>Sonoma</b>	32.3%	10.8%	14.3%	33.8%	4.3%	1.2%	1.8%	1.6%	100.0%
<b>Stanislaus</b>	28.2%	10.7%	17.3%	36.8%	3.9%	1.4%	1.5%	0.2%	100.0%
<b>Systemwide</b>	24.8%	11.6%	15.8%	41.8%	2.6%	1.1%	1.6%	0.8%	100.0%

- Lecturers make up 41.8% of faculty when measured in FTEs, as opposed to about 57% of faculty by headcount.

### 3 CSU FACULTY – RACE & ETHNICITY

#### 3.1 Faculty Spotlight - Darel Engen

**Darel Engen** is an Associate Professor at CSU San Marcos, where he teaches in the Department of History and specializes in Ancient History. Engen is the CFA Chapter President at San Marcos



**Q: At San Marcos, how does the ratio of API students to faculty impact your workload?**

**A:** At San Marcos, the percentage of the faculty members who are API is actually greater than the percentage of students who are API (roughly 16% and 10% respectively). Because of this, I don't feel particularly overburdened in serving API students as an API faculty member. However, I think it's important to point out that from my experience, API students in the CSU do not conform to any myth of the "model minority." API students in the CSU need the same attention, guidance, and mentoring as other students of color in order to overcome

the various institutional challenges that our country's historical legacy has created for all people of color.

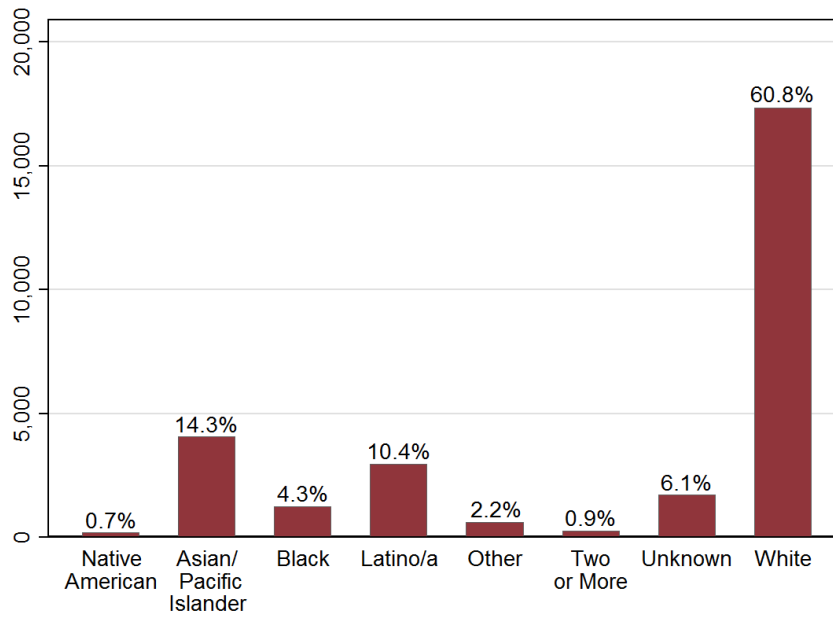
**Q: Given that you are at a diverse campus (9.6% API, 44.1% Latina/o/x, 3% African American, 27% white) does that impact your approach to teaching?**

**A:** As a historian, the diversity of my campus has made me acutely aware of the inaccuracy, inadequacy, and inequity of many commonly accepted historical narratives self-servingly created by those in power to justify and perpetuate their privileged positions and dominance over others on the basis of difference, particularly racial and ethnic difference, a phenomenon that was no less true in the ancient world than it is in more recent history. I would not be serving our diverse student body if I merely repeated such dubious narratives, and, therefore, I make it a point to call them into question in my courses. By enabling students to distinguish reality from myth in history, I seek to provide them with knowledge of common patterns of inequity and with skills of critical analysis that they can apply to their own context today, empowering them to resist injustice and chart better destinies for themselves and our world.

**Q: What was your tenure journey like as a faculty member of color?**

**A:** I can't honestly say that my tenure journey was significantly affected by my being a person of color, at least not negatively. If anything, being a person of color might have even facilitated my journey, as my department is very progressive and both insured a diverse hiring pool and was very helpful and encouraging to me along the way to tenure. I feel very fortunate, since I know that this is all too often not the case in other departments.

Figure 2: CSU Faculty by Race/Ethnicity (Headcount), Fall 2017



- The majority of CSU faculty continues to identify as white, as they did in 2015. The trend of this number decreasing continues, in 2015 63.5% of CSU faculty were white, compared to 60.8% in Fall 2017.
- Among faculty of color, the largest group is Asian and Pacific Islander faculty, at 14.3% followed by Latino/a faculty at 10.4%.

## 3.2 Unit 3 Race and Ethnicity Overview

Table 5: CSU Faculty by Race/Ethnicity &amp; Campus (Headcount), Fall 2017

	Asian & Pacific Islander	Black	Latino/a	Native American	Other	Two or More	Unknown	White	Total <sup>a</sup>
<b>Bakersfield</b>	77	33	96	2	1	6	27	404	652
<b>Channel Islands</b>	41	10	60	4	16	6	19	300	456
<b>Chico</b>	80	14	57	7	20	8	81	805	1,072
<b>Dominguez</b>	126	123	144	9	12	18	64	439	937
<b>East Bay</b>	152	69	63	3	38	6	49	539	923
<b>Fresno</b>	203	65	181	11	32	16	90	929	1,536
<b>Fullerton</b>	402	67	223	14	58	17	167	1,277	2,229
<b>Humboldt</b>	25	10	29	15	8	8	88	442	625
<b>Long Beach</b>	391	104	250	14	38	22	67	1,356	2,246
<b>Los Angeles</b>	374	120	334	13	48	18	117	721	1,751
<b>Maritime</b>	10	5	2	1	1	0	3	89	111
<b>Monterey</b>	53	13	76	5	12	5	60	265	489
<b>Northridge</b>	277	108	258	17	28	22	127	1,420	2,257
<b>Pomona</b>	278	45	145	5	39	7	45	709	1,273
<b>Sacramento</b>	195	77	111	18	32	11	165	1,110	1,722
<b>San Bernardino</b>	125	68	134	4	23	8	66	613	1,049
<b>San Diego</b>	192	62	224	8	14	20	87	1,214	1,827
<b>San Francisco</b>	355	91	132	16	51	10	89	1,014	1,765
<b>San Jose</b>	416	69	158	12	75	29	112	1,149	2,024
<b>San Luis Obispo</b>	94	19	63	6	29	3	53	1,115	1,382
<b>San Marcos</b>	92	28	121	13	18	15	17	579	885
<b>Sonoma</b>	36	10	37	5	14	3	97	398	603
<b>Stanislaus</b>	79	28	69	1	11	7	34	451	680
<b>Total</b>	4,073	1,238	2,967	203	618	265	1,724	17,338	28,494

<sup>a</sup> Total includes missing values.

**Table 6: Percentage of CSU Faculty by Race/Ethnicity & Campus (Headcount), Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other	Two or More	Unknown	White	Total
<b>Bakersfield</b>	11.8%	5.1%	14.7%	0.3%	0.2%	0.9%	4.1%	62.0%	100.0%
<b>Channel Islands</b>	9.0%	2.2%	13.2%	0.9%	3.5%	1.3%	4.2%	65.8%	100.0%
<b>Chico</b>	7.5%	1.3%	5.3%	0.7%	1.9%	0.7%	7.6%	75.1%	100.0%
<b>Dominguez</b>	13.4%	13.1%	15.4%	1.0%	1.3%	1.9%	6.8%	46.9%	100.0%
<b>East Bay</b>	16.5%	7.5%	6.8%	0.3%	4.1%	0.7%	5.3%	58.4%	100.0%
<b>Fresno</b>	13.2%	4.2%	11.8%	0.7%	2.1%	1.0%	5.9%	60.5%	100.0%
<b>Fullerton</b>	18.0%	3.0%	10.0%	0.6%	2.6%	0.8%	7.5%	57.3%	100.0%
<b>Humboldt</b>	4.0%	1.6%	4.6%	2.4%	1.3%	1.3%	14.1%	70.7%	100.0%
<b>Long Beach</b>	17.4%	4.6%	11.1%	0.6%	1.7%	1.0%	3.0%	60.4%	100.0%
<b>Los Angeles</b>	21.4%	6.9%	19.1%	0.7%	2.7%	1.0%	6.7%	41.2%	100.0%
<b>Maritime</b>	9.0%	4.5%	1.8%	0.9%	0.9%	0.0%	2.7%	80.2%	100.0%
<b>Monterey</b>	10.8%	2.7%	15.5%	1.0%	2.5%	1.0%	12.3%	54.2%	100.0%
<b>Northridge</b>	12.3%	4.8%	11.4%	0.8%	1.2%	1.0%	5.6%	62.9%	100.0%
<b>Pomona</b>	21.8%	3.5%	11.4%	0.4%	3.1%	0.5%	3.5%	55.7%	100.0%
<b>Sacramento</b>	11.3%	4.5%	6.4%	1.0%	1.9%	0.6%	9.6%	64.5%	100.0%
<b>San Bernardino</b>	11.9%	6.5%	12.8%	0.4%	2.2%	0.8%	6.3%	58.4%	100.0%
<b>San Diego</b>	10.5%	3.4%	12.3%	0.4%	0.8%	1.1%	4.8%	66.4%	100.0%
<b>San Francisco</b>	20.1%	5.2%	7.5%	0.9%	2.9%	0.6%	5.0%	57.5%	100.0%
<b>San Jose</b>	20.6%	3.4%	7.8%	0.6%	3.7%	1.4%	5.5%	56.8%	100.0%
<b>San Luis Obispo</b>	6.8%	1.4%	4.6%	0.4%	2.1%	0.2%	3.8%	80.7%	100.0%
<b>San Marcos</b>	10.4%	3.2%	13.7%	1.5%	2.0%	1.7%	1.9%	65.4%	100.0%
<b>Sonoma</b>	6.0%	1.7%	6.1%	0.8%	2.3%	0.5%	16.1%	66.0%	100.0%
<b>Stanislaus</b>	11.6%	4.1%	10.1%	0.1%	1.6%	1.0%	5.0%	66.3%	100.0%
<b>Systemwide</b>	14.3%	4.3%	10.4%	0.7%	2.2%	0.9%	6.1%	60.8%	100.0%

- One most campuses the majority of faculty identify as white, two campuses have a majority of faculty identify as faculty of color. Both Dominguez Hills and Los Angeles are majority faculty of color. Los Angeles has both the highest percentage and number of Latino/a faculty, making up almost 20% of the campuses faculty.

3.3 CSU Faculty by Race/Ethnicity & Rank, Numbers & Percentages

**Table 7: CSU Faculty by Race/Ethnicity & Rank (Headcount), Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other	Two or More	Unknown	White	Total*
Full Professor	929	169	428	33	149	1	20	3,551	5,301
Associate Professor	510	111	212	20	116	5	66	1,337	2,378
Assistant Professor	651	153	308	20	15	42	334	1,681	3,206
Lecturer	1,843	701	1,863	123	315	191	1,204	9,932	16,215
Coach	35	69	63	6	7	16	60	385	641
Counselor	32	19	47	–	5	2	13	127	245
Librarian	48	11	29	1	4	7	17	236	353
Other	25	5	17	–	7	1	10	89	155
<b>All Ranks</b>	<b>4,073</b>	<b>1,238</b>	<b>2,967</b>	<b>203</b>	<b>618</b>	<b>265</b>	<b>1,724</b>	<b>17,338</b>	<b>28,494</b>

\*Total includes missing values

**Table 8: CSU Faculty by Race/Ethnicity & Rank Percentages (Headcount), Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other	Two or More	Unknown	White	Total*
Full Professor	18%	3%	8%	1%	3%	0%	0%	67%	100%
Associate Professor	21%	5%	9%	1%	5%	0%	3%	56%	100%
Assistant Professor	20%	5%	10%	1%	0%	1%	10%	52%	100%
Lecturer	11%	4%	11%	1%	2%	1%	7%	61%	100%
Coach	5%	11%	10%	1%	1%	2%	9%	60%	100%
Counselor	13%	8%	19%	0%	2%	1%	5%	52%	100%
Librarian	14%	3%	8%	0%	1%	2%	5%	67%	100%
Other	16%	3%	11%	0%	5%	1%	6%	57%	100%
<b>All Ranks</b>	<b>14%</b>	<b>4%</b>	<b>10%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>6%</b>	<b>61%</b>	<b>100%</b>

\*Total includes missing values

3.3.1 Lecturer Ranges

**Table 9: CSU Lecturers by Race/Ethnicity & Range (Headcount), Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other	Two or More	Unknown	White	Total*
Lecturer A	938	368	1,175	65	146	136	636	4,939	8,424
Lecturer B	781	302	623	51	142	52	531	4,223	6,723
Lecturer C	107	21	50	5	24	1	28	582	821
Lecturer D	15	2	8	0	2	0	2	129	159
<b>All Ranges</b>	<b>1,841</b>	<b>693</b>	<b>1,856</b>	<b>121</b>	<b>314</b>	<b>189</b>	<b>1,197</b>	<b>9,873</b>	<b>16,127</b>

\*Total includes missing values



3.4 Coaches, Counselors, and Librarians by Race and Ethnicity

**Table 10: Coaches, Counselors, and Librarians by Race/Ethnicity & Range (Headcount), Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other	Two or More	Unknown	White	Total
<b>Coach</b>									
Coach Assistant	25	35	40	5	1	14	41	201	362
Coach Specialist	3	15	12	1	3	2	9	66	111
Coach	6	10	8	0	2	0	9	78	113
Head Coach	1	9	3	0	1	0	1	40	55
<b>Total</b>	<b>35</b>	<b>69</b>	<b>63</b>	<b>6</b>	<b>7</b>	<b>16</b>	<b>60</b>	<b>385</b>	<b>641</b>
<b>Counselor</b>									
SSP-AR I	18	9	34	0	1	2	10	77	151
SSP-AR II	7	2	5	0	2	0	3	24	43
SSP-AR III	7	8	8	0	2	0	0	26	51
<b>Total</b>	<b>32</b>	<b>19</b>	<b>47</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>13</b>	<b>127</b>	<b>245</b>
<b>Librarian</b>									
Assistant Librarian	6	0	9	0	0	0	3	39	57
Sr. Assistant Librarian	13	4	9	0	2	7	12	64	111
Associate Librarian	5	2	5	0	1	0	2	63	78
Librarian	24	4	5	1	1	0	0	69	104
<b>Total</b>	<b>48</b>	<b>10</b>	<b>28</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>17</b>	<b>235</b>	<b>353</b>

