Leadership, Diversity and Developing Relationships with Hispanic Serving Institutions

University of Tennessee System
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Jaime Chahin
“Education does not change the world, it changes the people that are going to change the world.”

- Paulo Freire
Hispanic Demographics:

• 56.7 million Hispanics in U.S. in 2015, plus 3.5 million in Puerto Rico.
• 17.6% of U.S. population.
• 50% growth from 2000-2012, largest of all population groups except Asian Americans.
• Median age is 28.2 for Hispanics, compared to 37.6 for the population as a whole.
• More than 50% of the nation’s Hispanics live in California, Florida and Texas. Adding New York, Arizona, Illinois, New Jersey, and Colorado accounts for over 75% of all Hispanics.
• Hispanic population growth from 2000-2010 has been most rapid in the South and Midwest.
• 2015 buying power of U.S. Hispanics was $1.3 trillion, projected to reach $1.7 trillion by 2020.

Source: US Census Bureau National Population Characteristics 2010-2016
Hispanic Academic Attainment:

• 33.3% of Hispanics 25 and over have not completed high school as of 2015, compared to 6.7% of non-Hispanic whites.
• 15.5% of Hispanics have at least a bachelor’s degree and 4.7% an advanced degree, as of 2015, compared to 36.2% and 13.5% for non-Hispanic whites.
• 62.5% of Hispanic recent high school graduates ages 16-24 were enrolled in college in 2015, compared to 68.3% for whites.

Source: US Census Bureau National Population Characteristics 2010-2016
Hispanic Higher Education:

• 3.15 million Hispanics were enrolled in non-profit institutions in 2015, including Puerto Rico.
• 49.6% (1,450,647) of Hispanic undergraduate students attend two-year institutions (compared to 38.9% of all undergraduates).

Source: 2015-16 IPEDS data using Title IV eligible, 2 year & 4 year, Public and Private, non-profit institutions.
Hispanic-Serving Institutions (HSIs):

- Defined by the Higher Education Act as degree-granting institutions with Full-Time Equivalent undergraduate enrollments at least 25% Hispanic. In 2015, 472 institutions met the federal enrollment criterion, enrolling 1,962,353 Hispanics.
- HSIs are 13.8% of non-profit colleges and universities, yet enroll 23.4% of all students and 62.3% of all Hispanic students.
- HSIs receive 69 cents for every dollar going to all other colleges and universities annually, per student, from all federal funding sources.
- The number of HSIs continues to grow rapidly, from 189 in 1994, to 229 in 2000, to 245 in 2005, to 311 in 2010, and 472 in 2015.
- Of the 472 HSIs in 2015, 209 (44%) were public two-year institutions, 105 public four-year institutions, 134 private four-year institutions, and 24 private two year institutions.

Source: 2015-16 IPEDS data using Title IV eligible, 2 year & 4 year, Public and Private, non-profit institutions.
2017 Hispanic Higher Education Fact Sheet


472 Federal HSIs by institution type

http://www.hacu.net/hacu/HSI_Fact_Sheet.asp
2015-16 Fall Enrollment Snapshot
Hispanic Undergraduate Students

- Precentage of Undergraduate Students that are Hispanic
- Number of Hispanic-Serving Institutions (HSIs) (25.0 % minimum Hispanic Full-Time Equivalent (FTE) enrollment)
- Number of Emerging HSI (15.0 - 24.0 % Hispanic FTE)

Total Undergraduate (UG) Student Headcount = 16,115,482
Total Hispanic UG Student Headcount = 2,923,635
Total Hispanic UG Student Percentage = 18.1%
Total HSIs = 472
Total Emerging HSIs = 323

HACU Office of Policy Analysis and Information. 03/2017.
Source: 2015-16 IPEDS data using Title IV eligible, 2 year & 4 year, Public and Private, non-profit institutions.
Key Findings in Tennessee

Demography

• Tennessee experienced the third fastest growth rate in Hispanic persons across the nation, but the size of Tennessee’s Hispanic population is still smaller than average.

• There are two very different subpopulations of Latinos: foreign-born workers, and young, native-born children.

• The adult Hispanic population is predominantly foreign-born, young, mobile and male.

• The native-born population is very young (median age 9). The share of Hispanic Children in public schools will rise from 6 percent to 10 percent in the next 3 – 5 years.

• The fertility rate among Hispanic women is higher than the state average. One-in-10 children born are Hispanic, and the growth in Hispanic children accounts for more than half of the growth in Tennessee’s youth population.

