

San Diego State University

Program in Educational Leadership Dissertation Defense Announcement

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Title of Dissertation: Examining the Lived Experiences of Tenure-Track Latine Faculty in Southern California Community Colleges, Including Institutional Support and Professional Challenges, and Their Impact on the Tenure Process

Date of Defense: Monday, December 9, 2024

Time of Defense: 10:00 a.m.

Location of Defense: [Zoom](https://SDSU.zoom.us/j/83764561754), <https://SDSU.zoom.us/j/83764561754>

Abstract

This dissertation study examined the lived experiences of Latine tenure-track faculty in Southern California community colleges, and it focused on institutional support, professional challenges, and the impact these factors have on the tenure process. Using Dr. Laura Rendón's validation theory as a conceptual framework, the study explored how institutional and interpersonal validation influence Latine faculty's ability to navigate their professional journeys successfully. Through a qualitative methodology involving interviews with Latine faculty who have recently completed the tenure review process, this research investigated key aspects such as onboarding, mentorship (both formal and informal), institutional values around diversity, equity, and

inclusion, and various systemic barriers. The findings underscored the importance of supportive structures and effective mentorship tailored to the unique needs of Latine faculty. Barriers, including implicit biases, cultural taxation, microaggressions, and low representation, hindered faculty progress and exacerbated feelings of isolation. The study highlighted the need for targeted DEI efforts and structural changes within tenure processes to promote equitable outcomes and foster a sense of belonging. Recommendations included intentional mentoring practices, equity-centered onboarding programs, and policy revisions to prioritize the institutionalized validation and retention of Latine faculty. The research emphasized increasing Latine representation in faculty ranks to benefit not only the faculty members themselves but also the diverse student populations they serve, aligning institutional practices with demographic shifts in student enrollment.