3.5 CSU Faculty by Race/Ethnicity & Tenure Status

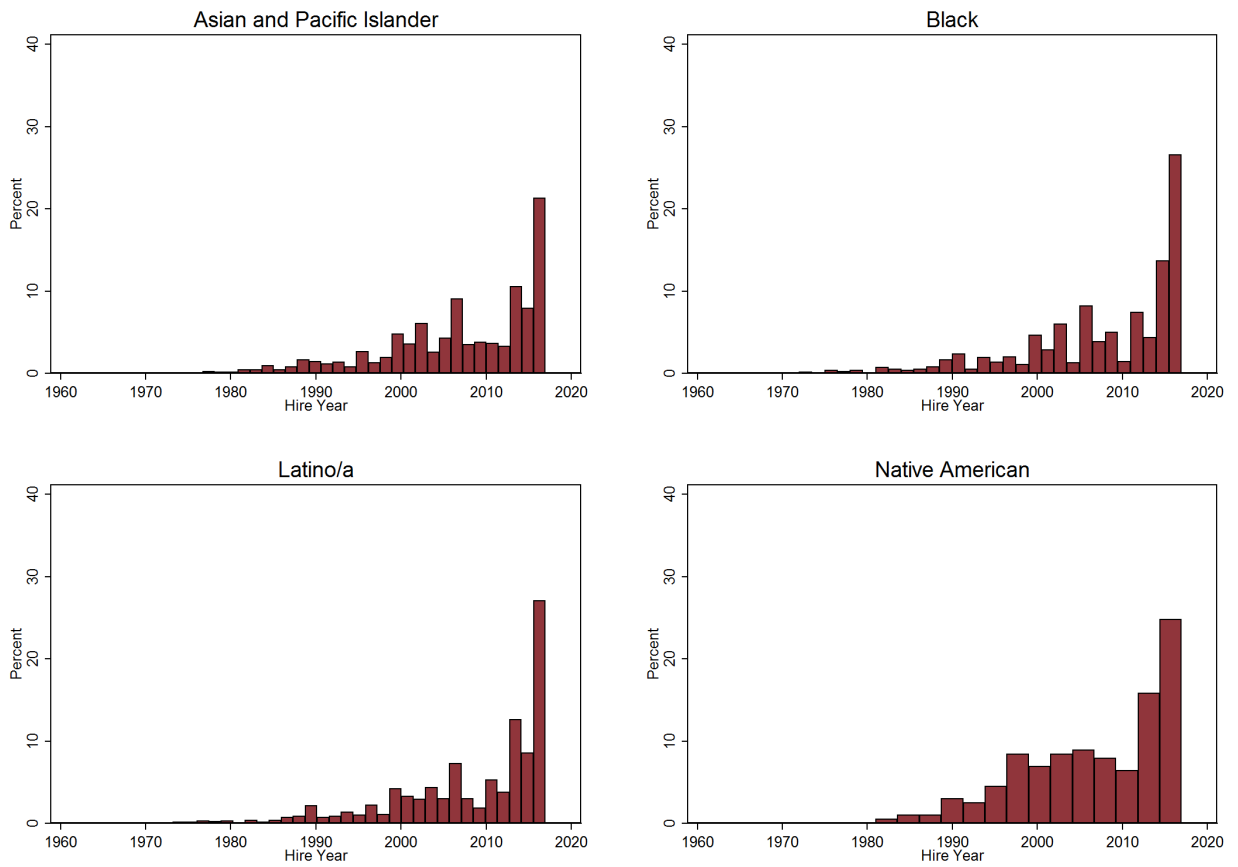
**Table 11: Tenure Density (Headcount) by Race and Ethnicity, Fall 2017**

	Temporary	Tenure-Track	Tenured	Tenured & Tenure-Track	Total
Asian & Pacific Islander	47.3%	17.4%	35.3%	52.7%	100%
Black	63.7%	13.4%	22.8%	36.2%	100%
Latino/a	67.0%	10.9%	22.1%	33.0%	100%
Native American	65.0%	9.9%	25.1%	35.0%	100%
Other	52.8%	2.4%	44.8%	47.2%	100%
Two or More	79.2%	17.7%	3.0%	20.8%	100%
Unknown	75.1%	20.9%	4.1%	24.9%	100%
White	60.9%	10.5%	28.7%	39.1%	100%
<b>Total</b>	<b>60.6%</b>	<b>12.1%</b>	<b>27.3%</b>	<b>39.4%</b>	<b>100%</b>

- Tenure density is the lowest among faculty that identify with two or more race or ethnicities, at 20.8%, at the system level tenure density is 39.4% with many race/ethnic groups falling below that average.

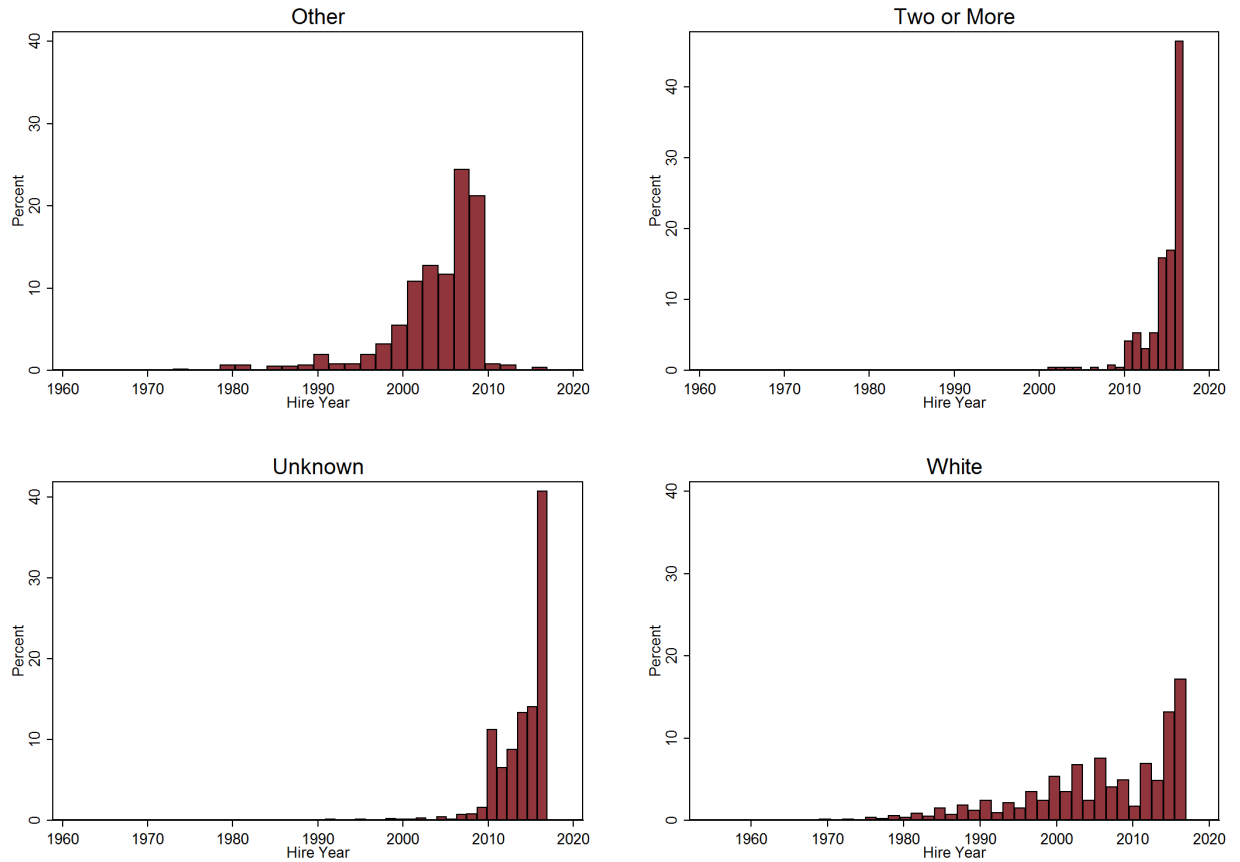
### 3.6 Hire Year Distribution of CSU Faculty by Race & Ethnicity

Figure 3: Distribution Year of Hire for CSU Faculty, by Race & Ethnicity



Continued on following page...

Figure 4: Distribution Year of Hire for CSU Faculty, by Race & Ethnicity



- These histograms show the distribution of year of hire for faculty by race and ethnicity.
- For all groups the majority, or near majority, of hiring has taken place since 2010. This percentage is the smallest for white faculty, who have a much longer “tail”, they tend to have been in the CSU longer than others.

## 4 CSU FACULTY – GENDER

### 4.1 Faculty Spotlight - Meghan O'Donnell

**Meghan O'Donnell** is a Lecturer and teaches U.S. Social and Political History, with an emphasis on social/racial/gender justice movements at CSU Monterey Bay. O'Donnell serves as Lecturers Representative for the CFA Chapter at Monterey Bay.



**Q: What is the biggest obstacle to being a female faculty member in the CSU?**

**A:** It is almost impossible to come up with just one “big” obstacle to being female in the CSU (sadly), but I would say women’s health, reproduction, and the realities that come from being a mother or caretaker, are huge obstacles for women in the CSU in terms of equity. Data overwhelmingly shows that women are far less likely to get tenure, be promoted, or become chairs or deans, as a result of pregnancy, parenting, or being a caretaker. And don’t even get me started on what it does professionally for female lecturers. As a result of our contingent employment, becoming a

mother is an intense obstacle for women off the tenure track (and there is a far greater percentage of women off the tenure track than men).

**Q: Given the continued improvement of the ratio of female to male faculty, have you noticed a change in the campus climate at Monterey Bay?**

**A:** I do believe we’re starting to see a shift in power dynamics as it relates to gender, at least at Monterey Bay. We are seeing more women in positions of authority, and that impacts the culture of our campus a lot. But we still have serious work to do on that front. Women are still harassed, talked down to, disrespected, and marginalized in all sorts of ways, regardless of the fact that we have a female provost, or that we have more female deans and chairs than ever before. It is sometimes shocking to see just how regressive our male colleagues attitudes are. That will not change until the broader culture of our society becomes truly committed to gender and racial equity.

**Q: What kind of support mechanisms — from colleagues/administration/CFA — have you found most helpful as a female lecturer?**

**A:** I think having diverse representation on our Executive Board, both in terms of gender and race, helps center the concerns that women have, particularly those that relate to our racial and gender intersections, and as it relates to our precarity in employment. We know our issues won’t be ignored or sidelined. I have also started to see a shift in how our male CFA colleagues respond to concerns around gender inequality and mistreatment, as a result of our Anti-Racism and Social Justice training. But outside of CFA, there is not a lot of support (and even within CFA we still have work that needs to be done). Title IX offices are so overworked and understaffed, it can take more than a semester to get a resolution to a harassment or discrimination claim. There is little institutional support for women’s needs and we do not have adequate facilities for mothers or parents for breast feeding or chest feeding. We need more access to gender-neutral bathrooms and gender neutral spaces, so our trans sisters feel safe, supported, and included on our campuses. So yes, we need much more in terms of support mechanisms. We’re really falling short right now across the CSU.

4.2 CSU Faculty by Gender & Campus (Headcount & FTEs)

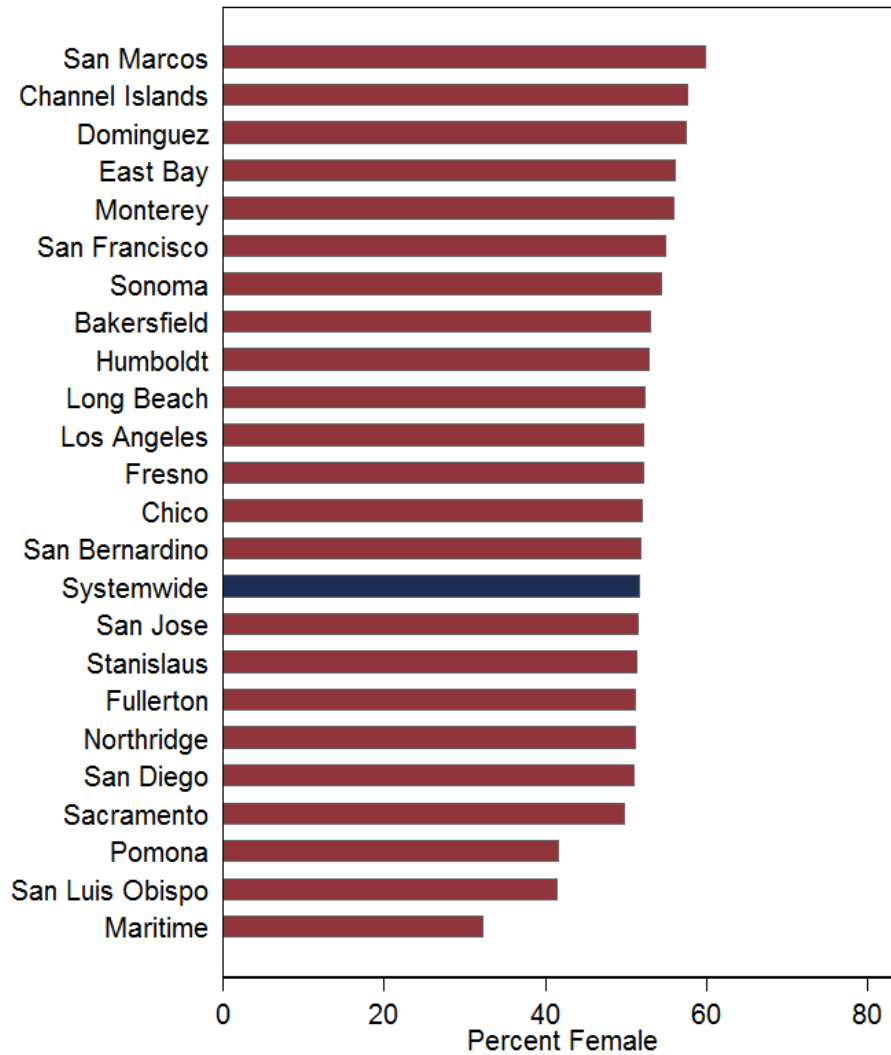
**Table 12: CSU Faculty by Gender & Campus (Headcount & FTE), Fall 2017**