Source: A Profile of Hispanic Population in the State of Tennessee, University of Tennessee Center for Business and Economic Resources
Key Findings in Tennessee

Geography

• Latinos live in every county of Tennessee, but the largest numbers live in Nashville, Memphis, Knoxville, Chattanooga and their suburbs.

• A few small towns in rural Tennessee have experienced high levels of immigration.

• The foreign-born Hispanic population is primarily from Mexico, however, most persons did not move here directly from Mexico, but from somewhere else in the United States, especially from Georgia, California, Texas and Florida.
Key Findings in Tennessee

Education

• A population boom of Latino Children has already taken place. Within the next 3 – 5 years, 10 percent of all Kindergarteners in Tennessee will be Hispanic.

• Hispanic children are more likely to come from homes in poverty.

• Hispanic children live in high linguistic isolation. Among children ages 5 – 9, 36 percent live in families in which there is nobody over the age of 13 who speaks English well. This rises to 44 percent among children age 0 – 4.

• Hispanic children are more likely to come from families with two parents.

• Nationwide, Hispanic students are less likely to complete High School. On a positive note, young Hispanic children have some of the strongest positive responses to high quality early childhood education.
Key Findings in Tennessee

Labor Force

• Most Hispanic workers in Tennessee do not have a high school education (53 percent).
• At all skill-levels, Hispanic workers are still a minority in Tennessee’s labor force; there are many more White and Black workers with out a high school education than there are Hispanic workers.
• Hispanic workers are concentrated in only a few occupations. Among all detailed occupation categories, the top 8 occupations account for two-thirds of male Hispanic workers.
• Hispanic workers receive a lower wage than White and Black workers in Tennessee, even holding education level fixed.
### Some Latino Voices in Nashville Tennessee

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<thead>
<tr>
<th>Name</th>
<th>Role/Position</th>
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<tbody>
<tr>
<td>Fabian Bedne</td>
<td>Architect Councilman</td>
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<td>Yuri Cunza</td>
<td>Chamber of Commerce</td>
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<td>Marcela Gomez</td>
<td>Advertising</td>
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<td>Raul Lopez</td>
<td>Latinos for Tennessee</td>
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<td>Greg Ramos</td>
<td>Attorney</td>
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<td>Mario Ramos</td>
<td>Unamonos Community Organization</td>
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<tr>
<td>Zacdnite Vargas</td>
<td>Nursing</td>
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<tr>
<td>Irina Araujo</td>
<td>Business Analyst</td>
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Tennessee 2017

Hispanic Serving Institution

Private 4 Year

Pentecostal Theological Seminary 88.9%

Emerging Hispanic Serving Institution

4 Year Private

Southern Adventist University 21.7%
Four Institutions in the Progressive ERA 1900-1915

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<tr>
<th>Institution</th>
<th>Establishment</th>
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<td>Daniel Coit Gilman</td>
<td>John Hopkins</td>
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<td>Seth Low</td>
<td>Columbia University</td>
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<td>Janc Addams</td>
<td>University of Chicago</td>
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<td>Edmund James</td>
<td>Wharton School of Business</td>
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- Established Charity Organization Society
- The University and Working Man
- Hull House
- Linked Academics and Citizens to the Study of Social Problems

Source: Harkavy & Benson 1998
Foundation Initiatives

Kellogg - 13 partnerships K – 12 community colleges universities and community based organizations designed to increase number of Latino graduates from high school and college.

Lumina Foundation, funded 75 projects to develop partnerships to increase college awareness, retention and sustainable community activities.

Source: Handbook of Engaged Scholarship Vol. 1 Chahin & Ortega Engaged Scholarship in Hispanic Institutions 2010 Michigan State
Funded Initiatives for Hispanic Serving Institutions

1. University of Texas at El Paso (UTEP) – Developed partnerships with schools, community colleges and health clinics that targeted the needs of the community.

2. University of New Mexico (UNM) – Established a collaborative outreach program that served over 20,000 students throughout the state of New Mexico.

3. University California Irvine (UCI) – Developed a student teacher educational partnership that included a state university, community college, and the Santa Anna School District.

4. Texas State University (Texas State) – Developed a PBS Documentary “Forgotten Americans” that led the partnership with Projecto Azteca that became a community Development Bank for affordable housing.
What we know about Hispanic Students

- Students need to have opportunities to validate their experiential knowledge as a way to provide them with a positive learning environment (Source: Rendon 1994)
- Students need to be integrated academically and socially into the campus culture (Source: Tinto 1998)
Institutional Student Barriers, Faculty and Resources

• Discontinuity barriers as student transition from high school, urban and rural settings, and fail to make the adjustment
• Lack of nurturing – support by the institution or role models
• Lack of presence on campus, lack of visibility, isolation, lack of curriculum
• Resource barrier – financial resources to support education

Source: (Rey Padilla, 1997)
Barriers (cont.)