	Headcount				Full-Time Equivalent			
	Female	Male	Total	% Female	Female	Male	Total	% Female
Bakersfield	347	304	652	53.2%	229.0	217.3	446.8	51.3%
Channel Islands	264	192	456	57.9%	193.4	153.3	346.7	55.8%
Chico	559	513	1,072	52.1%	408.0	396.0	804.0	50.7%
Dominguez	540	397	937	57.6%	332.4	267.1	599.6	55.4%
East Bay	520	403	923	56.3%	344.4	291.5	636.0	54.2%
Fresno	803	733	1,536	52.3%	571.3	563.6	1,134.9	50.3%
Fullerton	1,146	1,083	2,229	51.4%	816.1	771.4	1,587.4	51.4%
Humboldt	332	293	625	53.1%	241.0	232.4	473.4	50.9%
Long Beach	1,181	1,065	2,246	52.6%	837.4	771.7	1,609.1	52.0%
Los Angeles	917	834	1,751	52.4%	614.9	580.4	1,195.3	51.4%
Maritime	36	75	111	32.4%	27.6	62.5	90.1	30.6%
Monterey	274	215	489	56.0%	189.6	158.9	348.5	54.4%
Northridge	1,157	1,100	2,257	51.3%	789.3	776.8	1,566.1	50.4%
Pomona	531	742	1,273	41.7%	419.6	566.3	985.8	42.6%
Sacramento	860	862	1,722	49.9%	605.0	609.0	1,214.0	49.8%
San Bernardino	546	503	1,049	52.0%	380.1	365.0	745.1	51.0%
San Diego	934	893	1,827	51.1%	632.5	663.2	1,295.7	48.8%
San Francisco	973	792	1,765	55.1%	670.4	574.4	1,244.8	53.9%
San Jose	1,045	979	2,024	51.6%	721.4	668.6	1,390.0	51.9%
San Luis Obispo	576	806	1,382	41.7%	448.2	691.5	1,139.6	39.3%
San Marcos	531	354	885	60.0%	367.8	258.6	626.4	58.7%
Sonoma	329	274	603	54.6%	232.4	196.1	428.5	54.2%
Stanislaus	350	330	680	51.5%	228.7	237.8	466.5	49.0%
Systemwide	14,751	13,742	28,494	51.8%	10,300.5	10,073.4	20,374.3	50.6%

- The percentage of female faculty to male faculty continues to increase. In both headcount and FTE it is up about 1% from Fall 2015, equating to more than 1,000 net new female faculty.

4.2.1 *Percentage Female by Campus*

Figure 5: CSU Faculty by Percentage Female (Headcount), Fall 2017



- The percentage of female faculty varies significantly by campus, from 32.4% at Maritime to 60% of faculty by headcount at San Marcos. The range has decreased though, with Maritime increasing from 24.5% female faculty in 2015.

### 4.3 CSU Faculty by Gender & Rank (Headcount)

#### 4.3.1 Faculty Spotlight - Nancy Armstrong

**Nancy Armstrong** is a Lecturer in the English and Anthropology Departments at CSU Dominguez Hills, where she began teaching in the Fall of 2001. Armstrong serves as Co-Chair of CFA's Disabilities Caucus.



**Q: What are some of the biggest obstacles for faculty with disabilities teaching in the CSU?**

**A:** I cannot speak specifically about obstacles facing faculty with disabilities teaching in the CSU as I have not done that research. However, generally speaking, both research and personal anecdotes of faculty in Higher Education demonstrate patterns of lack of accessibility, accommodation, and inclusion. Further, many disabled faculty report feeling that they have to continually prove their “worthiness.” Negative perceptions of disability and/or chronic illness abound and function to create assumptions about capacity for teaching, research, service, etc. As such, one of the greatest obstacles is being seen as a credible and positively contributing colleague.

**Q: Why do many faculty with disabilities feel that they are not visible/included?**

**A:** Societally, disability and/or chronic illness still carry a heavy stigma; as such, many disabled folks in higher education choose not to disclose about their disability (in the case of many invisible disabilities and/or chronic illness) and/or they may choose not to seek out needed accommodations. This can create a climate where the lived experiences of disabled faculty, and more broadly the disability community, are erased. Further, this can lead to feelings of isolation and, for some, may serve to cultivate and/or reinforce internalized ableism. The Invisible Disabilities category is wide and includes multiple forms of neurodivergence (autism, anxiety, bipolar, dyslexia, etc.), chronic illness (autoimmune disorders, fibromyalgia, etc.) and chronic pain (back injury, etc.).

**Q: What kind of support on your campus is most helpful for female faculty with disabilities?**

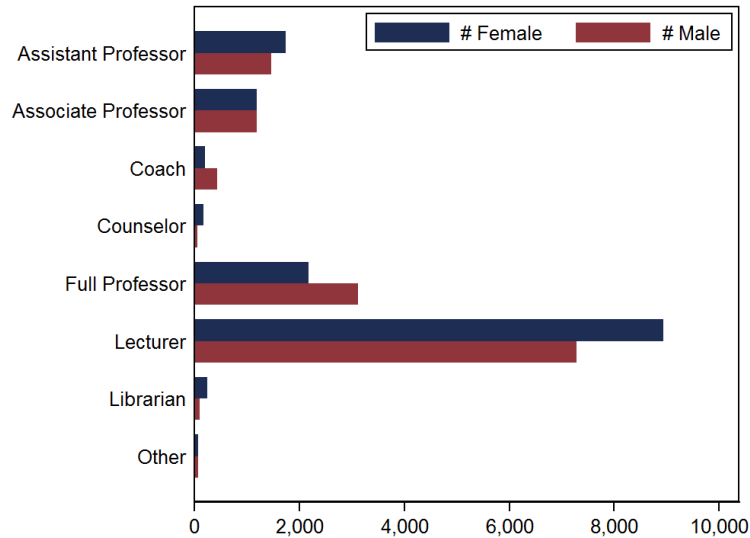
**A:** Speaking for myself, the camaraderie and support of my colleagues has been invaluable. I am quite vocal about the disability community and my commitment to the broader theme of disability & social justice, and I am in a space where I feel comfortable to share my own experiences, as they relate to academia and beyond, and organize for inclusion. With this, I have experienced much support in my endeavors to bring visibility to the disability community. Further, my experiences highlight the value of an interdependence framework, an understanding that productivity can take many shapes and is, more often than not, enhanced by working in concert with one another.

**Table 13: CSU Faculty by Gender & Rank (Headcount), Fall 2017**

	Female	Male	Total	Percent Female
<b>Assistant Professor</b>	1,738	1,468	3,206	54.2%
<b>Associate Professor</b>	1,186	1,192	2,378	49.9%
<b>Coach</b>	205	436	641	32.0%
<b>Counselor</b>	182	63	245	74.3%
<b>Full Professor</b>	2,177	3,124	5,301	41.1%
<b>Lecturer</b>	8,931	7,283	16,215	55.1%
<b>Librarian</b>	251	102	353	71.1%
<b>Other</b>	81	74	155	52.3%
<b>Systemwide</b>	14,751	13,742	28,494	51.8%

- Female faculty are the least represented among the Coaching ranks, at just 32%. Female faculty make up more than 70% of both Counselors and Librarians at the CSU.

**Figure 6: CSU Faculty by Gender and Rank, Fall 2017**



**4.3.2 Lecturer Ranges**

**Table 14: CSU Lecturer Ranges by Gender (Headcount), Fall 2017**

	Female	Male	Total	Percent Female
<b>Lecturer A</b>	4,849	3,575	8,424	57.6%
<b>Lecturer B</b>	3,584	3,139	6,723	53.3%
<b>Lecturer C</b>	398	423	821	48.5%
<b>Lecturer D</b>	40	119	159	25.2%
<b>All Ranges</b>	8,871	7,256	16,215	54.7%

- A majority of both Lecturer A and Lecturer B faculty are women, while only 25% of Lecturer Ds.

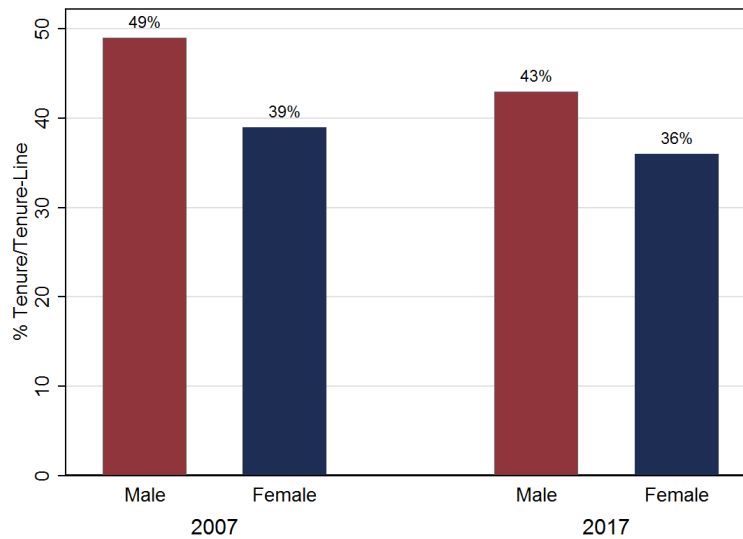


4.3.3 *Tenure Status*

Table 15: CSU Faculty by Gender & Tenure Status (Headcount), 2007 and 2017

	2007		2017	
	% Female	% Male	% Female	% Male
Temporary	52%	48%	55%	45%
Tenured	39%	61%	44%	56%
Tenure-Track	49%	51%	55%	45%
% Tenure/Tenure-Track	39%	49%	36%	43%

Figure 7: Tenure Density (Headcount) by Gender, Fall 2007 and 2017



- Tenure density refers to the percentage of faculty that are either tenured or on the tenure-line.
- Tenure density continues to decrease in the system, over the last 10 years it has gone down for both male and female faculty. Tenure density is higher among male faculty (they make up a majority of the full professor rank), though it has dropped by a larger amount as well. Tenure density has gone down 6% for male faculty and 3% for female faculty since 2007.

## 5 CSU FACULTY – LONGITUDINAL TRENDS IN RACE, ETHNICITY, AND GENDER

### 5.1 CSU Faculty by Gender (Headcount), 1985 to 2017

**Table 16: CSU Faculty by Gender (Headcount), 1985 to 2017**

	Female	Male	Total	Percent Female	Percent Male
1985	5,834	13,154	18,988	31.0%	69.0%
1986	5,639	12,514	18,153	31.0%	69.0%
1987	6,346	13,283	19,629	32.0%	68.0%
1988	6,875	13,553	20,428	34.0%	66.0%
1989	7,299	13,837	21,136	35.0%	65.0%
1990	7,533	13,611	21,144	36.0%	64.0%
1991	6,119	11,405	17,524	35.0%	65.0%
1992	5,912	10,518	16,430	36.0%	64.0%
1993	5,993	10,406	16,399	37.0%	63.0%
1994	6,490	10,545	17,035	38.0%	62.0%
1995	6,885	10,767	17,652	39.0%	61.0%
1996	7,367	10,969	18,336	40.0%	60.0%
1997	7,743	11,139	18,882	41.0%	59.0%
1998	8,355	11,556	19,911	42.0%	58.0%
1999	8,979	11,881	20,860	43.0%	57.0%
2000	9,378	12,164	21,542	44.0%	56.0%
2001	9,949	12,643	22,592	44.0%	56.0%
2002	10,397	12,738	23,135	45.0%	55.0%
2003	10,047	12,066	22,113	45.0%	55.0%
2004	9,732	11,484	21,216	46.0%	54.0%
2005	10,570	12,079	22,649	47.0%	53.0%
2006	11,066	12,274	23,340	47.0%	53.0%
2007	11,511	12,643	24,154	48.0%	52.0%
2008	11,503	12,206	23,709	49.0%	51.0%
2009	10,404	11,105	21,509	48.0%	52.0%
2010	10,231	10,797	21,028	49.0%	51.0%
2011	10,810	11,211	22,021	49.0%	51.0%
2012	11,656	11,851	23,507	49.6%	50.4%
2013	11,626	11,592	23,218	50.1%	49.9%
2014	12,315	12,140	24,455	50.4%	49.6%
2015	12,850	12,539	25,389	50.6%	49.4%
2016	14,226	13,669	27,898	51.0%	49.0%
2017	14,751	13,742	28,494	51.8%	48.2%
Change from 1985	8,917	588	9,506	20.8%	-20.8%
% Change from 1985	152.8%	4.5%	50.1%	67.0%	-30.1%

- The percentage of female faculty continues to grow, up 0.8% from last year and more than a percent from the previous Equity Report.

5.2 CSU Instructional Faculty by Race/Ethnicity (Headcount), 1985 to 2017

**Table 17: CSU Faculty by Race/Ethnicity (Headcount), 1985 to 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White	Total
1985	1,348	532	769	96	4	–	16,239	18,988
1986	1,326	517	718	88	6	–	15,499	18,154
1987	1,500	576	832	95	13	–	16,614	19,630
1988	1,626	604	910	86	6	–	17,196	20,428
1989	1,709	689	974	98	11	–	17,656	21,137
1990	1,763	737	1,062	113	9	–	17,463	21,147
1991	1,477	666	877	90	5	–	14,409	17,524
1992	1,469	626	864	92	2	–	13,377	16,430
1993	1,485	652	827	103	105	–	13,229	16,401
1994	1,555	662	893	99	116	–	13,711	17,036
1995	1,693	690	996	115	158	–	14,004	17,656
1996	1,770	725	1,044	116	160	–	14,524	18,339
1997	1,858	721	1,096	133	182	–	14,897	18,887
1998	2,007	754	1,207	155	209	–	15,583	19,915
1999	2,199	808	1,327	155	222	–	16,157	20,868
2000	2,374	858	1,395	155	233	–	16,536	21,551
2001	2,590	908	1,508	168	257	–	17,167	22,598
2002	2,303	922	1,746	157	579	–	17,428	23,135
2003	2,698	876	1,557	143	269	–	16,570	22,113
2004	2,363	817	1,576	149	556	–	15,755	21,216
2005	2,586	880	1,697	160	971	–	16,360	22,654
2006	2,735	944	1,811	172	924	–	16,812	23,398
2007	2,923	963	1,887	169	1,074	–	17,138	24,154
2008	2,929	964	1,928	165	1,114	–	16,612	23,712
2009	2,721	830	1,696	142	1,039	–	15,081	21,509
2010	2,688	821	1,700	142	1,116	19	14,542	21,028
2011	2,908	841	1,822	160	1,322	37	14,932	22,022
2012	2,939	873	1,897	150	1,441	49	14,976	22,325
2013	3,089	886	2,046	174	1,614	70	15,339	23,218
2014	3,296	945	2,235	180	1,810	123	15,857	24,446
2015	3,502	986	2,437	184	1,968	160	16,134	25,371
2016	3,889	1,193	2,777	192	2,220	214	17,326	27,898
2017	4,073	1,238	2,967	203	2,342	265	17,338	28,494
Change From 1985	2,725	706	2,198	107	2,338	–	1,099	9,506

- The number of faculty in the CSU has increased by 9,506 since 1985, the majority of this growth coming from increases in the number of faculty of color. Only 11.4% of this is due to increases to the number of white faculty.

5.3 Percent Change in CSU Faculty by Race/Ethnicity (Headcount), 1985 to 2017

Table 18: Yearly % Change in CSU Faculty by Race/Ethnicity (Headcount), 1985 to 2017

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White	Total
1985	—	—	—	—	—	—	—	—
1986	–2%	–3%	–7%	–8%	—	—	–5%	–4%
1987	13%	11%	16%	8%	—	—	7%	8%
1988	8%	5%	9%	–9%	—	—	4%	4%
1989	5%	14%	7%	14%	—	—	3%	3%
1990	3%	7%	9%	15%	—	—	–1%	0%
1991	–16%	–10%	–17%	–20%	—	—	–17%	–17%
1992	–1%	–6%	–1%	2%	—	—	–7%	–6%
1993	1%	4%	–4%	12%	—	—	–1%	0%
1994	5%	2%	8%	–4%	10%	—	4%	4%
1995	9%	4%	12%	16%	36%	—	2%	4%
1996	5%	5%	5%	1%	1%	—	4%	4%
1997	5%	–1%	5%	15%	14%	—	3%	3%
1998	8%	5%	10%	17%	15%	—	5%	5%
1999	10%	7%	10%	0%	6%	—	4%	5%
2000	8%	6%	5%	0%	5%	—	2%	3%
2001	9%	6%	8%	8%	10%	—	4%	5%
2002	–11%	2%	16%	–7%	125%	—	2%	2%
2003	17%	–5%	–11%	–9%	–54%	—	–5%	–4%
2004	–12%	–7%	1%	4%	107%	—	–5%	–4%
2005	9%	8%	8%	7%	75%	—	4%	7%
2006	6%	7%	7%	8%	–5%	—	3%	3%
2007	7%	2%	4%	–2%	16%	—	2%	3%
2008	0%	0%	2%	–2%	4%	—	–3%	–2%
2009	–7%	–14%	–12%	–14%	–7%	—	–9%	–9%
2010	–1%	–1%	0%	0%	7%	—	–4%	–2%
2011	8%	2%	7%	13%	18%	95%	3%	5%
2012	1%	4%	4%	–6%	9%	32%	0%	1%
2013	5%	1%	8%	16%	12%	43%	2%	4%
2014	7%	7%	9%	3%	12%	76%	3%	5%
2015	6%	4%	9%	2%	9%	30%	2%	4%
2016	11%	21%	14%	4%	13%	34%	7%	10%
2017	5%	4%	7%	6%	5%	24%	0%	2%
Average Yearly Change	4%	3%	5%	3%	19%	48%	0%	1%

- The table shows the percentage change from the previous year for the number of faculty, by race and ethnicity. Data for other, unknown, and two or more ethnicities did not begin collection until later.
- Among groups for whom we have data, the largest average yearly growth since 1985 has been among Latino/a faculty.

5.4 Distribution of CSU Faculty by Race and Ethnicity, 1985 to 2017

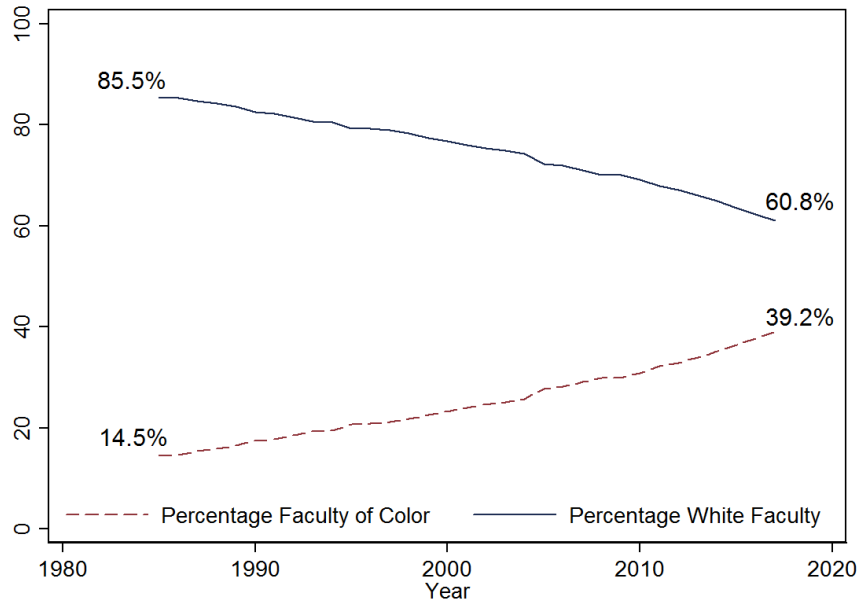
Table 19: Distribution of CSU Faculty by Race/Ethnicity & Year (Headcount), 1985-2017

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White	Total
1985	7.1%	2.8%	4.0%	0.5%	0.0%	—	85.5%	100%
1986	7.3%	2.8%	4.0%	0.5%	0.0%	—	85.4%	100%
1987	7.6%	2.9%	4.2%	0.5%	0.1%	—	84.6%	100%
1988	8.0%	3.0%	4.5%	0.4%	0.0%	—	84.2%	100%
1989	8.1%	3.3%	4.6%	0.5%	0.1%	—	83.5%	100%
1990	8.3%	3.5%	5.0%	0.5%	0.0%	—	82.6%	100%
1991	8.4%	3.8%	5.0%	0.5%	0.0%	—	82.2%	100%
1992	8.9%	3.8%	5.3%	0.6%	0.0%	—	81.4%	100%
1993	9.1%	4.0%	5.0%	0.6%	0.6%	—	80.7%	100%
1994	9.1%	3.9%	5.2%	0.6%	0.7%	—	80.5%	100%
1995	9.6%	3.9%	5.6%	0.7%	0.9%	—	79.3%	100%
1996	9.7%	4.0%	5.7%	0.6%	0.9%	—	79.2%	100%
1997	9.8%	3.8%	5.8%	0.7%	1.0%	—	78.9%	100%
1998	10.1%	3.8%	6.1%	0.8%	1.0%	—	78.2%	100%
1999	10.5%	3.9%	6.4%	0.7%	1.1%	—	77.4%	100%
2000	11.0%	4.0%	6.5%	0.7%	1.1%	—	76.7%	100%
2001	11.5%	4.0%	6.7%	0.7%	1.1%	—	76.0%	100%
2002	10.0%	4.0%	7.5%	0.7%	2.5%	—	75.3%	100%
2003	12.2%	4.0%	7.0%	0.6%	1.2%	—	74.9%	100%
2004	11.1%	3.9%	7.4%	0.7%	2.6%	—	74.3%	100%
2005	11.4%	3.9%	7.5%	0.7%	4.3%	—	72.2%	100%
2006	11.7%	4.0%	7.7%	0.7%	3.9%	—	71.9%	100%
2007	12.1%	4.0%	7.8%	0.7%	4.4%	—	71.0%	100%
2008	12.4%	4.1%	8.1%	0.7%	4.7%	—	70.1%	100%
2009	12.7%	3.9%	7.9%	0.7%	4.8%	—	70.1%	100%
2010	12.8%	3.9%	8.1%	0.7%	5.3%	0.1%	69.2%	100%
2011	13.2%	3.8%	8.3%	0.7%	6.0%	0.2%	67.8%	100%
2012	13.2%	3.9%	8.5%	0.7%	6.5%	0.2%	67.1%	100%
2013	13.3%	3.8%	8.8%	0.7%	7.0%	0.3%	66.1%	100%
2014	13.5%	3.9%	9.1%	0.7%	7.4%	0.5%	64.9%	100%
2015	13.8%	3.9%	9.6%	0.7%	7.8%	0.6%	63.6%	100%
2016	13.9%	4.3%	10.0%	0.7%	8.0%	0.8%	62.1%	100%
2017	14.3%	4.3%	10.4%	0.7%	8.2%	0.9%	60.8%	100%
<i>Change From 1985</i>	+7.2%	+1.5%	+6.4%	+0.2%	+8.2%	+0.9%	-24.7%	

- This table shows the yearly distribution of faculty, by race and ethnicity, for the system. Since 1985 white faculty have continued to comprise a smaller portion of faculty with the share of faculty they make up dropping almost 25%. The largest growth as been among Asian and Pacific Islander faculty, who in 1985 made up 7.1% of the CSU and today are 14.3% of faculty.

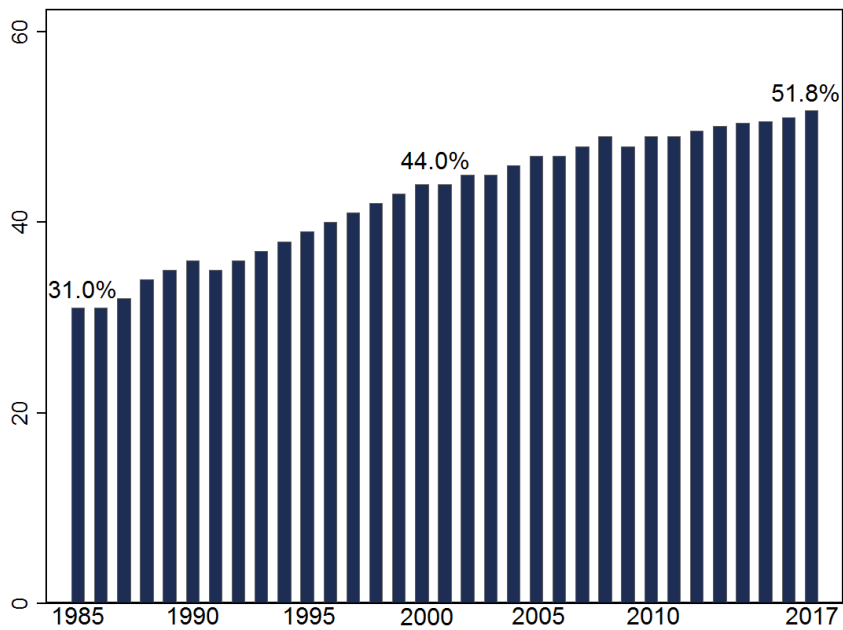
5.5 Percentage Faculty of Color and White Faculty, 1985 to 2017

Figure 8: Percentage of Faculty of Color and White Faculty in the CSU, Fall 1985 to 2017



5.6 Percentage Female (Headcount), 1985 to 2017

Figure 9: Percent of Female Faculty, Fall 1985 to 2017



## 6 CSU STUDENTS

### 6.1 Faculty Spotlight - Ellie Galvez-Hard

**Ellie Galvez-Hard** is a lecturer teaching in the School of Education at Sonoma State University and serves as the recruiter for bilingual candidates entering the school's Dual Language Program for elementary teachers. Galvez-Hard is a Lecturers Representative for the CFA Sonoma Chapter.



**Q: Do you think the CSU is making a more concerted effort to hire Latina/o/x faculty members as a way to help support the changing demographic of the student body?**

**A:** I would lie if I said yes. As an active part of CFA, as member of Alianza for Equity, and part of the President's Diversity Committee, I know firsthand that this is not happening effectively. I see hiring of many new faculty, especially in my school, that do not reflect the new demographics we serve in this area, or the students our future teachers will serve. Fortunately, we have a new Multiple Subject Teaching Credential with a Bilingual- Spanish-Authorization and the effort is definitely changing some. We have also contributed to become an Hispanic Serving Institution, for which I hope all our students in need will benefit from.

**Q: Latina/o/x students comprise about 40% of students across the system, yet only 10% of faculty are Latina/o/x. How does that impact your workload?**

**A:** The CSU has 72% of its students as what politically is labeled as "students of color," which is a term that bothers me as we have same colors all across cultural backgrounds. My workload is visibly impacted by the way the Student Evaluation of Teaching Effectiveness (SETEs) reflect students' biased feedback on the way "we" are perceived because of gender, ethnicity, age or accents. SETEs are discriminatory in all these areas and research has proven this. Recently, I was evaluated and only the negative comments from each year being reviewed were used to highlight "performance." So, yes, being a woman, a Latina, and one who speaks with an accent, it has impacted my career and workload in many areas.

**Q: How have you experienced the DACA fight on campus leading up to the Dream Act and now that it has been abolished?**

**A:** One thing that DACA has done for this nation, is to highlight even more the discriminatory practices we face in our institutionalized system of education. Parents who are part of this movement have sacrificed absolutely everything to bring their young children to a safer place to live and grow up healthy. I do not see evidence of social justice being done towards a generation of children who have worked hard to overcome poverty by becoming educated. I was blessed to have received help by coming to the USA, and becoming a citizen because I married a citizen. It was the opportunity to become educated. Most families under DACA are those who came because of their own struggles to survive. Wealthy people do think twice before wanting to come to this country. Once the immigrant children are given the opportunity to move forward, the country can only benefit from its educated people. That is true democracy and genuine social justice. To give opportunity to those who have earned citizenship is only fair. We have always been a great continent, and borders only create hateful divisions. We must stop this wave of hate and embrace our pluralistic continent and society. Educate the poor and make this nation great again!