- Lack of student support systems that address student needs
- Lack of minority faculty role models
- Culturally relevant experiences
- Mentoring and nurturing opportunities
- Work study/research opportunities
- Opportunities for application of heuristic knowledge
- Campus attitudes-What do you celebrate?
Institutional Interventions

• Establish a goal to become a Hispanic Serving Institution in 5 years

• Target special recruiters assign to every urban region of the state, in Tennessee

• Increase targeted scholarships for students in the top quarter

• Establish an Annual Latino Student Leadership Forum

• Disseminate financial aid and scholarship letters on a timely basis

• Organize Tennessee Days every three months and bus a contingency of students and families from targeted communities to come and visit your respective campus
Student Climate - Retention

- Establish a student Mentoring Program with faculty and staff
- Establish multi-cultural services and organized student organizations to promote membership
- Set up Advising Center for all undergraduates and assign advisors for all academic departments
- Develop programming activities to engage all freshman and create a welcoming climate
- Create Phone Banks and invite Hispanic Community Leaders and College Students to follow up on all student applications
Cultural Interventions
Partnered with Music and Drama Departments to Sponsor:

• Mariachi ensembles and a degree program
• Salsa - Band
• Gospel - Choir
• Hip Hop
• Jazz
Institutional Initiatives

• Black and Latino Playwright Festival

• Alumni Association (Hispanics & Blacks)

• Develop a Writers Collection to promote the contributions of diverse writers, cinema and photography (work with Mexican Consulate)

• Initiate a Children’s Book Award to recognize authors and promote literacy in the public schools
Institutional Initiatives To Increase Faculty Diversity

• Faculty targets of Opportunity to identify faculty to strengthen the diversity of the departments

• Invite doctoral graduate students; fellowships ($11,000) to spend six weeks on campus conducting research

• Faculty curriculum development grants for faculty to integrate diversity components into the curriculum

• Visiting Professors, like Alfredo Quinones Hinojosa, John Hopkins
Institutional Initiatives To Increase Faculty Diversity (cont.)

• Target federal grants such as Title IV, Title V, USDA, NSF, and HHS that support minority students with resources

• Create Access and Equity Committee (to promote diverse, students, staff and faculty programming to enhance diversity)

• Support faculty and staff with professional development opportunities
Institutional Initiatives To Develop Partnerships

• Remember to review the Core Values of the Organization, which are the guiding principles that define organizations and a vision that is compatible

• Community Stewardship, partner with organizations whose values and missions are similar

• People relationships are crucial for the effectiveness of collaborative endeavors

• Understand what makes a critical difference for each partner’s organizational effectiveness

• Commit time to plan for and build the collaborative effort
Institutional Initiatives To Develop Partnerships

• Define roles and responsibilities among your partners
• Understand that networking is an important leadership function in new collaborations
• Engage in contingency planning to ensure that the collaboration is structured in a way that will continue to serve partners continuously
• Cultural Infrastructure remember that Healthy Educational Systems require effective community involvement, a public school system engaged in partnerships with colleges, parents and corporations and vice versa, a college engaged with students, public schools, and the business community
• Yet to accomplish the aforementioned, we need to develop comfort with risk while building trust with diverse community
• We need to recognize that it's not sufficient to tolerate diversity, we must learn to employ what is uncommon among us on behalf of the commitment we have in common
Who Do You Partner With?

1. Institution with similar missions, like land grant institution
2. Comprehensive universities
3. Minority serving institutions
4. Hispanic serving or emerging Hispanic serving institutions
5. Partner with Hispanic serving on federal or foundation grants targeting STEM or other specific disciplines
6. IDRA – EAC – South – Provides technical training for local educators in Tennessee
7. Texas State/ Retailing and consumer sciences – doctoral students Leslie Cuevas and Sergio Bedford
8. Mario Efren Ramirez MD 1940’s Medical School graduate
Final Steps

Define terms of sustainable partnerships
Articulate your change theory, how will you impact student success?
Engage the faculty in the process to promote diversity
Collect data and review the results
Use results to develop stories for the university webpage
Secure and leverage resources to continue the project
Celebrate and engage institutional leaders, the students and the community
The key to a successful forum on our university campuses is having intellectual diversity that includes other kinds of diversities – cultural, racial, gender, sexual, social, and economic, etc., that affects the completeness of the understanding and enhances the debate.
“No more prizes for predicting rain, prizes only for building the ark”

(Gerstner IBM 1998)
Gracias