## 6.2 CSU Students by Campus (Headcount &amp; FTEs)

**Table 20: Headcount, Full-Time Equivalent, and Student-to-Faculty Ratio of CSU Students by Campus, Fall 2017**

	<b>Student Headcount</b>	<b>Full-Time Equivalent Students</b>	<b>Student-to-Faculty Ratio*</b>
Bakersfield	9,863	8,612.90	19.3
Channel Islands	7,053	6,186.10	17.8
Chico	17,789	16,647.20	20.7
Dominguez	15,179	12,168.40	20.3
East Bay	15,435	13,730.80	21.6
Fresno	25,168	22,349.80	19.7
Fullerton	40,439	33,066.60	20.8
Humboldt	8,347	7,934.40	16.8
Long Beach	37,065	31,729.10	19.7
Los Angeles	28,253	23,742.70	19.9
Maritime	1,050	1,133.00	12.6
Monterey	7,131	6,796.80	19.5
Northridge	39,816	32,801.30	20.9
Pomona	25,894	22,975.90	23.3
Sacramento	30,661	26,413.80	21.8
San Bernardino	20,461	17,966.60	24.1
San Diego	34,828	31,811.90	24.6
San Francisco	29,607	24,887.70	20.0
San Jose	33,409	28,196.10	20.3
San Luis Obispo	22,188	21,527.60	18.9
San Marcos	13,893	11,671.70	18.6
Sonoma	9,223	8,646.20	20.2
Stanislaus	10,003	8,521.00	18.3
<b>System Total</b>	<b>482,755</b>	<b>419,518.10</b>	<b>20.6</b>

*\*Student-to-faculty ratio compares full-time equivalent students to full-time equivalent faculty*



Table 21: CSU Students by Race/Ethnicity &amp; Campus (Headcount), Fall 2017

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White	Total
<b>Bakersfield</b>	704	557	5,463	61	873	299	1,906	9,863
<b>Channel Islands</b>	392	172	3,517	26	607	320	2,019	7,053
<b>Chico</b>	966	443	5,632	96	2,028	967	7,657	17,789
<b>Dominguez</b>	1,472	1,873	8,983	17	1,209	432	1,193	15,179
<b>East Bay</b>	3,601	1,507	4,805	32	2,230	852	2,408	15,435
<b>Fresno</b>	3,444	747	12,399	101	2,834	714	4,929	25,168
<b>Fullerton</b>	8,356	800	16,492	48	4,818	1,689	8,236	40,439
<b>Humboldt</b>	265	282	2,814	97	740	580	3,569	8,347
<b>Long Beach</b>	7,947	1,440	15,034	54	3,948	1,756	6,886	37,065
<b>Los Angeles</b>	3,827	1,063	17,835	31	2,984	509	2,004	28,253
<b>Maritime</b>	102	25	213	3	75	123	509	1,050
<b>Monterey</b>	389	292	3,318	23	864	421	1,824	7,131
<b>Northridge</b>	4,156	1,841	18,279	45	5,196	1,339	8,960	39,816
<b>Pomona</b>	5,705	866	11,073	50	2,728	1,006	4,466	25,894
<b>Sacramento</b>	6,401	1,770	9,224	86	3,020	1,906	8,254	30,661
<b>San Bernardino</b>	1,144	1,088	12,553	42	2,445	541	2,648	20,461
<b>San Diego</b>	4,511	1,334	10,442	127	4,358	2,232	11,824	34,828
<b>San Francisco</b>	7,517	1,585	9,229	53	3,528	1,819	5,876	29,607
<b>San Jose</b>	10,951	1,061	8,583	35	5,462	1,570	5,747	33,409
<b>San Luis Obispo</b>	2,848	166	3,712	31	1,609	1,654	12,168	22,188
<b>San Marcos</b>	1,329	410	6,136	44	1,443	757	3,774	13,893
<b>Sonoma</b>	503	211	2,908	41	843	602	4,115	9,223
<b>Stanislaus</b>	999	230	5,140	36	882	361	2,355	10,003
<b>Systemwide</b>	77,529	19,763	193,784	1,179	54,724	22,449	113,327	482,755

- Latino/a students make up the largest number of students in the CSU, with more than 190,000 students identifying as Latino/a.

## 6.2.1 Percentages

Table 22: Distribution of CSU Students by Race/Ethnicity &amp; Campus (Headcount), Fall 2017

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White	Total
<b>Bakersfield</b>	7.1%	5.6%	55.4%	0.6%	8.9%	3.0%	19.3%	100.0%
<b>Channel Islands</b>	5.6%	2.4%	49.9%	0.4%	8.6%	4.5%	28.6%	100.0%
<b>Chico</b>	5.4%	2.5%	31.7%	0.5%	11.4%	5.4%	43.0%	100.0%
<b>Dominguez</b>	9.7%	12.3%	59.2%	0.1%	8.0%	2.8%	7.9%	100.0%
<b>East Bay</b>	23.3%	9.8%	31.1%	0.2%	14.4%	5.5%	15.6%	100.0%
<b>Fresno</b>	13.7%	3.0%	49.3%	0.4%	11.3%	2.8%	19.6%	100.0%
<b>Fullerton</b>	20.7%	2.0%	40.8%	0.1%	11.9%	4.2%	20.4%	100.0%
<b>Humboldt</b>	3.2%	3.4%	33.7%	1.2%	8.9%	6.9%	42.8%	100.0%
<b>Long Beach</b>	21.4%	3.9%	40.6%	0.1%	10.7%	4.7%	18.6%	100.0%
<b>Los Angeles</b>	13.5%	3.8%	63.1%	0.1%	10.6%	1.8%	7.1%	100.0%
<b>Maritime</b>	9.7%	2.4%	20.3%	0.3%	7.1%	11.7%	48.5%	100.0%
<b>Monterey</b>	5.5%	4.1%	46.5%	0.3%	12.1%	5.9%	25.6%	100.0%
<b>Northridge</b>	10.4%	4.6%	45.9%	0.1%	13.1%	3.4%	22.5%	100.0%
<b>Pomona</b>	22.0%	3.3%	42.8%	0.2%	10.5%	3.9%	17.2%	100.0%
<b>Sacramento</b>	20.9%	5.8%	30.1%	0.3%	9.8%	6.2%	26.9%	100.0%
<b>San Bernardino</b>	5.6%	5.3%	61.4%	0.2%	11.9%	2.6%	12.9%	100.0%
<b>San Diego</b>	13.0%	3.8%	30.0%	0.4%	12.5%	6.4%	33.9%	100.0%
<b>San Francisco</b>	25.4%	5.4%	31.2%	0.2%	11.9%	6.1%	19.8%	100.0%
<b>San Jose</b>	32.8%	3.2%	25.7%	0.1%	16.3%	4.7%	17.2%	100.0%
<b>San Luis Obispo</b>	12.8%	0.7%	16.7%	0.1%	7.3%	7.5%	54.8%	100.0%
<b>San Marcos</b>	9.6%	3.0%	44.2%	0.3%	10.4%	5.4%	27.2%	100.0%
<b>Sonoma</b>	5.5%	2.3%	31.5%	0.4%	9.1%	6.5%	44.6%	100.0%
<b>Stanislaus</b>	10.0%	2.3%	51.4%	0.4%	8.8%	3.6%	23.5%	100.0%
<b>Systemwide</b>	16.1%	4.1%	40.1%	0.2%	11.3%	4.7%	23.5%	100.0%

- Only one campus in the CSU has a majority white student body: San Luis Obispo. On the other hand, several campuses are majority (or near-majority) Latino/a.

6.3 CSU Students by Race/Ethnicity (Headcount), 1985-2017

Table 23: CSU Students by Race/Ethnicity (Headcount), 1985-2017

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White	Total
1985	38,345	16,900	28,130	3,617	32,459	—	205,175	324,626
1986	41,344	16,781	29,325	3,378	32,913	—	209,683	333,424
1987	44,017	17,161	31,837	3,351	33,831	—	212,579	342,776
1988	47,120	17,739	34,587	3,280	36,776	—	215,604	355,106
1989	49,797	18,507	37,268	3,202	38,501	—	213,563	360,838
1990	53,368	19,648	41,372	3,312	40,820	—	210,533	369,053
1991	54,572	19,719	43,996	3,250	42,174	—	198,193	361,904
1992	54,601	19,647	45,931	3,263	42,613	—	181,638	347,693
1993	53,961	18,861	47,843	3,091	41,483	—	160,400	325,639
1994	55,466	19,307	51,421	3,082	42,137	—	147,955	319,368
1995	58,261	20,661	56,998	3,353	43,121	—	143,210	325,604
1996	60,150	21,824	61,551	3,520	47,389	—	142,369	336,803
1997	61,504	22,005	65,079	3,583	50,793	—	140,815	343,779
1998	62,428	21,524	67,387	3,501	54,130	—	140,834	349,804
1999	63,333	21,602	70,232	3,342	58,502	—	142,708	359,719
2000	64,077	21,549	73,097	3,149	62,126	—	144,471	368,469
2001	66,723	22,500	78,497	3,110	68,177	—	149,598	388,605
2002	69,728	23,138	82,125	3,123	74,858	—	154,116	407,088
2003	67,529	22,942	83,111	3,064	78,917	—	153,383	408,946
2004	69,843	22,585	84,150	2,904	68,999	—	148,554	397,035
2005	71,041	23,765	88,445	2,859	68,059	—	151,113	405,282
2006	73,043	25,106	94,094	2,905	67,554	—	154,410	417,112
2007	75,567	26,019	99,807	2,986	70,573	—	158,065	433,017
2008	76,180	26,193	104,202	2,956	69,729	—	157,748	437,008
2009	73,474	24,614	109,193	2,373	70,781	—	152,619	433,054
2010	68,660	21,330	112,572	2,005	57,221	11,592	138,992	412,372
2011	71,753	21,462	125,219	1,821	52,584	15,708	137,987	426,534
2012	73,920	20,824	136,652	1,635	49,777	17,819	134,871	435,498
2013	75,631	20,450	148,884	1,479	50,358	19,282	129,281	445,365
2014	76,747	19,926	159,654	1,416	55,274	20,543	125,337	458,897
2015	78,096	20,098	174,971	1,199	55,641	21,551	121,682	473,238
2016	77,774	19,957	184,260	1,179	55,028	21,966	116,999	477,163
2017	77,529	19,763	193,784	1,179	54,724	22,449	113,327	482,755
Change from 1985	39,184	2,863	165,654	-2,438	22,265	—	-91,848	158,129
% Change from 1985	102.2%	16.9%	588.9%	32.6%	68.6%	—	-44.8%	48.7%

- Table 20 shows how the CSU student body has changed since 1985. The largest change is among Latino/a students, growing by 688% in that time span. Both Native American students and white students decreased, the only racial/ethnic groups to do so. There are now only 32% the amount of Native American students as there were in 1985.

## 6.4 CSU Students by Gender &amp; Campus (Headcount)

Table 24: CSU Students by Gender &amp; Campus, Fall 2017

	Female	Male	Total	% Female
<b>Bakersfield</b>	6,102	3,761	9,863	61.9%
<b>Channel Islands</b>	4,519	2,534	7,053	64.1%
<b>Chico</b>	9,590	8,199	17,789	53.9%
<b>Dominguez</b>	9,720	5,459	15,179	64.0%
<b>East Bay</b>	9,544	5,891	15,435	61.8%
<b>Fresno</b>	14,846	10,322	25,168	59.0%
<b>Fullerton</b>	23,034	17,405	40,439	57.0%
<b>Humboldt</b>	4,753	3,594	8,347	56.9%
<b>Long Beach</b>	21,462	15,603	37,065	57.9%
<b>Los Angeles</b>	16,375	11,878	28,253	58.0%
<b>Maritime</b>	190	860	1,050	18.1%
<b>Monterey</b>	4,556	2,575	7,131	63.9%
<b>Northridge</b>	21,982	17,834	39,816	55.2%
<b>Pomona</b>	12,012	13,882	25,894	46.4%
<b>Sacramento</b>	17,291	13,370	30,661	56.4%
<b>San Bernardino</b>	12,410	8,051	20,461	60.7%
<b>San Diego</b>	19,200	15,628	34,828	55.1%
<b>San Francisco</b>	16,812	12,795	29,607	56.8%
<b>San Jose</b>	16,386	17,023	33,409	49.0%
<b>San Luis Obispo</b>	10,629	11,559	22,188	47.9%
<b>San Marcos</b>	8,494	5,399	13,893	61.1%
<b>Sonoma</b>	5,813	3,410	9,223	63.0%
<b>Stanislaus</b>	6,646	3,357	10,003	66.4%
<b>Systemwide</b>	272,366	210,389	482,755	56.4%

- Only four campuses in the CSU have a student body that is less than 50% female. These are Maritime (18.1%), Pomona (46.4%), San Luis Obispo (47.9%), and San Jose (49.0%).

## 6.5 CSU Students by Gender (Headcount), 1985-2017

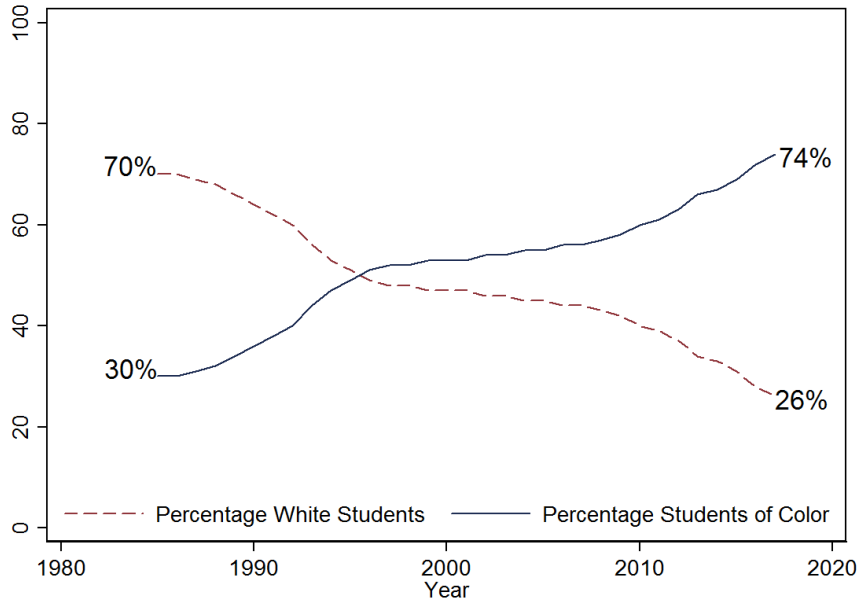
Table 25: CSU Students by Gender &amp; Campus, Fall 1985 - Fall 2017

	Female	Male	Total	Percent Female	Percent Male
1985	171,194	153,432	324,626	52.7%	47.3%
1986	177,319	156,105	333,424	53.2%	46.8%
1987	184,633	158,143	342,776	53.9%	46.1%
1988	192,484	162,622	355,106	54.2%	45.8%
1989	196,278	164,560	360,838	54.4%	45.6%
1990	201,548	167,505	369,053	54.6%	45.4%
1991	198,010	163,894	361,904	54.7%	45.3%
1992	190,325	157,368	347,693	54.7%	45.3%
1993	178,476	147,163	325,639	54.8%	45.2%
1994	175,943	143,425	319,368	55.1%	44.9%
1995	181,056	144,548	325,604	55.6%	44.4%
1996	189,360	147,443	336,803	56.2%	43.8%
1997	196,084	147,695	343,779	57.0%	43.0%
1998	202,035	147,769	349,804	57.8%	42.2%
1999	208,847	150,100	358,947	58.2%	41.8%
2000	215,139	152,224	367,363	58.6%	41.4%
2001	227,695	159,616	387,311	58.8%	41.2%
2002	239,287	167,228	406,515	58.9%	41.1%
2003	240,839	166,691	407,530	59.1%	40.9%
2004	233,470	162,355	395,825	59.0%	41.0%
2005	237,121	166,873	403,994	58.7%	41.3%
2006	243,760	172,056	415,816	58.6%	41.4%
2007	250,879	180,753	431,632	58.1%	41.9%
2008	252,685	182,978	435,663	58.0%	42.0%
2009	249,391	182,364	431,755	57.8%	42.2%
2010	235,909	175,230	411,139	57.4%	42.6%
2011	242,042	183,295	425,337	56.9%	43.1%
2012	246,684	188,814	435,498	56.6%	43.4%
2013	250,678	194,687	445,365	56.3%	43.7%
2014	257,330	201,567	458,897	56.1%	43.9%
2015	265,105	208,133	473,238	56.0%	44.0%
2016	269,237	209,401	478,638	56.3%	43.7%
2017	272,366	210,389	482,755	56.4%	43.6%
Change from 1985	101,172	56,957	158,129	3.7%	-3.7%
% Change from 1985	59.1%	37.1%	48.7%		

- The CSU student body, since 1985, has grown by more than 100,000 female students and more than 56,000 male students.

6.5.1 *Change in Percentage of Students of Color, 1985-2017*

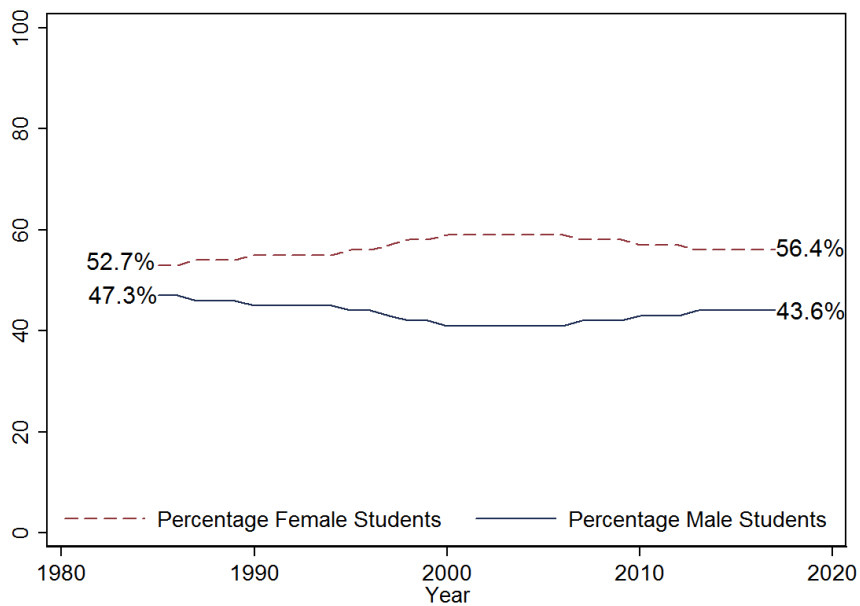
Figure 10: Percentage of Students of Color and White Students in the CSU, Fall 1985 to 2017



- As the figure shows, almost three-fourths of CSU students are students of color.

6.5.2 *Change in Percentage of Female Students, 1985-2015*

Figure 11: Percentage of Female and Male Students in the CSU, Fall 1985 to 2017



- The amount of female students on CSU campuses has increased, though by a relatively small amount.

## 7 SPECIAL – CSU FACULTY AND THE INTERSECTION OF RACE & GENDER

### 7.1 Faculty Spotlight - Regina Brandon

**Regina Brandon**, an Associate Professor in the Department of Special Education at San Diego State, has been teaching in the CSU for 12 years. Brandon serves as the Affirmative Action Representative for the CFA San Diego Chapter.



**Q: What does the CSU need to do to better attract and retain African American faculty?**

**A:** CSU must first acknowledge that there are problems related to attracting and retaining African American faculty. This should be followed by developing a strategic plan that identifies both problems and goals related to attracting and retaining African American faculty. Special efforts must also be made in order to train Search Committees about unconscious bias. We must also address issues related to the culture and climate of the Institution.

**Q: What does the CSU need to do to better serve African-American students? As a teacher of teachers, what are some recommendations you have regarding the future educational access for African American students?**

**A:** It has been over 60 years since the Brown v. The Board of Education of Topeka, Kansas, decision. Yet, many African American students are still struggling for equal educational opportunities. The future of African American students depends on how soon the educational system can end the educational inequalities that continue to exist for African American students. This includes the over-representation/disproportionate numbers of African American students in Special Education. Teacher education programs must ensure that their pre-service teachers are prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her- or himself. Educational systems must understand the importance of culturally relevant pedagogy.

**Q: Is there an impact on your workload/teaching/connectivity with students given that you are one of 37 African American female faculty members at San Diego State?**

**A:** As one of 37 African American female faculty members (which includes Lecturers) on campus, I find myself extremely busy with service. Although I do understand and respect the importance of my service, I find myself overburdened with service time. Currently, I'm the CAA Representative, a University Senator and serve on Undergraduate Curriculum Committee. In addition, I'm a member of the SDSU African American Mentor Program. As a result, the amount time I spend on service has definitely impacted the time needed for my research.

Table 26: Faculty Race, Ethnicity, &amp; Gender by Campus, Fall 2017

<b>Bakersfield</b>	<b>Female</b>	<b>Male</b>	<b>Total<sup>a</sup></b>	<b>Northridge</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	35	42	77	Asian & Pacific Islander	144	133	277
Black	17	16	33	Black	60	48	108
Latino/a	49	47	96	Latino/a	130	128	258
Native American	2	–	2	Native American	9	8	17
Other	1	–	1	Other	14	14	28
Two or More	4	2	6	Two or More	14	8	22
Unknown	14	13	27	Unknown	60	67	127
White	223	181	404	White	726	694	1,420
<b>Total</b>	<b>347</b>	<b>304</b>	<b>651</b>	<b>Total</b>	<b>1,157</b>	<b>1,100</b>	<b>2,257</b>
<b>Channel Islands</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Pomona</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	23	18	41	Asian & Pacific Islander	126	152	278
Black	7	3	10	Black	19	26	45
Latino/a	38	22	60	Latino/a	56	89	145
Native American	1	3	4	Native American	2	3	5
Other	9	7	16	Other	10	29	39
Two or More	3	3	6	Two or More	3	4	7
Unknown	12	7	19	Unknown	11	34	45
White	171	129	300	White	304	405	709
<b>Total</b>	<b>264</b>	<b>192</b>	<b>456</b>	<b>Total</b>	<b>531</b>	<b>742</b>	<b>1,273</b>
<b>Chico</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Sacramento</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	40	40	80	Asian & Pacific Islander	91	104	195
Black	7	7	14	Black	37	40	77
Latino/a	32	25	57	Latino/a	49	62	111
Native American	2	5	7	Native American	10	8	18
Other	10	10	20	Other	15	17	32
Two or More	6	2	8	Two or More	5	6	11
Unknown	50	31	81	Unknown	78	87	165
White	412	393	805	White	573	537	1,110
<b>Total</b>	<b>559</b>	<b>513</b>	<b>1,072</b>	<b>Total</b>	<b>860</b>	<b>862</b>	<b>1,722</b>
<b>Dominguez Hills</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>San Bernardino</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	79	47	126	Asian & Pacific Islander	66	59	125
Black	75	48	123	Black	40	28	68
Latino/a	85	59	144	Latino/a	67	67	134
Native American	5	4	9	Native American	2	2	4
Other	4	8	12	Other	11	12	23
Two or More	11	7	18	Two or More	3	5	8
Unknown	35	29	64	Unknown	33	33	66
White	245	194	439	White	320	293	613
<b>Total</b>	<b>540</b>	<b>397</b>	<b>937</b>	<b>Total</b>	<b>546</b>	<b>503</b>	<b>1,049</b>

<sup>a</sup> Totals includes missing values.

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<b>East Bay</b>	<b>Female</b>	<b>Male</b>	<b>Total<sup>a</sup></b>	<b>San Diego</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	87	65	152	Asian & Pacific Islander	111	81	192
Black	47	22	69	Black	37	25	62
Latino/a	34	29	63	Latino/a	113	111	224
Native American	1	2	3	Native American	2	6	8
Other	22	16	38	Other	7	7	14
Two or More	3	3	6	Two or More	11	9	20
Unknown	25	24	49	Unknown	46	41	87
White	301	238	539	White	605	609	1,214
<b>Total</b>	<b>520</b>	<b>403</b>	<b>923</b>	<b>Total</b>	<b>934</b>	<b>893</b>	<b>1,827</b>
<b>Fresno</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>San Francisco</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	89	114	203	Asian & Pacific Islander	207	148	355
Black	34	31	65	Black	57	34	91
Latino/a	93	88	181	Latino/a	68	64	132
Native American	6	5	11	Native American	8	8	16
Other	18	14	32	Other	22	29	51
Two or More	9	7	16	Two or More	8	2	10
Unknown	47	43	90	Unknown	49	40	89
White	504	425	929	White	548	466	1,014
<b>Total</b>	<b>803</b>	<b>733</b>	<b>1,536</b>	<b>Total</b>	<b>973</b>	<b>792</b>	<b>1,765</b>
<b>Fullerton</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>San Jose</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	201	201	402	Asian & Pacific Islander	205	211	416
Black	38	29	67	Black	41	28	69
Latino/a	127	96	223	Latino/a	83	75	158
Native American	10	4	14	Native American	6	6	12
Other	34	24	58	Other	36	39	75
Two or More	11	6	17	Two or More	17	12	29
Unknown	81	86	167	Unknown	50	62	112
White	641	636	1,277	White	605	544	1,149
<b>Total</b>	<b>1,146</b>	<b>1,083</b>	<b>2,229</b>	<b>Total</b>	<b>1,045</b>	<b>979</b>	<b>2,024</b>
<b>Humboldt</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>San Luis Obispo</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	14	11	25	Asian & Pacific Islander	39	55	94
Black	5	5	10	Black	7	12	19
Latino/a	17	12	29	Latino/a	28	35	63
Native American	10	5	15	Native American	3	3	6
Other	5	3	8	Other	11	18	29
Two or More	4	4	8	Two or More	2	1	3
Unknown	48	40	88	Unknown	18	35	53
White	229	213	442	White	468	647	1,115
<b>Total</b>	<b>332</b>	<b>293</b>	<b>625</b>	<b>Total</b>	<b>576</b>	<b>806</b>	<b>1,382</b>

<sup>a</sup> Totals includes missing values.

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<b>Long Beach</b>	<b>Female</b>	<b>Male</b>	<b>Total<sup>a</sup></b>	<b>San Marcos</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	212	179	391	Asian & Pacific Islander	48	44	92
Black	57	47	104	Black	12	16	28
Latino/a	137	113	250	Latino/a	70	51	121
Native American	9	5	14	Native American	8	5	13
Other	18	20	38	Other	5	13	18
Two or More	11	11	22	Two or More	9	6	15
Unknown	34	33	67	Unknown	8	9	17
White	701	655	1,356	White	370	209	579
<b>Total</b>	<b>1,181</b>	<b>1,065</b>	<b>2,246</b>	<b>Total</b>	<b>531</b>	<b>354</b>	<b>885</b>
<b>Los Angeles</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Sonoma</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	197	177	374	Asian & Pacific Islander	16	20	36
Black	62	58	120	Black	5	5	10
Latino/a	183	151	334	Latino/a	21	16	37
Native American	9	4	13	Native American	3	2	5
Other	26	22	48	Other	7	7	14
Two or More	12	6	18	Two or More	3	–	3
Unknown	64	53	117	Unknown	50	47	97
White	363	358	721	White	223	175	398
<b>Total</b>	<b>917</b>	<b>834</b>	<b>1,751</b>	<b>Total</b>	<b>329</b>	<b>274</b>	<b>603</b>
<b>Maritime Academy</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Stanislaus</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	4	6	10	Asian & Pacific Islander	43	36	79
Black	–	5	5	Black	15	13	28
Latino/a	1	1	2	Latino/a	46	23	69
Native American	1	–	1	Native American	1	–	1
Other	–	1	1	Other	5	6	11
Two or More	–	–	–	Two or More	6	1	7
Unknown	1	2	3	Unknown	18	16	34
White	29	60	89	White	216	235	451
<b>Total</b>	<b>36</b>	<b>75</b>	<b>111</b>	<b>Total</b>	<b>350</b>	<b>330</b>	<b>680</b>
<b>Monterey Bay</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Systemwide</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian & Pacific Islander	31	22	53	Asian & Pacific Islander	2,108	1,965	4,073
Black	6	7	13	Black	685	553	1,238
Latino/a	39	37	76	Latino/a	1,566	1,401	2,967
Native American	1	4	5	Native American	111	92	203
Other	7	5	12	Other	297	321	618
Two or More	2	3	5	Two or More	157	108	265
Unknown	27	33	60	Unknown	859	865	1,724
White	161	104	265	White	8,938	8,400	17,338
<b>Total</b>	<b>274</b>	<b>215</b>	<b>489</b>	<b>Total</b>	<b>14,751</b>	<b>13,742</b>	<b>28,494</b>

<sup>a</sup> Totals includes missing values.

## 8 SPECIAL – A QUANTITATIVE LOOK AT THE SCOPE OF CULTURAL TAXATION ON CAMPUSES

### 8.1 Faculty Spotlight - Cindi Alvitre

**Cindi Alvitre** is a Lecturer and teaches American Indian Museum Studies, California Indians, Native North Americans, and American Indian Philosophy & Sustainability in the CSU Long Beach American Indian Studies Program and Anthropology



**Q: What has been your experience as a Native American faculty in the CSU?**

**A:** I have always felt supported in our AIS Program. It is much more work, simply because we are always lobbying to remain relevant! This requires furthered action on the part of the Department Chair and faculty that includes

significant creativity and collaboration to assure our enrollment numbers are up.

**Q: Given that there are so few Indigenous students and faculty, and that you're serving a broader student base, does that change the lens or frame from which you teach?**

**A:** Yes, absolutely! "Teaching to" and "teaching about" indigenous topics require two different approaches and with two different outcomes. With most indigenous students, there is a foundation of knowledge and experience situated in indigenous sensibilities. Bottom line, you don't have to provide the obligatory preface to every lesson.

**Q: As a faculty member of color/native faculty member, in what ways do you experience cultural taxation on your campus or in your work?**

**A:** Cultural taxation, frequently called upon to do celebratory openings, which become a gestural act, with an expectation of the genuine & authentic native being present. In our collaborative relationships, there is an expectation that you WILL represent the native perspective (impossible!).

## 8.2 How to Define Cultural Taxation and Measure its Scope

Cultural taxation, first defined by Amado Padilla in 1994, is the burden placed on ethnic minority faculty in carrying out their responsibility for service to the university. As Dr. Cecil Canton says in an article for the *California Faculty Magazine*, “the obligation to show good citizenship towards the institution by serving its needs for ethnic representation on committees, or to demonstrate knowledge and commitment to a cultural group, which, though it may bring accolades to the institution, is not usually rewarded by the institution on whose behalf the service was performed.”

From this I attempt to operationalize a piece of the discussion to allow for their consideration and context on CSU campuses. Dr. Canton refers to two major areas that faculty experience this disproportionate work or criticism, that being related to students and related to scholarship. In his words, on students, “Faculty of color, more often than not, have to play the role of advocate, counselor and therapist for these students; a role most other faculty don’t have to assume.” A lack of data on faculty scholarship makes this area difficult to speak to, but faculty relationships and expectations with students can receive context through an exploration of data. It is important to note that increases to workload related to student engagement directly impacts scholarship. These two pieces are intimately tied. The more time a faculty member spends with students, the less they have to devote to scholarship. I begin with the assumption that cultural taxation, as a concept, exists at the CSU. From this assumption I use several measures to quantify how big an issue this is.

Data availability means that directly measuring/estimating a concept as complex as cultural taxation is near impossible. But, using multiple measures I attempt to approximate how a campus is dealing with cultural taxation and how much of a burden a faculty member may experience as being an advocate, counselor, and therapist for students. I attempt to proxy faculty representation and faculty workload. The first, the representation proxy, is measured as the difference in a campus proportion of each racial/ethnic group between students and faculty. That is, for example, faculty at CSU Los Angeles are 41% white but only 7% of students are white. The difference, then, is 34%, meaning white faculty are far overrepresented at CSU LA compared to the student body. Workload is proxied as the student-to-faculty ratio for each ethnic group (i.e., the ratio of Latino/a students to Latino/a faculty on a campus). I use student headcount and FTE faculty in this calculation. This accounts for the reality that each student, regardless of the number of courses they may take, requires the same amount of mentoring and advocacy.

First, I present the distributional differences between faculty and students. These numbers are also included for white faculty as a point of comparison. Following this, in table 28, are the values normalized to range from zero to one. This changes the interpretation of these values slightly, to being about how a campus is relative to another within each ethnic group. Table 29 and 30 does the same for the workload proxy of student headcount to FTE faculty ratio. It is presented in table 29, and normalized in the same way in table 30. Neither measure necessarily tells a full story, and in fact may be misleading independent other information.

**Table 27: Difference in Representation between Students and Faculty,  
Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White
Bakersfield	-5%	1%	41%	0%	5%	2%	-43%
Channel Islands	-3%	0%	37%	-1%	1%	3%	-37%
Chico	-2%	1%	26%	0%	2%	5%	-32%
Dominguez	-4%	-1%	44%	-1%	0%	1%	-39%
East Bay	7%	2%	24%	0%	5%	5%	-43%
Fresno	0%	-1%	37%	0%	3%	2%	-41%
Fullerton	3%	-1%	31%	-1%	2%	3%	-37%
Humboldt	-1%	2%	29%	-1%	-6%	6%	-28%
Long Beach	4%	-1%	29%	0%	6%	4%	-42%
Los Angeles	-8%	-3%	44%	-1%	1%	1%	-34%
Maritime	1%	-2%	18%	-1%	4%	12%	-32%
Monterey	-5%	1%	31%	-1%	-3%	5%	-29%
Northridge	-2%	0%	34%	-1%	6%	2%	-40%
Pomona	0%	0%	31%	0%	4%	3%	-38%
Sacramento	10%	1%	24%	-1%	-2%	6%	-38%
San Bernardino	-6%	-1%	49%	0%	3%	2%	-45%
San Diego	2%	0%	18%	0%	7%	5%	-32%
San Francisco	5%	0%	24%	-1%	4%	6%	-38%
San Jose	12%	0%	18%	0%	7%	3%	-40%
San Luis Obispo	6%	-1%	12%	0%	1%	7%	-26%
San Marcos	-1%	0%	30%	-1%	6%	4%	-38%
Sonoma	-1%	1%	25%	0%	-9%	6%	-21%
Stanislaus	-2%	-2%	41%	0%	2%	3%	-43%
Systemwide	2%	0%	30%	0%	3%	4%	-37%

- This graph shows the extent to which faculty resemble the students that they serve. We see from this that faculty are much more white than the student body in the CSU, across all campuses.
- For racial and ethnic groups that make up smaller percentages of CSU campuses, the differences are fairly small as well. This is to be expected, if a group is a relative small number of faculty and a relative small number of students, any differences in representation will be small.

**Table 28: Normalized Difference in Representation between Students and Faculty, Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White
Bakersfield	0.16	0.68	0.78	1.00	0.84	0.12	0.12
Channel Islands	0.22	0.62	0.67	0.47	0.62	0.22	0.35
Chico	0.29	0.79	0.39	0.73	0.69	0.36	0.56
Dominguez	0.20	0.43	0.87	0.25	0.56	0.01	0.27
East Bay	0.73	1.00	0.33	0.72	0.87	0.37	0.11
Fresno	0.41	0.34	0.70	0.60	0.77	0.09	0.19
Fullerton	0.52	0.38	0.51	0.47	0.68	0.24	0.36
Humboldt	0.35	0.91	0.46	0.00	0.17	0.45	0.73
Long Beach	0.59	0.44	0.47	0.49	0.93	0.27	0.15
Los Angeles	0.00	0.00	0.88	0.39	0.64	0.00	0.47
Maritime	0.43	0.18	0.17	0.40	0.78	1.00	0.57
Monterey	0.12	0.84	0.52	0.35	0.41	0.38	0.70
Northridge	0.30	0.54	0.61	0.39	0.94	0.15	0.21
Pomona	0.40	0.54	0.53	0.67	0.81	0.23	0.29
Sacramento	0.87	0.82	0.31	0.31	0.47	0.44	0.33
San Bernardino	0.07	0.36	1.00	0.69	0.78	0.10	0.00
San Diego	0.51	0.66	0.15	0.75	0.99	0.41	0.54
San Francisco	0.65	0.61	0.32	0.33	0.81	0.44	0.33
San Jose	1.00	0.53	0.16	0.48	1.00	0.23	0.25
San Luis Obispo	0.69	0.46	0.00	0.61	0.65	0.59	0.82
San Marcos	0.35	0.54	0.50	0.06	0.96	0.27	0.30
Sonoma	0.36	0.69	0.36	0.55	0.00	0.48	1.00
Stanislaus	0.31	0.24	0.80	0.94	0.70	0.17	0.11

- Normalized values range from zero to one, and are normalized across campus. This means that the relative distance between values from table 27 are maintained.
- A higher value means that the campus has a larger difference in representation between students and faculty, relative to other campuses.

**Table 29: Student-to-Faculty Ratio by Race/Ethnicity, Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White	Campus Total
Bakersfield	11.52	23.67	89.87	101.67	45.12	122.88	6.95	22.08
Channel Islands	12.42	23.48	76.30	9.16	23.11	82.76	8.83	20.34
Chico	13.92	40.38	142.37	37.60	28.81	144.18	12.67	22.13
Dominguez	15.99	25.89	105.18	2.90	27.85	44.08	4.12	25.32
East Bay	30.30	35.17	109.52	13.71	39.47	182.57	6.62	24.27
Fresno	20.72	14.42	93.41	13.92	36.18	77.89	7.21	22.18
Fullerton	26.89	15.51	112.18	4.75	33.69	184.54	9.03	25.47
Humboldt	12.72	40.28	119.19	8.26	11.40	137.19	10.46	17.63
Long Beach	26.06	20.11	87.85	5.34	54.58	128.11	7.15	23.04
Los Angeles	13.83	14.22	85.82	3.80	27.41	37.83	4.01	23.64
Maritime	11.46	7.37	106.50	3.00	30.41	–	7.04	11.65
Monterey	9.14	26.71	58.65	5.66	17.85	173.01	9.94	20.46
Northridge	19.02	24.80	103.60	3.71	54.06	94.57	9.19	25.42
Pomona	24.72	25.74	100.95	13.39	45.58	237.64	8.21	26.27
Sacramento	43.21	32.70	120.43	7.61	21.37	307.32	10.66	25.26
San Bernardino	11.09	24.30	142.15	12.86	45.11	172.90	5.99	27.46
San Diego	28.11	33.09	75.94	21.90	74.88	153.58	13.49	26.88
San Francisco	28.11	27.70	106.69	3.94	36.79	468.41	8.22	23.79
San Jose	38.12	24.02	82.91	3.58	41.78	86.82	7.23	24.04
San Luis Obispo	32.76	9.11	71.18	6.16	23.12	918.89	13.43	19.47
San Marcos	18.12	20.48	71.96	5.74	48.97	79.96	9.43	22.18
Sonoma	16.74	39.08	101.83	14.47	14.25	225.75	13.79	21.52
Stanislaus	15.60	13.05	111.58	36.00	32.16	108.48	7.67	21.44
Systemwide	24.43	23.59	96.54	8.27	35.16	139.35	9.10	23.69

- Student-to-faculty ratio (SFR) is calculated using student headcount and FTE faculty. Each student requires the same amount of time spent counseling and advocating for, regardless of whether they are part-time. Each student is a full person in a class for a faculty member. FTE faculty is used, on the other hand, as this accounts for how much time a faculty member is being paid for the work they do.
- The lowest value for a group overall is Native American, this being due to their relative small numbers overall in the system. Native American SFR varies significantly by campus due to this, going as high as 101.67 students per FTE faculty at Bakersfield.

**Table 30: Normalized Student-to-Faculty Ratio by Race/Ethnicity, Fall 2017**

	Asian & Pacific Islander	Black	Latino/a	Native American	Other & Unknown	Two or More	White
Bakersfield	0.07	0.49	0.37	1.00	0.53	0.10	0.30
Channel Islands	0.10	0.49	0.21	0.06	0.18	0.05	0.49
Chico	0.14	1.00	1.00	0.35	0.27	0.12	0.89
Dominguez	0.20	0.56	0.56	0.00	0.26	0.01	0.01
East Bay	0.62	0.84	0.61	0.11	0.44	0.16	0.27
Fresno	0.34	0.21	0.42	0.11	0.39	0.05	0.33
Fullerton	0.52	0.25	0.64	0.02	0.35	0.17	0.51
Humboldt	0.11	1.00	0.72	0.05	0.00	0.11	0.66
Long Beach	0.50	0.39	0.35	0.02	0.68	0.10	0.32
Los Angeles	0.14	0.21	0.32	0.01	0.25	0.00	0.00
Maritime	0.07	0.00	0.57	0.00	0.30	-0.04	0.31
Monterey	0.00	0.59	0.00	0.03	0.10	0.15	0.61
Northridge	0.29	0.53	0.54	0.01	0.67	0.06	0.53
Pomona	0.46	0.56	0.51	0.11	0.54	0.23	0.43
Sacramento	1.00	0.77	0.74	0.05	0.16	0.31	0.68
San Bernardino	0.06	0.51	1.00	0.10	0.53	0.15	0.20
San Diego	0.56	0.78	0.21	0.19	1.00	0.13	0.97
San Francisco	0.56	0.62	0.57	0.01	0.40	0.49	0.43
San Jose	0.85	0.50	0.29	0.01	0.48	0.06	0.33
San Luis Obispo	0.69	0.05	0.15	0.03	0.18	1.00	0.96
San Marcos	0.26	0.40	0.16	0.03	0.59	0.05	0.55
Sonoma	0.22	0.96	0.52	0.12	0.05	0.21	1.00
Stanislaus	0.19	0.17	0.63	0.34	0.33	0.08	0.37

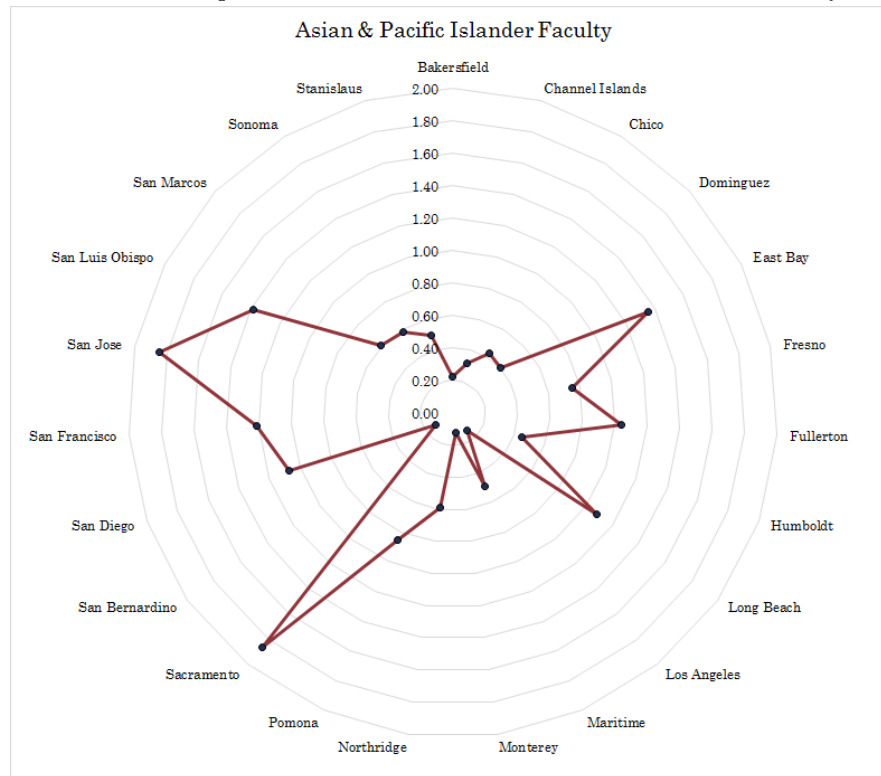
- Normalized values range from zero to one, and are normalized across campus. This means that the relative distance between values from table 29 are maintained.
- A higher value means that the campus has a larger student-to-faculty ratio, relative to other campuses.

### 8.3 Charting the Scope of Cultural Taxation

The following figures, called radar charts, show the summed two values for each campus and race/ethnicity. In each chart, each campus has a value from 0 to 2. The closer a campus is to 2, the *worse* they are relative to other campus, for these two measures. It is important to note that these values do not imply a campus is “good” on the issue of cultural taxation generally, rather on these measures they are less bad relative to other campuses on the potential workload and representation issues associated with cultural taxation.



Figure 12: Scope of Cultural Taxation, Asian and Pacific Islander Faculty



- In this chart both San Jose and Sacramento are approaching two. This means that on both the normalized measures of representation and student-to-faculty ratio they were bad. So, relative to the other 23 campuses, these two were the worst on these cultural taxation measures related to Asian & Pacific Islander faculty.
- For a campus like Bakersfield, which is near zero on the radar chart, it shows they had a low value on both measures. This does not necessarily mean Bakersfield is “good” on the issue for cultural taxation for Asian and Pacific Islander faculty. It simply means that, relative to the other 22 campuses, it was less bad or not as bad.

Figure 13: Scope of Cultural Taxation, Black Faculty

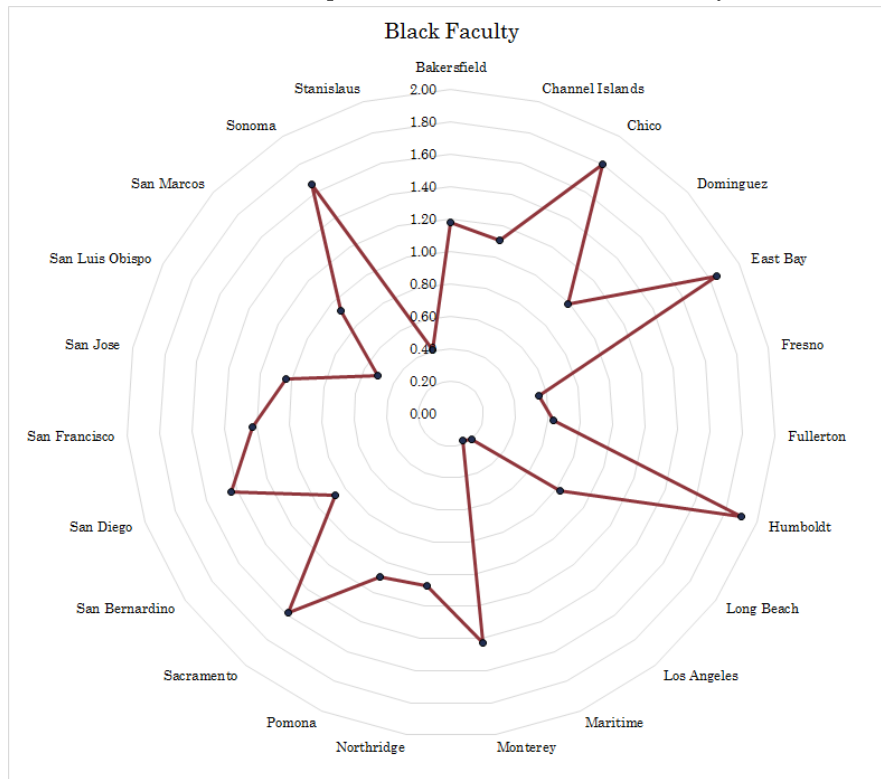


Figure 14: Scope of Cultural Taxation, Latino/a Faculty

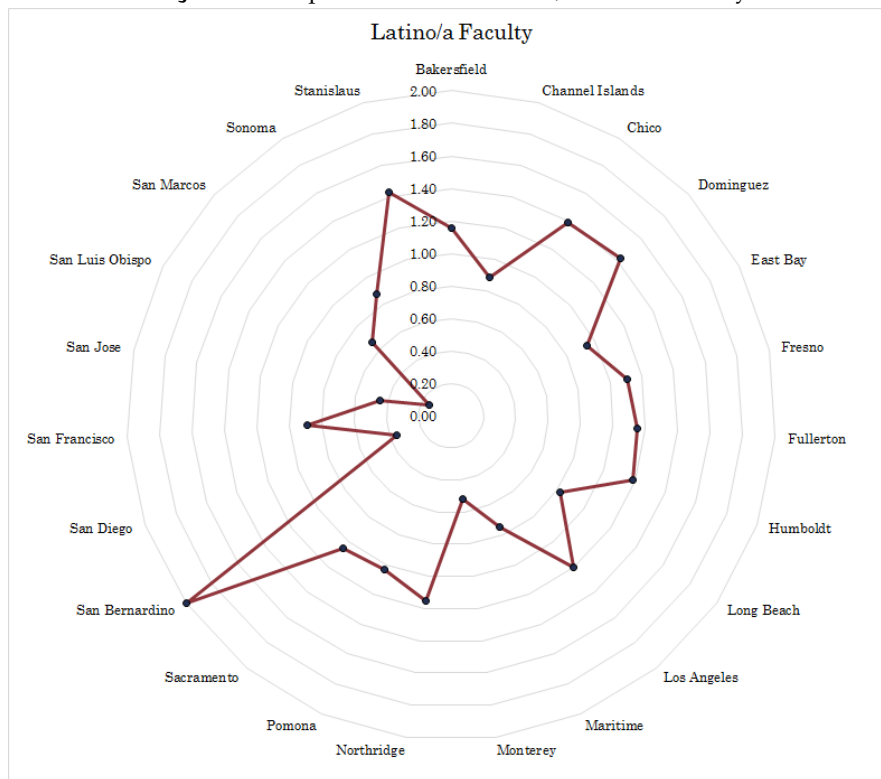


Figure 15: Scope of Cultural Taxation, Native American Faculty

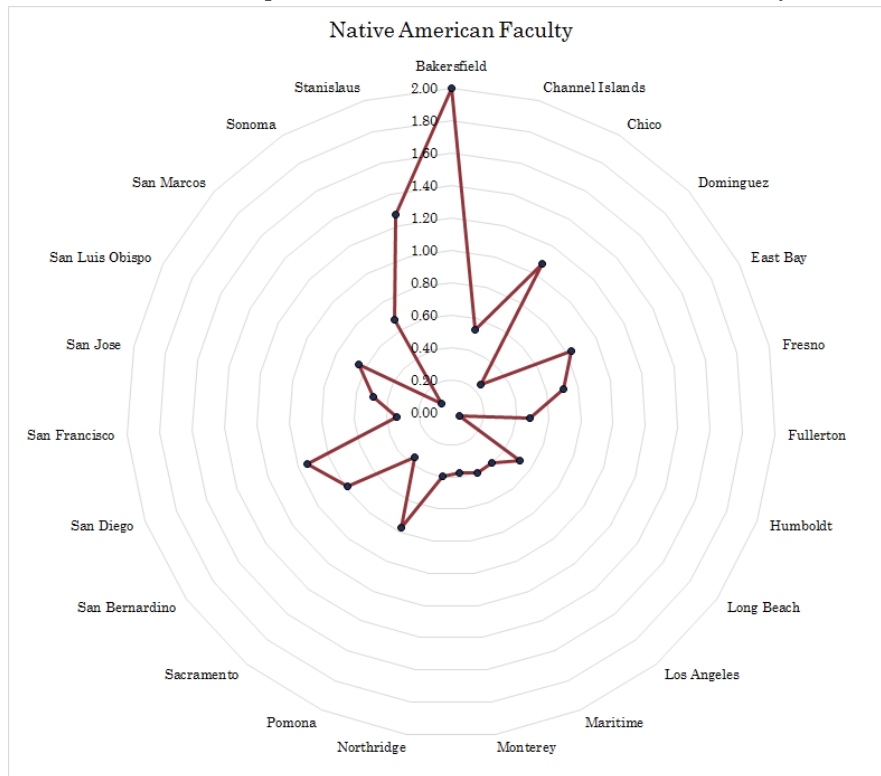


Figure 16: Scope of Cultural Taxation, Other & Unknown Ethnicity Faculty

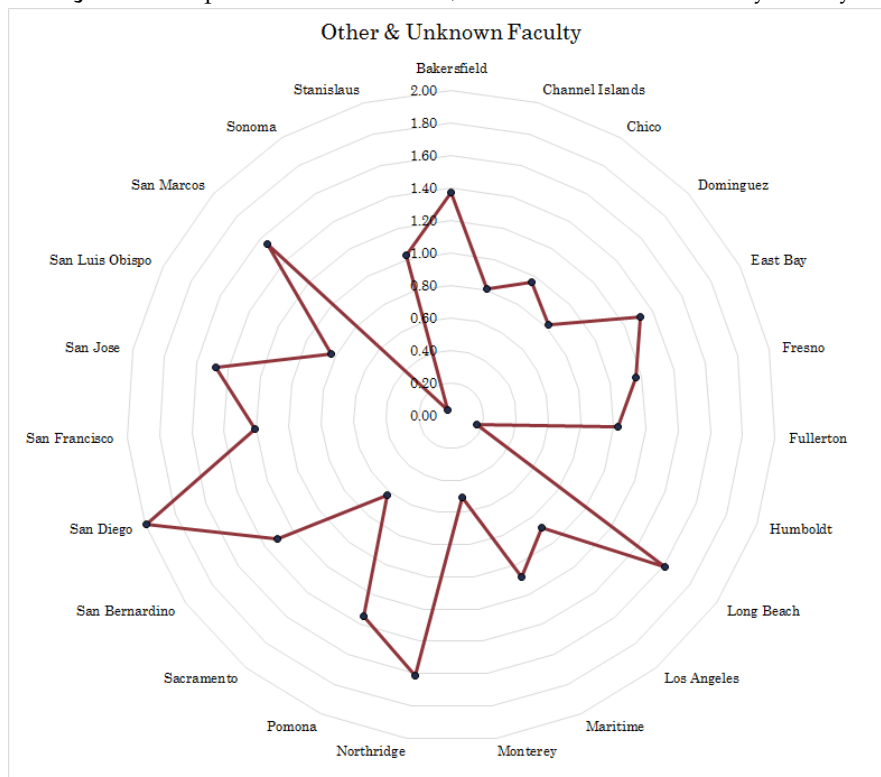
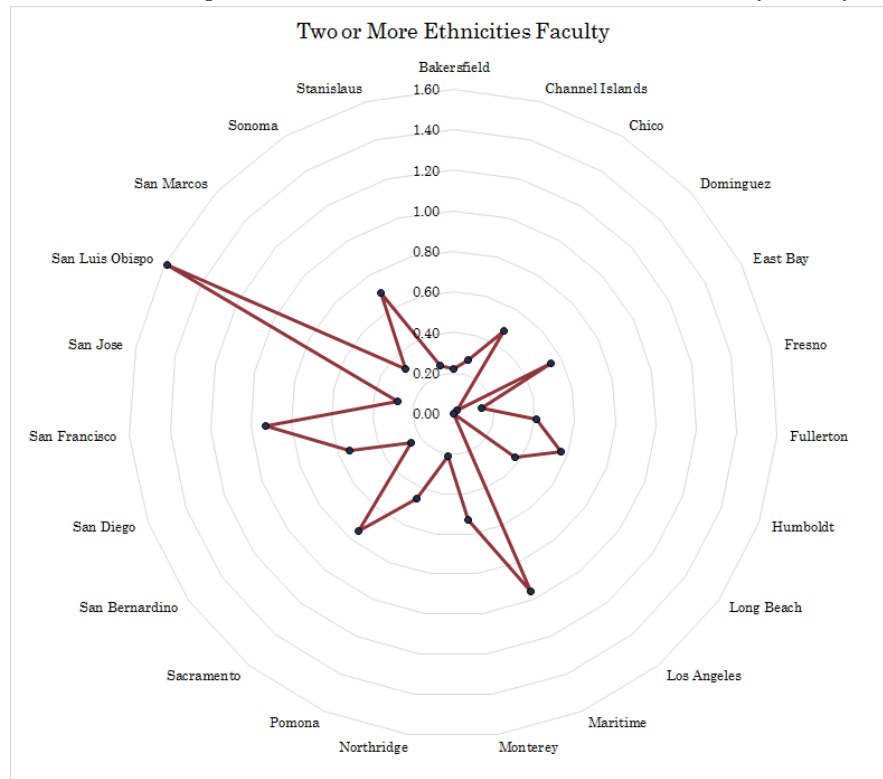


Figure 17: Scope of Cultural Taxation, Two or More Race/Ethnicity Faculty



For any questions or details concerning these data or figures please contact CFA Research Specialist Vincent Cevasco at 916-441-4848 or [vcevasco@calfac.org](mailto:vcevasco@calfac.org)